## About The New England Common Assessment Program

ASSESSMENT

This report highlights results from the Fall 2012 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 results, schools and districts will also tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current data files containing NECAP results. 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 ENGLAN 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

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 receive Item Analysis Reports, Released Item support materials, and student-level 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 2012 **Beginning of Grade 11 NFCAP Tests**

**Grade 11 Students in 2012-2013** 

### **School Results**

**School:** R.I. School for the Deaf

**District**: RI Deaf

Code: 50-28702



### Fall 2012 - Beginning of Grade 11 NECAP Tests **Grade 11 Students in 2012-2013 Grade Level Summary Report**

District: RI Deaf State: **Rhode Island** 

School:

Code: 50-28702

R.I. School for the Deaf

|                        |        |          | •      |        |            |  |
|------------------------|--------|----------|--------|--------|------------|--|
| DARTICIDATION :- NECAR |        | Number   |        |        | Percentage |  |
| PARTICIPATION in NECAP | School | District | State  | School | District   |  |
| Students enrolled      | 5      | 5        | 11 043 | 100    | 100        |  |

| DADTICIDATION: MICCAD                   |         |        |         |         |          | •       |         |        |         |         |             |             | •       | c. ccca | 9-          |         |       |         |
|---|---------|--------|---------|---------|----------|---------|---------|--------|---------|---------|-------------|-------------|---------|---------|-------------|---------|-------|---------|
| PARTICIPATION in NECAP                  |         | School |         |         | District | t       |         | State  |         |         | School      |             |         | Distric | t           |         | State |         |
| Students enrolled on or after October 1 |         | 5      |         |         | 5        |         |         | 11,043 |         |         | 100         |             |         | 100     |             |         | 100   |         |
|   | Reading | Math   | Writing | Reading | Math     | Writing | Reading | Math   | Writing | Reading | Math        | Writing     | Reading | Math    | Writing     | Reading | Math  | Writing |
| Students tested                         | 2       | 3      | 2       | 2       | 3        | 2       | 10,390  | 10,438 | 10,366  | 40      | 60          | 40          | 40      | 60      | 40          | 94      | 95    | 94      |
| With an approved accommodation          | 2       | 3      | 2       | 2       | 3        | 2       | 1,967   | 2,729  | 1,275   | 100     | 100         | 100         | 100     | 100     | 100         | 19      | 26    | 12      |
| Current LEP Students                    | 0       | 0      | 0       | 0       | 0        | 0       | 365     | 416    | 361     | 0       | 0           | 0           | 0       | 0       | 0           | 4       | 4     | 3       |
| With an approved accommodation          | 0       | 0      | 0       | 0       | 0        | 0       | 97      | 131    | 88      |         | ,<br>,<br>, | r<br>1<br>1 |         | r       | r<br>1<br>1 | 27      | 31    | 24      |
| IEP Students                            | 2       | 2      | 2       | 2       | 2        | 2       | 1,476   | 1,464  | 1,463   | 100     | 67          | 100         | 100     | 67      | 100         | 14      | 14    | 14      |
| With an approved accommodation          | 2       | 2      | 2       | 2       | 2        | 2       | 860     | 885    | 848     | 100     | 100         | 100         | 100     | 100     | 100         | 58      | 60    | 58      |
| Students not tested in NECAP            | 3       | 2      | 3       | 3       | 2        | 3       | 653     | 605    | 677     | 60      | 40          | 60          | 60      | 40      | 60          | 6       | 5     | 6       |
| State Approved                          | 3       | 2      | 3       | 3       | 2        | 3       | 225     | 181    | 216     | 100     | 100         | 100         | 100     | 100     | 100         | 34      | 30    | 32      |
| Alternate Assessment                    | 2       | 2      | 2       | 2       | 2        | 2       | 125     | 125    | 125     | 67      | 100         | 67          | 67      | 100     | 67          | 56      | 69    | 58      |
| First Year LEP                          | 1       | 0      | 1       | 1       | 0        | 1       | 54      | 0      | 52      | 33      | 0           | 33          | 33      | 0       | 33          | 24      | 0     | 24      |
| Withdrew After October 1                | 0       | 0      | 0       | 0       | 0        | 0       | 31      | 36     | 28      | 0       | 0           | 0           | 0       | 0       | 0           | 14      | 20    | 13      |
| 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       | 14      | 18     | 10      | 0       | 0           | 0           | 0       | 0       | 0           | 6       | 10    | 5       |
| Other                                   | 0       | 0      | . 0     | 0       | 0        | . 0     | 428     | 424    | 461     | 0       | . 0         | . 0         | 0       | 0       | 0           | 66      | 70    | 68      |

#### NECAD DECILITE

|          |          |                |             |        |     | Schoo                 | ol |       |     |       |      |      |               |        |            | Dist       | trict      |            |               |        |            | Sta        | ate        |            |               |
|----------|----------|----------------|-------------|--------|-----|-----------------------|----|-------|-----|-------|------|------|---------------|--------|------------|------------|------------|------------|---------------|--------|------------|------------|------------|------------|---------------|
|          | Enrolled | NT<br>Approved | NT<br>Other | Tested | Lev | rel 4                 | Le | vel 3 | Lev | /el 2 | Leve | el 1 | Mean<br>Score | Tested | Level<br>4 | Level<br>3 | Level<br>2 | Level<br>1 | Mean<br>Score | Tested | Level<br>4 | Level<br>3 | Level<br>2 | Level<br>1 | Mear<br>Score |
|          | N        | N              | N           | N      | N   | %                     | N  | %     | N   | %     | N    | %    |               | N      | %          | %          | %          | %          |               | N      | %          | %          | %          | %          |               |
| NEADING. | 5        | 3              | 0           | 2      |     | 1<br>1<br>1<br>1<br>1 |    |       |     |       |      |      |               | 2      |            |            |            |            |               | 10,390 | 33         | 46         | 14         | 8          | 1149          |
|          | 5        | 2              | 0           | 3      |     |                       |    |       |     |       |      |      |               | 3      |            |            |            |            |               | 10,438 | 2          | 32         | 26         | 40         | 113           |
| 2        | 5        | 3              | 0           | 2      |     |                       |    | :     |     |       |      |      |               | 2      |            |            |            |            |               | 10,366 | 4          | 46         | 44         | 6          | 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 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013

## **Reading Results**

**School:** R.I. School for the Deaf

**District**: RI Deaf

State: Rhode Island Code: 50-28702

#### **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.

(Scaled Score 1154–1180)

#### 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.

(Scaled Score 1140-1153)

#### **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. (Scaled Score 1130–1139)

#### **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.

(Scaled Score 1100-1129)

|            | Enrolled | NT Approved                             | NT Other | Tested | Lev   | el 4 | Leve   | el 3 | Lev   | el 2 | Lev   | el 1 | Mean            |
|------------|----------|---|----------|--------|-------|------|--------|------|-------|------|-------|------|-----------------|
|            | N        | N                                       | N        | N      | N     | %    | N      | %    | N     | %    | N     | %    | Scaled<br>Score |
| School     |          |   |          |        |       |      |        |      |       |      |       |      |                 |
| 2010-11    | 5        | 1                                       | 0        | 4      |       |      | :      |      |       |      |       |      |                 |
| 2011-12    | 9        | 2                                       | 3        | 4      | :     |      | :      |      |       | :    | :     |      |                 |
| 2012-13    | 5        | 3                                       | 0        | 2      |       |      |        |      |       |      |       |      |                 |
| Cumulative |          | 1                                       |          |        |       |      |        |      |       |      |       |      |                 |
| Total      |          | :                                       |          |        |       |      |        |      |       | :    |       |      |                 |
| District   |          | :                                       |          |        |       |      | :      |      |       |      | :     |      |                 |
| 2010-11    | 5        | 1                                       | 0        | 4      |       |      | :      |      |       |      |       |      |                 |
| 2011-12    | 9        | 2                                       | 3        | 4      |       |      |        |      |       |      |       |      |                 |
| 2012-13    | 5        | 3                                       | 0        | 2      |       |      |        |      |       |      |       |      |                 |
| Cumulative |          |   |          |        | :     |      | :      |      |       | :    | :     |      |                 |
| Total      |          | <u>:</u>                                |          |        |       |      |        |      |       |      |       |      |                 |
| State      |          | :                                       |          |        |       |      | :      |      |       | :    |       |      |                 |
| 2010-11    | 11,164   | 195                                     | 341      | 10,628 | 2,964 | 28   | 5,126  | 48   | 1,688 | 16   | 850   | 8    | 1147            |
| 2011-12    | 11,119   | 116                                     | 466      | 10,537 | 3,289 | 31   | 4,782  | 45   | 1,571 | 15   | 895   | 8    | 1148            |
| 2012-13    | 11,043   | 225                                     | 428      | 10,390 | 3,422 | 33   | 4,741  | 46   | 1,432 | 14   | 795   | 8    | 1149            |
| Cumulative | 33,326   | 536                                     | 1,235    | 31,555 | 9,675 | 31   | 14,649 | 46   | 4,691 | 15   | 2,540 | 8    | 1148            |
| Total      | 33,320   | , ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | 1,233    | 31,333 | 3,075 | וכ   | 14,049 | 40   | 4,091 | . 13 | 2,340 | o    | 1140            |

|                           | Total              |   |    |    | Percer | t of T | otal Po | ossible | Point | s  |    |     |       |
|---------------------------|--------------------|---|----|----|--------|--------|---------|---------|-------|----|----|-----|-------|
| Subtopic                  | Possible<br>Points | 0 | 10 | 20 | 30     | 40     | 50      | 60      | 70    | 80 | 90 | 100 |       |
| Word ID/Vocabulary        | 19                 |   |    |    |        |        |         |         | •     |    |    |     |       |
| ype of Text               |                    |   |    |    |        |        |         |         |       |    |    |     | • Sch |
| Literary                  | 42                 |   |    |    |        |        |         |         |       |    |    |     | ▲ Dis |
| Informational             | 43                 |   |    |    |        |        |         | •       |       |    |    |     | — Sta |
| Level of Comprehension    |                    |   |    |    |        |        |         |         |       |    |    | 1   |       |
| Initial Understanding     | 38                 |   |    |    |        |        |         |         | •     |    |    |     |       |
| Analysis & Interpretation | 47                 |   |    |    |        |        |         |         |       |    |    |     |       |



# Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Disaggregated Reading Results

**School:** R.I. School for the Deaf

**District:** RI Deaf

State: Rhode Island Code: 50-28702

|  |          |                |             |        | Scho    | ool     |         |         |                |        |            | Dist       | trict      |            |                |            |            | Sta        | ate        |            |                |
|--|----------|----------------|-------------|--------|---------|---------|---------|---------|----------------|--------|------------|------------|------------|------------|----------------|------------|------------|------------|------------|------------|----------------|
| REPORTING<br>CATEGORIES                | Enrolled | NT<br>Approved | NT<br>Other | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean<br>Scaled | Tested | Level<br>4 | Level<br>3 | Level<br>2 | Level<br>1 | Mean<br>Scaled | Tested     | Level<br>4 | Level<br>3 | Level<br>2 | Level<br>1 | Mean<br>Scaled |
|  | N        | N              | N           | N      | N : %   | N : %   | N : %   | N : %   | Score          | N      | %          | %          | : %        | : %        | Score          | N          | %          | %          | : %        | %          | Score          |
| All Students                           | 5        | 3              | 0           | 2      |         |         |         |         |                | 2      |            |            |            |            |                | 10,390     | 33         | 46         | 14         | 8          | 1149           |
| Gender                                 |          |                |             |        |         |         |         |         |                |        |            |            |            | 1          |                |            |            | !<br>!     | !          | !<br>!     |                |
|  |          | ,              | _           |        |         | 1       |         |         |                | ١ ,    |            |            | i          | 1          |                | F 254      | 27         | 40         | 1.0        | 10         | 1117           |
| Male                                   | 2        | 2              | 0           | 0      |         | ;       | ;       | ;       |                | 0      |            |            | 1          | i          |                | 5,251      | 27         | 48         | ; 16       | 10         | 1147           |
| Female<br>Not Reported                 | 3 0      | 1 0            | 0           | 2      |         |         |         |         |                | 2      |            |            |            | 1          |                | 5,136<br>3 | 39         | 44         | 12         | 6          | 1150           |
| ·                                      |          |                |             |        | :       |         | :       |         |                |        |            |            |            | 1          |                |            |            |            |            | !<br>!     |                |
| Race/Ethnicity                         |          |                |             |        |         | :       |         |         |                | .      |            |            | i          | 1          |                | 2.042      | 1.5        | 40         |            | 40         | 1445           |
| Hispanic or Latino                     | 1        | 0              | 0           | 1      | ;       | ;       | ;       |         |                | 1      |            |            | 1          | i          |                | 2,042      | 16         | 43         | ; 23       | 18         | 1142           |
| Not Hispanic or Latino                 |          |                | 0           |        |         |         |         |         |                | _      |            |            | 1          | 1          |                | 42         | 24         |            | 10         |            | 1140           |
| American Indian or Alaskan Native      | 0        | 0              | 0           | 0      | ;       | :       | ;       | ;       |                | 0      |            |            | :          | i          |                | 42         | 31         | 50         | † 19       | 0          | 1149           |
| Asian                                  | 0        | 0              | 0           | 0      | ;       | ;       | ;       | ;       |                | 0      |            |            | :          | i          |                | 279        | 37         | 37         | 16         | 10         | 1148           |
| Black or African American              | 1        | 1 1            | 0           | 0      | ;       | ;       | ;       | ;       |                | 0      |            |            |            | i          |                | 852        | 16         | 44         | ; 24       | 16         | 1142           |
| Native Hawaiian or Pacific Islander    | 0        | 0              | 0           | 0      | ;       | ;       | ;       | i       |                | 0      |            |            | 1          | i          |                | 32         | 19         | 53         | ; 22       | 6          | 1146           |
| White                                  | 2        | 1 1            | 0           | 1      | ;       | ;       | ;       | i       |                | 1      |            |            | 1          | i          |                | 6,930      | 40         | 47         | ; 10       | 4          | 1151           |
| Two or more races                      | 0        | 0              | 0           | 0      |         | ;       | ;       | ;       |                | 0      |            |            | 1          | 1          |                | 187        | 28         | 50         | ; 17       | 6          | 1148           |
| No Race/Ethnicity Reported             | 1        | 1              | 0           | 0      |         |         |         |         |                | 0      |            |            | :          | 1          |                | 26         | 8          | 15         | 15         | 62         | 1128           |
| LEP Status                             |          |                |             |        | :       |         | :       | !       |                |        |            |            | 1          | 1          |                |            |            | (<br>(     | 1          | !<br>!     |                |
| Current LEP student                    | 0        | 0              | 0           | 0      |         | 1       | :       | :       |                | 0      |            |            | 1          | 1          |                | 365        | 1          | 8          | 24         | 67         | 1126           |
| Former LEP student - monitoring year 1 | 0        | 0              | 0           | 0      |         | :       | 1       | :       |                | 0      |            |            |            | 1          |                | 46         | 0          | 48         | ; 41       | 11         | 1138           |
| Former LEP student - monitoring year 2 | 0        | 0              | 0           | 0      |         | :       | 1       | :       |                | 0      |            |            |            | 1          |                | 17         | 0          | 41         | ; 53       | 6          | 1139           |
| All Other Students                     | 5        | 3              | 0           | 2      |         | :       |         |         |                | 2      |            |            | 1          | 1          |                | 9,962      | 34         | 47         | 13         | 5          | 1149           |
| IEP                                    |          |                |             |        |         |         |         |         |                |        |            |            |            | į          |                |            |            |            |            | !          |                |
| Students with an IEP                   | 4        | 2              | 0           | 2      |         | 1       | 1       |         |                | 2      |            |            |            | 1          |                | 1,476      | 4          | 34         | 33         | 29         | 1136           |
| All Other Students                     | 1        | 1              | 0           | 0      |         |         | 1       |         |                | 0      |            |            | 1          | 1          |                | 8,914      | 38         | 48         | 11         | 4          | 1151           |
| SES                                    |          |                |             |        |         |         |         |         |                |        |            |            |            | 1          |                |            |            |            |            |            |                |
| Economically Disadvantaged Students    | 3        | 1 1            | 0           | 2      |         | :       |         |         |                | 2      |            |            | 1          | 1          |                | 3,967      | 18         | 47         | 22         | 12         | 1144           |
| All Other Students                     | 2        | 2              | 0           | 0      |         |         |         |         |                | 0      |            |            | 1          | i          |                | 6,423      | 42         | 47         | 8          | 12         | 1151           |
| All Other Students                     | 2        | 2              | U           | U      |         |         |         |         |                | "      |            |            | 1          | 1          |                | 0,423      | 42         | 43         |            |            | 1131           |
| Migrant                                |          |                |             |        |         |         | 1       |         |                |        |            |            | 1          | 1          |                |            |            |            |            |            |                |
| Migrant Students                       | 0        | 0              | 0           | 0      |         |         | 1       |         |                | 0      |            |            |            |            |                | 0          |            |            |            | :          |                |
| All Other Students                     | 5        | 3              | 0           | 2      |         |         |         |         |                | 2      |            |            | i          | į          |                | 10,390     | 33         | 46         | 14         | 8          | 1149           |
| Title I                                |          |                |             |        |         |         |         |         |                |        |            |            | i          |            |                |            |            | !          |            | !          |                |
| Students Receiving Title I Services    | 0        | 0              | 0           | 0      | :       | 1       | 1       |         |                | 0      |            |            |            | 1          |                | 2,305      | 19         | 43         | 22         | 16         | 1143           |
| All Other Students                     | 5        | 3              | 0           | 2      | :       | 1       | :       | :       |                | 2      |            |            |            | 1          |                | 8,085      | 37         | 46         |            | 5          | 1150           |
| All Other Students                     |          | ,              | U           |        | :       | 1       | 1       | :       |                | ′      |            |            |            | 1          |                | 0,003      | ٠,         | +0         | : ''       |            | 1130           |
| 504 Plan                               |          |                |             |        | :       | 1       | 1       |         |                | l      |            |            | 1          | 1          |                |            |            | 1          | :          |            |                |
| Students with a 504 Plan               | 0        | 0              | 0           | 0      | :       | 1       | 1       |         |                | 0      |            |            | 1          | 1          |                | 245        | 30         | 58         | 10         | 2          | 1150           |
| All Other Students                     | 5        | 3              | 0           | 2      | :       | 1       | 1       |         |                | 2      |            |            | 1          | 1          |                | 10,145     | 33         |            | 14         | '          | 1148           |
| , Saler students                       |          | 1              |             | -      | 1 :     | 1 :     | 1 :     | 1 !     |                | i -    |            |            | 1          | 1          |                | 10,135     | 33         |            | 1 17       |            | 1              |

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



## Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013

### **Mathematics Results**

**School:** R.I. School for the Deaf

**District**: RI Deaf

State: Rhode Island Code: 50-28702

#### **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 | Lev | el 4 | Lev   | el 3 | Lev   | el 2 | Lev    | el 1 | Mean            |
|---------------------|----------|-------------|----------|--------|-----|------|-------|------|-------|------|--------|------|-----------------|
|                     | N        | N           | N        | N      | N   | %    | N     | %    | N     | %    | N      | %    | Scaled<br>Score |
| School              |          |             |          |        |     |      |       |      |       |      |        |      |                 |
| 2010-11             | 5        | 1           | 0        | 4      |     |      |       |      |       |      |        |      |                 |
| 2011-12             | 9        | 2           | 3        | 4      |     |      |       |      |       | :    | :      |      |                 |
| 2012-13             | 5        | 2           | 0        | 3      |     |      |       |      |       |      |        |      |                 |
| Cumulative          |          | 1           |          |        |     |      |       |      |       | :    | :      |      |                 |
| Total               |          | <u>:</u> :  |          |        |     |      |       |      |       | :    |        |      |                 |
| District            |          | : :         |          |        |     |      |       |      |       |      |        |      |                 |
| 2010-11             | 5        | 1           | 0        | 4      |     |      |       |      |       |      |        |      |                 |
| 2011-12             | 9        | 2           | 3        | 4      |     |      |       |      |       |      |        |      |                 |
| 2012-13             | 5        | 2           | 0        | 3      |     |      |       |      |       |      |        |      |                 |
| Cumulative          |          | : :         |          |        |     |      |       |      |       | :    | :      |      |                 |
| Total               |          |             |          |        |     |      |       |      |       |      |        |      |                 |
| State               |          |             |          |        |     |      |       |      |       |      |        |      |                 |
| 2010-11             | 11,164   | 156         | 336      | 10,672 | 272 | 3    | 3,224 | 30   | 3,094 | 29   | 4,082  | 38   | 1135            |
| 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            |
| Cumulative<br>Total | 33,326   | 456         | 1,182    | 31,688 | 748 | 2    | 9,463 | 30   | 8,580 | 27   | 12,897 | 41   | 1135            |

|                                 | Total              |   |    |    | Percei | nt of T | otal Po | ossible | Point | s  |    |     |  |
|---------------------------------|--------------------|---|----|----|--------|---------|---------|---------|-------|----|----|-----|--|
| Subtopic                        | Possible<br>Points | 0 | 10 | 20 | 30     | 40      | 50      | 60      | 70    | 80 | 90 | 100 |  |
| Numbers & Operations            | 21                 |   |    |    |        |         |         |         |       |    |    |     | <ul><li>School</li></ul>                     |
| Geometry & Measurement          | 41                 |   |    | •  |        |         |         |         |       |    |    |     | <ul><li>▲ District</li><li>♦ State</li></ul> |
| Functions & Algebra             | 53                 |   |    |    |        | •       |         |         |       |    |    |     | — Standard<br>Error Bar                      |
| Data, Statistics, & Probability | 21                 |   |    |    |        | •       |         |         |       |    |    |     |  |



# Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Disaggregated Mathematics Results

**School:** R.I. School for the Deaf

**District:** RI Deaf

State: Rhode Island Code: 50-28702

| CATEGORIES    N   N   N   N   N   N   N   N   N   |                                   |          |     |   |        | Scho    | ool     |         |         |       |            |   | Dist | trict |        |       |        |    | Sta    | ate  |     |                |
|---|-----------------------------------|----------|-----|---|--------|---------|---------|---------|---------|-------|------------|---|------|-------|--------|-------|--------|----|--------|------|-----|----------------|
| All Students 5 2 0 0 3 0 0 0 1 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 1 0 1 1 1 0 1 1 1 0 1 1 1 1 0 1  |                                   | Enrolled |     |   | Tested | Level 4 | Level 3 | Level 2 | Level 1 |       | Tested     |   |      |       |        |       | Tested |    |        |      |     | Mean<br>Scaled |
| Maile   |                                   | N        | N   | N | N      | N %     | N %     | N : %   | N %     | Score | N          | % | %    | : %   | %      | Score | N      | %  | %      | : %  | %   | Score          |
| Male  | All Students                      | 5        | 2   | 0 | 3      |         |         |         |         |       | 3          |   |      |       | 1      |       | 10,438 | 2  | 32     | 26   | 40  | 1135           |
| Male  | Gender                            |          |     |   |        |         |         |         |         |       |            |   |      |       | ;<br>! |       |        |    |        |      |     |                |
| Female 3 3 1 0 0 2  |                                   | ,        | 1 1 | 0 | 1      |         | !       | :       |         |       | 1          | : |      | 1     | 1      |       | 5 271  | 2  | 22     | 24   | 20  | 1126           |
| Not Reported   0  |                                   |          |     |   |        | 1       | !       | !       | ! !     |       | l '        |   |      | 1     | !      |       |        |    |        |      |     |                |
| Race/Ethnicity   Hispanic or Latino   1   0   0   1   1   2,082   <1   13   23   64   1130   Not Hispanic or Latino   American Indian or Alaskan Native   Asian   0   0   0   0   0   0   0   266   26   2  |                                   |          |     |   |        |         |         |         |         |       |            |   |      |       | !      |       |        | 2  | 30     | 28   | 40  | 1135           |
| Hispanic or Latino  | •                                 |          |     |   |        | :       |         |         |         |       |            |   |      |       | !<br>! |       |        |    | !<br>! |      |     |                |
| Not Hispanic of Latino  |                                   |          |     |   |        | i       | 1       | :       |         |       |            |   |      | 1     | 1      |       |        |    | 1      |      |     |                |
| American Indian or Alaskan Native   | Hispanic or Latino                | 1        | 0   | 0 | 1      | 1       |         | :       |         |       | 1          |   |      | 1     |        |       | 2,082  | <1 | 13     | ; 23 | 64  | 1130           |
| Asian   | Not Hispanic or Latino            |          |     |   |        | :       | 1       | :       |         |       |            |   |      | 1     | :      |       | •      |    |        |      |     |                |
| Black or African American   | American Indian or Alaskan Native | 0        | 0   | 0 | 0      |         |         |         |         |       | 0          |   |      | 1     |        |       | 42     | 2  | 26     | 26   | 45  | 1136           |
| Black or African American   | Asian                             | 0        | 0   | 0 | 0      | :       | :       | :       | :       |       | l 0        | : |      | ;     | :      |       | 286    | 6  | 34     | 27   | 34  | 1137           |
| Native Hawaiian or Pacific Islander   | Black or African American         | 1        | 1 1 | 0 | 0      | :       | :       | :       | :       |       | ĺ          |   |      | 1     |        |       | i      | i  |        |      |     | 1              |
| White   |                                   |          | .   |   | i .    |         | !       | :       | :       |       | i .        | : |      | 1     | 1      |       | i      | i  |        |      |     |                |
| Two or more races   |                                   |          | "   | _ |        |         | !       | !       | 1 : 1   |       | 1          |   |      | 1     | !      |       |        |    |        |      |     |                |
| No Race/Ethnicity Reported 1 0 0 0 1 1 2 2 0 1 1 2 2 0 1 1 2 2 1 1 0 1 1 2 2 5 8 1 133  |                                   | l l      |     |   |        | i       | i       | i       |         |       |            |   |      | i     | i      |       |        | i  |        |      |     | 1              |
| LEP Status  |                                   | 1        |     |   |        | 1       | ;       | 1       |         |       | i .        |   |      | ;     | ;      |       |        |    |        |      |     |                |
| Current LEP student   | No Race/Ethnicity Reported        | 1        | 0   | 0 | 1      | :       |         |         |         |       | 1          |   |      |       |        |       | 26     | 0  | 0      | 15   | 85  | 1123           |
| Current LEP student   | LEP Status                        |          |     |   |        | :       | :       | :       | :       |       |            |   |      | 1     | 1      |       |        |    | 1      |      |     |                |
| Former LEP student - monitoring year 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0  |                                   | 0        | 1 0 | 0 | 0      |         | !       | :       |         |       | l n        | : |      | 1     | 1      |       | 116    | _1 | . 3    | . 6  | an  | 1122           |
| Former LEP students   |                                   | 1        |     |   |        |         | :       | :       | 1 : 1   |       |            | : |      | 1     |        |       |        | i  |        |      |     | 1              |
| All Other Students  |                                   |          |     |   |        | i       |         | i       | i i     |       |            |   |      | i     | 1      |       |        | i  |        |      |     | 1              |
| EP   Students with an IEP   4   |                                   |          |     |   |        | i       | ;       |         |         |       |            |   |      | i     | ì      |       | i      |    |        |      |     | 1              |
| Students with an IEP  | All Other Students                | 5        | 2   | 0 | 3      |         |         |         |         |       | 3          |   |      |       | 1      |       | 9,958  | 3  | 33     | 27   | 38  | 1136           |
| All Other Students 1 0 0 0 1 1  | IEP                               |          |     |   |        | :       |         |         |         |       | j          |   |      | :     | 1      |       |        |    |        |      |     |                |
| All Other Students 1 0 0 0 1 1  | Students with an IEP              | 4        | 2   | 0 | 2      |         |         |         |         |       | 2          |   |      | 1     |        |       | 1,464  | <1 | 5      | 12   | 83  | 1125           |
| Economically Disadvantaged Students   | All Other Students                | 1        |     | 0 |        |         |         |         |         |       |            |   |      | :     | ;<br>; |       |        |    |        |      |     | 1137           |
| Economically Disadvantaged Students   | CEC                               |          |     |   |        | :       |         |         |         |       |            |   |      |       | 1      |       |        |    |        |      |     |                |
| All Other Students 2 1 0 1  |                                   |          |     |   | _      | 1       | 1       | i       |         |       | ١ ,        |   |      | i     | i .    |       | 4 004  |    | 4.7    | 24   |     | 4434           |
| Migrant Migrant Students       0       0       0       0       0       0       0       0       1135         Title I Students Receiving Title I Services All Other Students       0       0       0       0       0       0       1131         All Other Students       5       2       0       3       3       3       8,090       3       36       27       34       1137         504 Plan Students with a 504 Plan       0       0       0       0       0       0       245       3       28       33       36       1137  |                                   |          | 1 1 |   |        | ;       | ;       | ;       |         |       |            |   |      | i     | i      |       |        |    |        |      |     |                |
| Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0  | All Other Students                | 2        | 1   | 0 | 1      |         |         |         |         |       | 1          |   |      |       | ·<br>! |       | 6,437  | 4  | 41     | 27   | 28  | 1138           |
| All Other Students 5 2 0 3  | Migrant                           |          |     |   |        | 1       | 1       |         |         |       | İ          |   |      | 1     | 1      |       |        |    | 1      | !    | !   |                |
| All Other Students 5 2 0 3  | 3                                 | 0        | 0   | 0 | 0      |         | :       |         |         |       | <b>l</b> 0 |   |      |       |        |       | 0      |    |        | :    |     | 1              |
| Title I       Company of the Plan       < |                                   |          |     |   |        |         |         | :       |         |       |            |   |      |       |        |       |        | 2  | 32     | 26   | 40  | 1135           |
| Students Receiving Title I Services       0       0       0       0       131         All Other Students       5       2       0       3       8,090       3       36       27       34       1137         504 Plan       Students with a 504 Plan       0       0       0       245       3       28       33       36       1137  | 7 iii Ottici Students             |          |     | , |        | :       | :       | :       |         |       |            | : |      |       | 1      |       | 10,430 |    | , ,,   | . 20 | -70 |                |
| Students Receiving Title I Services       0       0       0       0       131         All Other Students       5       2       0       3       8,090       3       36       27       34       1137         504 Plan       Students with a 504 Plan       0       0       0       245       3       28       33       36       1137  | Tiale I                           |          |     |   |        | 1       | 1 :     | !       | 1 : 1   |       | l          |   |      |       | 1      |       | 1      |    | 1      |      |     |                |
| All Other Students 5 2 0 3 8,090 3 36 27 34 1137 504 Plan 0 0 0 0 0 0 0 0 0 0 245 3 28 33 36 1137   |                                   |          |     | _ | _      | i i     |         |         |         |       | _          |   |      | 1     | 1      |       | 2 240  |    |        | . 22 |     | 1434           |
| 504 Plan       Students with a 504 Plan     0     0     0     245     3     28     33     36     1137   |                                   |          |     |   |        |         |         |         |         |       |            |   |      | i     | i      |       |        |    |        | 22   |     | 1              |
| Students with a 504 Plan 0 0 0 0 0 0 0 0 133 36 1137  | All Other Students                | 5        | 2   | 0 | 3      |         |         |         |         |       | 3          |   |      | 1     |        |       | 8,090  | 3  | 36     | 27   | 34  | 1137           |
| Students with a 504 Plan 0 0 0 0 0 0 0 0 133 36 1137  | 504 PI                            |          |     |   |        | ;       | ;       |         |         |       |            |   |      | 1     |        |       |        |    | i      | ;    |     |                |
|   |                                   |          |     |   |        | 1       | ;       |         |         |       |            |   |      | 1     |        |       |        |    |        |      |     |                |
| All Other Students   5   2   0   3   ;   ;     3   ; ;     10,193   2 : 32 : 26 : 40   1135   |                                   |          | "   | _ |        |         |         | ;       |         |       |            |   |      | 1     |        |       |        |    |        |      |     |                |
|   | All Other Students                | 5        | 2   | 0 | 3      | 1       | 1 :     | ;       | 1 : 1   |       | 3          | : |      | 1     |        |       | 10,193 | 2  | 32     | 26   | 40  | 1135           |

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



## Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013

## **Writing Results**

**School:** R.I. School for the Deaf

**District**: RI Deaf

State: Rhode Island Code: 50-28702

#### **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)

(Raw Score 4-6)

#### **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. (Raw Score 2–3)

|                                | Enrolled | NT Approved | NT Other | Tested | Lev | el 4 | Leve   | el 3 | Leve   | el 2 | Lev   | el 1 | Mean  |
|--------------------------------|----------|-------------|----------|--------|-----|------|--------|------|--------|------|-------|------|-------|
|                                | N        | N           | N        | N      | N   | %    | N      | %    | N      | %    | N     | %    | Score |
| School                         |          |             |          |        |     |      |        |      |        |      |       |      |       |
| 2010-11                        | 5        | 1           | 0        | 4      |     |      |        |      |        |      |       |      |       |
| 2011-12                        | 9        | 2           | 3        | 4      | :   |      | 1 :    |      | :      |      | :     |      |       |
| 2012-13<br>Cumulative<br>Total | 5        | 3           | 0        | 2      |     |      |        |      |        |      |       |      |       |
| District<br>2010-11            | 5        | 1           | 0        | 4      |     |      |        |      |        |      |       |      |       |
| 2011-12                        | 9        | 2           | 3        | 4      |     |      | 1      |      |        |      |       |      |       |
| 2012-13<br>Cumulative<br>Total | 5        | 3           | 0        | 2      |     |      | 1      |      |        |      |       |      |       |
| State                          |          |             |          |        |     |      |        |      |        |      |       |      |       |
| 2010-11                        | 11,164   | 189         | 381      | 10,594 | 119 | 1    | 5,269  | 50   | 4,680  | 44   | 526   | 5    | 6.4   |
| 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   |
| Cumulative<br>Total            | 33,326   | 521         | 1,337    | 31,468 | 960 | 3    | 14,893 | 47   | 13,780 | 44   | 1,835 | 6    | 6.4   |

|         | Types of Writing Reported in the Results Above  |
|---------|---|
| 2010-11 | Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.   |
| 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.   |



## Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Writing Results

**School:** R.I. School for the Deaf

**District**: RI Deaf **State**: Rhode Island

**Code:** 50-28702

## Average Score Comparison by Type of Writing§

|   |                |                  |               |     |     |   |    | .,,,,,           |               |      |      |   |    |                  |               |       |          |    |
|---|----------------|------------------|---------------|-----|-----|---|----|------------------|---------------|------|------|---|----|------------------|---------------|-------|----------|----|
| T (1977)  |                |                  |               | Sch | ool |   |    |                  |               | Dist | rict |   |    |                  |               | State | <u>:</u> |    |
| Type of Writing   | Tested         | Number<br>Tested | Mean<br>Score |     | 0   | 7 | 12 | Number<br>Tested | Mean<br>Score | (    | 0    | 7 | 12 | Number<br>Tested | Mean<br>Score | 0     | 7        | 12 |
| Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's      | 2012-13<br>(C) | 2                |               |     |     |   |    | 2                |               |      |      |   |    | 10,366           | 6.4           |       | -        | •  |
| craft, or other elements within a piece of literature or informational text.  | 2011-12        | 4                |               |     |     |   |    | 4                |               |      |      |   |    | 1,304            | 6.4           |       | 4        | -  |
| Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's | 2012-13        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 1,705            | 6.4           |       | -        | -  |
| craft, or other elements within a piece of literature or informational text.  | 2011-12        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 1,330            | 6.0           |       | 4        |    |
| Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.                                 | 2012-13        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 1,732            | 7.1           |       | -        | _  |
|   | 2011-12        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 1,317            | 6.7           |       | +        | -  |
| Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.  | 2012-13        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 881              | 6.8           |       | -        | -  |
|   | 2011-12        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 1,317            | 6.7           |       | -        | -  |
| 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     | 2012-13        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 1,726            | 6.7           |       | -        | -  |
| 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<br>(C) | 4                |               |     |     |   |    | 4                |               |      |      |   |    | 10,508           | 6.4           |       | 4        | -  |
| 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               | 2012-13        | 2                |               |     |     |   |    | 2                |               |      |      |   |    | 1,700            | 6.7           |       | -        | -  |
| 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        | 0                |               |     |     |   |    | 0                |               |      |      |   |    | 1,300            | 6.6           |       |          | -  |

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

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.

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

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

<sup>§</sup> 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.



## Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Writing Results

**School:** R.I. School for the Deaf

**District**: RI Deaf **State**: Rhode Is

State: Rhode Island Code: 50-28702

| Score Distribution |       |       |     |     |     |       |       |  |  |  |  |  |  |
|--------------------|-------|-------|-----|-----|-----|-------|-------|--|--|--|--|--|--|
| Total              | Score | Score | Sch | ool | Dis | trict | State |  |  |  |  |  |  |
| Score              | 1     | 2     | N   | %   | N   | %     | %     |  |  |  |  |  |  |
| 12                 | 6     | 6     |     |     |     |       | <1    |  |  |  |  |  |  |
| 11                 | 6     | 5     |     |     |     |       | <1    |  |  |  |  |  |  |
| 10                 | 5     | 5     |     |     |     |       | 3     |  |  |  |  |  |  |
| 9                  | 5     | 4     |     |     |     |       | 7     |  |  |  |  |  |  |
| 8                  | 4     | 4     |     |     |     |       | 21    |  |  |  |  |  |  |
| 7                  | 4     | 3     |     |     |     |       | 18    |  |  |  |  |  |  |
| 6                  | 3     | 3     |     |     |     |       | 25    |  |  |  |  |  |  |
| 5                  | 3     | 2     |     |     |     |       | 10    |  |  |  |  |  |  |
| 4                  | 2     | 2     |     |     |     |       | 10    |  |  |  |  |  |  |
| 3                  | 2     | 1     |     |     |     |       | 2     |  |  |  |  |  |  |
| 2                  | 1     | 1     |     |     |     |       | 3     |  |  |  |  |  |  |
| 0                  | 0     | 0     |     |     |     |       | 1     |  |  |  |  |  |  |

|   | Scoring Rubric  |
|---|---|
| 6 | • 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 | • 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 | 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 | 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 | 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 | • 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 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Disaggregated Writing Results

**School:** R.I. School for the Deaf

**District:** RI Deaf **State:** Rhode Island

**Code:** 50-28702

|   | School     |                |             |          |         |         |         |     |               |            | District |         |        |         |               |                | State      |           |          |            |               |  |
|---|------------|----------------|-------------|----------|---------|---------|---------|-----|---------------|------------|----------|---------|--------|---------|---------------|----------------|------------|-----------|----------|------------|---------------|--|
| REPORTING<br>CATEGORIES                                   | Enrolled N | NT<br>Approved | NT<br>Other | Tested N | Level 4 | Level 3 | Level 2 |     | Mean<br>Score | Tested N   | Level 4  | Level 3 | 2      | Level 1 | Mean<br>Score | Tested         | Level<br>4 | Level : 3 | Level 2  | Level<br>1 | Mean<br>Score |  |
|   |            |                |             |          | N 9     | N %     | N %     | N % |               |            |          |         |        |         |               | N              | %          |           |          |            |               |  |
| All Students  | 5          | 3              | 0           | 2        |         |         |         |     |               | 2          |          |         |        |         |               | 10,366         | 4          | 46        | 44       | 6          | 6.4           |  |
| Gender  |            |                |             |          |         |         |         |     |               |            |          |         |        | 1       |               |                |            |           |          |            |               |  |
| Male  | 2          | 2              | 0           | 0        | :       |         | :       | ;   | l             | 0          |          |         |        | 1       |               | 5,232          | 3          | 39        | 49       | 8          | 6.1           |  |
| Female  | 3          | 1              | Ö           | 2        | :       | 1       | 1       |     |               | 2          |          |         |        | 1       |               | 5,131          | 4          | 53        | 40       | 3          | 6.8           |  |
| Not Reported  | 0          | 0              | 0           | 0        |         |         |         | 1   |               | 0          |          |         | !<br>! | 1       |               | 3              | -          |           | . 40     |            | 0.0           |  |
| Race/Ethnicity  |            |                |             |          | :       |         |         | 1   |               |            |          |         |        | 1       |               |                |            | ,<br>1    |          | !          |               |  |
| Hispanic or Latino  | 1          | 0              | 0           | 1        | :       | 1       | 1       |     | l             | 1 1        |          |         |        | 1       |               | 2,036          | 1          | 33        | 54       | 12         | 5.7           |  |
| Not Hispanic or Latino                                    | '          | "              | "           | '        | :       | !       | 1 :     |     |               | '          |          |         | :      | 1       |               | 2,030          | '          | دد        | , 54     | 12         | J./           |  |
| American Indian or Alaskan Native                         | 0          | 0              | 0           | 0        | :       |         | 1       |     | l             | 0          |          |         |        | 1       |               | 42             | ,          | 43        | 52       |            | 6 6           |  |
| American Indian of Alaskan Native<br>Asian                | 0          | 0              | 0           | 0        | :       |         | 1 :     |     |               | 0          |          |         |        | 1       |               | 281            | 2<br>5     | 43        |          | 2          | 6.5           |  |
|   | 1 -        |                |             |          | i       |         |         |     | - 1           |            |          | i       | i      | i       |               | 1              | 1          |           | 42       |            | 1             |  |
| Black or African American                                 | 1          | 1              | 0           | 0        |         |         | ;       |     |               | 0          |          |         | ;      | i       |               | 848            | 1          | 33        | ; 56     | 10         | 5.8           |  |
| Native Hawaiian or Pacific Islander                       | 0          | 0              | 0           | 0        |         |         |         |     |               | 0          |          |         | ;      | ;       |               | 31             | 3          | 35        | 58       | 3          | 6.4           |  |
| White   | 2          | 1              | 0           | 1        |         | 1       | 1       |     |               | 1          |          | :       | ;      | 1       |               | 6,918          | 4          | 52        | 40       | 4          | 6.7           |  |
| Two or more races<br>No Race/Ethnicity Reported           | 0          | 0              | 0           | 0        |         |         |         |     |               | 0<br>0     |          |         |        | 1       |               | 187<br>23      | 4<br>0     | 43<br>13  | 49<br>17 | 70         | 6.4<br>3.3    |  |
| LEP Status  |            |                |             |          | :       |         |         |     |               |            |          | :       | :      |         |               |                |            | !         |          | ,<br>!     |               |  |
| Current LEP student                                       | 0          | 0              | 0           | 0        | :       | :       | :       |     | i             | <b>l</b> 0 |          |         | :      | ;       |               | 361            | 0          | 7         | 52       | 41         | 3.8           |  |
| Former LEP student - monitoring year 1                    | 0          | 0              | 0           | 0        | :       | 1       | :       |     | i             | 0          |          |         |        |         |               | 47             | 0          | 23        | 68       | 9          | 5.7           |  |
| Former LEP student - monitoring year 2                    | 0          | 0              | Ö           | 0        | :       | 1       | :       |     | i             | Ö          |          |         |        | 1       |               | 17             | 0          | 24        | 71       | 6          | 5.6           |  |
| All Other Students  | 5          | 3              | 0           | 2        | :       | :       | :       | :   |               | 2          |          | :       | :      | 1       |               | 9,941          | 4          | 48        | 44       | 5          | 6.5           |  |
| IEP   |            |                |             |          | :       |         | 1       |     |               |            |          | :       |        | 1       |               |                |            | ,<br>     |          | ,<br>      |               |  |
| Students with an IEP                                      | 4          | 2              | 0           | 2        | :       |         | 1 :     |     | l             | 2          |          | :       | :      |         |               | 1,463          | <1         | 14        | 64       | 22         | 4.8           |  |
| All Other Students  | 1          | 1              | 0           | 0        | :       |         |         |     |               | 0          |          |         | :      |         |               | 8,903          | 4          | 51        | 41       | 3          | 6.7           |  |
| SES   |            |                |             |          |         |         |         |     |               |            |          |         |        |         |               |                |            |           |          |            |               |  |
| Economically Disadvantaged Students                       | 3          | 1              | 0           | 2        |         |         |         |     |               | 2          |          | :       |        |         |               | 3,961          | 1          | 35        | 55       | 8          | 5.9           |  |
| All Other Students  | 2          | 2              | 0           | 0        |         |         |         |     |               | 0          |          |         |        |         |               | 6,405          | 5          | 53        | 38       | 4          | 6.8           |  |
| Migrant   |            |                |             |          |         |         |         |     |               |            |          |         |        | 1       |               |                |            | ,<br>     |          | !          |               |  |
| Migrant Students  | 0          | 0              | 0           | 0        |         |         |         |     | ı             | 0          |          | :       |        | :       |               | 0              |            |           | :        |            |               |  |
| All Other Students  | 5          | 3              | 0           | 2        |         |         |         |     |               | 2          |          |         |        |         |               | 10,366         | 4          | 46        | 44       | 6          | 6.4           |  |
| Title I   |            |                |             |          |         |         |         |     |               |            |          |         |        |         |               |                |            | !<br>!    |          | !          |               |  |
| Students Receiving Title I Services<br>All Other Students | 0<br>5     | 0              | 0<br>0      | 0 2      |         |         |         |     |               | 0<br>2     |          |         | 1      | 1       |               | 2,297<br>8,069 | 2<br>4     | 37<br>49  | 51<br>43 | 10<br>5    | 5.9<br>6.6    |  |
| 504 Plan  |            |                |             |          | :       |         |         |     |               |            |          |         |        | 1       |               |                |            | !         |          | !          |               |  |
| Students with a 504 Plan                                  | 0          | 0              | 0           | 0        | :       |         | 1 :     |     |               | 0          |          |         |        | 1       |               | 245            | ,          | 46        | . 40     | 4          | 6.4           |  |
|   | 5          | 3              | 0           |          |         |         | 1       |     |               | i          | -        |         |        | 1       |               | 1              | 2          |           | 48       | 1          | 6.4           |  |
| All Other Students  | ا ء        | 3              | 0           | 2        | i       |         | 1 1     |     |               | 2          |          | i       |        | i       | 1             | 10,121         | 4          | 46        | 44       | 6          | 6.4           |  |

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