# About The New England **Common Assessment Program**

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This report highlights results from the Fall 2010 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 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 GRA 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 2010 Beginning of Grade 11 NECAP** Tests

### Grade 11 Students in 2010-2011

# **School Results**

School:	Davies Career-Tech High School
District:	Davies
Code:	40-17701



## Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Grade Level Summary Report

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

					Number								Pe	ercentag	ge			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		196			196			11,164			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	195	195	194	195	195	194	10,628	10,672	10,594	99	99	99	99	99	99	95	96	95
With an approved accommodation	76	62	13	76	62	13	1,745	2,408	1,172	39	32	7	39	32	7	16	23	11
Current LEP Students	6	6	6	6	6	6	271	311	261	3	3	3	3	3	3	3	3	2
With an approved accommodation	5	2	0	5	2	0	36	50	28	83	33	0	83	33	0	13	16	11
IEP Students	18	18	17	18	18	17	1,627	1,625	1,612	9	9	9	9	9	9	15	15	15
With an approved accommodation	12	11	10	12	11	10	820	841	747	67	61	59	67	61	59	50	52	46
Students not tested in NECAP	1	1	2	1	1	2	536	492	570	1	1	1	1	1	1	5	4	5
State Approved	1	1	1	1	1	1	195	156	189	100	100	50	100	100	50	36	32	33
Alternate Assessment	0	0	0	0	0	0	108	108	108	0	0	0	0	0	0	55	69	57
First Year LEP	0	0	0	0	0	0	40	0	41	0	0	0	0	0	0	21	0	22
Withdrew After October 1	1	1	1	1	1	1	34	35	30	100	100	100	100	100	100	17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Special Consideration	0	0	0	0	0	0	12	13	9	0	0	0	0	0	0	6	8	5
Other	0	0	1	0	0	1	341	336	381	0	0	50	0	0	50	64	68	67

#### **NECAP RESULTS**

						School										Dist	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 Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	Ν	N	Ν	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	196	1	0	195	34	17	135	69	24	12	2	1	1148	195	17	69	12	1	1148	10,628	28	48	16	8	1147
MATH	196	1	0	195	0	0	67	34	89	46	39	20	1138	195	0	34	46	20	1138	10,672	3	30	29	38	1135
WRITING	196	1	1	194	1	1	90	46	103	53	0	0	6.5	194	1	46	53	0	6.5	10,594	1	50	44	5	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 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Reading Results

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

#### Proficient with Distinction (Level 4)

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

#### Proficient (Level 3)

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

#### Partially Proficient (Level 2)

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

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from 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.

	Enrolled	NT Approved	NT Other	Tested	Leve	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	Ν	N	%	N	%	N	%	N	%	Scaled Score
SCHOOL													
2008-09	186	3	1	182	12	7	125	69	39	21	6	3	1145
2009-10	172	0	0	172	15	9	132	77	22	13	3	2	1146
2010-11	196	1	0	195	34	17	135	69	24	12	2	1	1148
Cumulative													
Total	554	4	1	549	61	11	392	71	85	15	11	2	1146
DISTRICT													
2008-09	186	3	1	182	12	7	125	69	39	21	6	3	1145
2009-10	172	0	0	172	15	9	132	77	22	13	3	2	1146
2010-11	196	1	0	195	34	17	135	69	24	12	2	1	1148
Cumulative													
Total	554	4	1	549	61	11	392	71	85	15	11	2	1146
STATE													
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-10	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
2010-11 Cumulative	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147
Total	33,556	597	905	32,054	7,339	23	16,040	50	5,688	18	2,987	9	1146

	Total			F	Percer	nt of To	otal Po	ssible	Point	s					_
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100 			
Word ID/Vocabulary	20								•	*					
Type of Text													•	School	
Literary	42							•	-					District State	
Informational	42												-	Standard Error Bar	
Level of Comprehension															
Initial Understanding	31								*						
Analysis & Interpretation	53						-	•							



## Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Disaggregated Reading Results

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

CATEGORIES         Pinol         Pinol         Order         Order         Order         Pinol							Scho	ol									Dist	rict					Sta	ate		
N       N       N       N       V	REPORTING CATEGORIES	Enrolled			Tested	Lev	vel 4	Lev	vel 3	Lev	vel 2	Lev	rel 1	Scaled	Tested				Level 1	Scaled	Tested	1			Level 1	Mean Scaled
Gender Mach Mach Merelssporter       Vision Mach Merelssporter       Vision Mach Micelssporter       V		N	N	N	N	N	%	N	%	N	%	Ν	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
Made Nerelapende Nor Reservision       Made D       Made D      Made D      Made D       Made D <th>All Students</th> <th>196</th> <th>1</th> <th>0</th> <th>195</th> <th>34</th> <th>17</th> <th>135</th> <th>69</th> <th>24</th> <th>12</th> <th>2</th> <th>1</th> <th>1148</th> <th>195</th> <th>17</th> <th>69</th> <th>12</th> <th>1</th> <th>1148</th> <th>10,628</th> <th>28</th> <th>48</th> <th>16</th> <th>8</th> <th>1147</th>	All Students	196	1	0	195	34	17	135	69	24	12	2	1	1148	195	17	69	12	1	1148	10,628	28	48	16	8	1147
Made Nerelapende Nor Reservision       Made D       Made D      Made D      Made D       Made D <td>Gender</td> <td></td>	Gender																									
Image       Image <th< td=""><td></td><td>94</td><td>0</td><td>0</td><td>94</td><td>11</td><td>12</td><td>65</td><td>69</td><td>17</td><td>18</td><td>1</td><td>1</td><td>1146</td><td>94</td><td>12</td><td>69</td><td>18</td><td>1</td><td>1146</td><td>5 364</td><td>22</td><td>50</td><td>18</td><td>10</td><td>1145</td></th<>		94	0	0	94	11	12	65	69	17	18	1	1	1146	94	12	69	18	1	1146	5 364	22	50	18	10	1145
Not Reported       0 <th0< th=""> <th< 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><td></td><td></td></th<></th0<>			-																							
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Hispanical Lation       74       0       0       74       15       20       54       73       5       7       0       140       74       0       140       1.0 <th1.0< th=""> <th1.0< th=""> <th1.0< th=""></th1.0<></th1.0<></th1.0<>	Race/Ethnicity																									
Weit Regard or Latino       International or Albokan Native       Internatin ternational or Albokan Native		7/	0	0	74	15	20	54	73	5	7	0	0	11/10	7/	20	73	7	0	11/10	1 803	11	18	24	17	11/1
Ansametrain Indiano Alaskan Native       1       0       0       1       1       0       0       1       1       1       0       0       1       1       1       0       0       1		/4	0	0	/4	15	20	54	/5		· '	U U	0	1145	/4	20	15	· '	0	1145	1,005		40	24		''''
Asian       1       0       0       1       1       5       6       7       4       9       0       0       1       5       6       7       4       9       0       0       1       5       7       1       5       7       1       5       7       1       5       7       1       5       7       1       5       7       1       5       7       1       5       7       1       5       7       1       5       7       1       7       1       5       7       1       7       1       5       7       1       7       1       5       7       1       7       1       7       7       1       7       7       1       7       7       1       7       7       1       7       7       1       7       7       1       7       7       7       1       7       7       7       1       7       7       7       1       7 <td></td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>62</td> <td>16</td> <td>11</td> <td>20</td> <td>12</td> <td>11/12</td>		1	0	0	1										1						62	16	11	20	12	11/12
Back or African American       21       0       0       21       1       5       16       76       19       0       116       820       13       46       27       15       141       140         Nather Hawming modeling lander       94       1       00       93       16       17       61       66       14       15       2       141       5       2       14       5       2       147       733       34       49       12       5       147       13         Upper Mark       5       0       0       0       0       0       0       0       0       0       0       0       146       21       2       147       25       16       147       147       15       147       15       147       15       147       15       147       15       147       15       147       15       147       148       15       16       148       12       148       12       148       12       148       12       148       12       148       12       148       12       148       13       148       13       148       13       148       148       13       14			-		1																				1	
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White       94       1       0       93       16       17       61       16       17       2       147       93       17       66       15       2       147       93       17       66       15       2       147       93       17       66       15       2       147       93       17       66       15       2       147       93       17       66       15       2       147       93       17       66       15       2       147       93       17       66       15       2       147       93       17       66       15       15       150       15							2	10	/0	4	19	0	0	1140		C C	/0	19	0	1140						
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LeP States Current LEP student monitoring year 1 former LEP student		-		-			1								-											
Current LEP student       6       0       0       6       3       0       1       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0       0       1       0	No Race/Ethnicity Reported	0	0	0	0										0						73	5	19	38	37	1134
Former LEP student-monitoring year 1       0	LEP Status																									
Former LEP student-monitoring year 1       0	Current LEP student	6	0	0	6										6						271	1	18	32	48	1131
Former LEP student - monitoring year 2       3       0       0       3       34       18       128       69       22       12       2       1       1188       18       10       1141       3186       18       69       12       1       18       32       33       53       38       67       1141         All Other Students       18       0       0       18       0       0       18       0       0       18       0       0       11       61       18       10       18       10       11       61       114       18       0       61       133       61       114       160       114       178       0       138       0       0       138       0       0       138       0       0       13       0       138       11       61       114	Former LEP student - monitoring year 1	0	0	0	0										0						26	0				1140
All Other Students       187       1       0       186       34       18       128       69       22       1       148       186       18       69       12       1       148       10,299       29       49       15       7       148         IEP       Students with an IEP       18       0       0       18       0       0       18       0       0       18       0       11       61       61       63       33       1       61       148       18       10       11       161       11 <th< td=""><td></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></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td>1141</td></th<>		3																				1			1	1141
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Students with an IEP       18       0       0       18       0       0       18       0       0       11       61       61       33       1       18       0       10       11       10       11       61       11	IED																									
All Other Students       178       1       0       177       34       19       12       70       1       148       177       19       70       10       1       148       9,001       32       51       13       4       149         SES Economically Disadvantaged Students       140       1       0       139       23       17       98       71       18       13       0       0       1148       139       17       18       13       0       148       139       17       13       0       148       3,762       13       49       24       149       1414         Migrant Students       0       0       0       0       150       13       0       148       138       0       148       139       17       13       0       148       3,762       13       49       24       1414         Migrant Students       0       0       0       0       150       13       0       148       148       150       17       18       134       148       134       148       135       14       144       144         Migrant Students       0       196       1       196 </td <td></td> <td>10</td> <td>0</td> <td>0</td> <td>10</td> <td></td> <td>0</td> <td>11</td> <td>61</td> <td>6</td> <td>22</td> <td>1</td> <td>6</td> <td>11/1</td> <td>10</td> <td>0</td> <td>61</td> <td>22</td> <td>6</td> <td>11/1</td> <td>1 6 2 7</td> <td>1</td> <td>22</td> <td>22</td> <td>21</td> <td>1125</td>		10	0	0	10		0	11	61	6	22	1	6	11/1	10	0	61	22	6	11/1	1 6 2 7	1	22	22	21	1125
SES       SES       Secondically Disadvantaged Students       140       10       0       139       23       17       98       71       18       13       0       1148       139       17       131       0       1148       3,762       13       48       24       144       1142         Migrant Migrant Students       0       0       0       0       95       13       120       69       24       12       2       148       139       17       69       12       148       3,762       13       48       24       14       1142         Migrant Migrant Students       0       0       0       0       0       0       34       17       135       69       24       12       2       1       148       139       17       69       12       1       148       3,66       13       48       14       144       144         Migrant Students       0       19       1       0       0       0       133       14       14       148       14       148       14       148       148       148       148       148       148       148       148       148       14       148			-				1.1.1					· ·		1					1			1				
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All Other Students       56       0       0       56       1       20       37       66       6       11       2       4       1148       56       20       66       11       4       1148       6,866       36       48       11       5       1150         Migrant Migrant Students All Other Students       0       0       0       0       0       0       155       34       17       135       69       24       12       2       1       1148       56       20       66       11       4       1148       6,866       36       48       11       5       1150         Migrant All Other Students       0       0       0       0       195       34       17       135       69       24       12       2       1       1148       17       69       12       1       1148       0,0       28       48       16       8       1147         Students Receiving Title I Services       196       1       0       195       34       1148       195       12       1       1148       2,652       13       48       25       14       144         Students with a 504 Plan       4																										
Migrant Migrant Students       0       0       0       0       0       0       17       135       69       24       12       1       1148       0       12       1       1148       0       1148       1148       1148       1148       1148       1148       1148       1148       1148       1148       1148																										
Migrant Students       0       0       0       0       0       10       10       10       10       10       135       69       24       12       2       1       148       0       12       1       148       0       106       10       28       48       16       8       1147         Title I       Students Receiving Title I Services       196       1       0       195       34       17       135       69       24       12       2       1       148       0       12       1       148       0       10,628       28       48       16       8       1147         Title I       Students Receiving Title I Services       196       1       0       195       34       17       135       69       24       12       2       1       148       195       12       1       148       2,652       13       48       25       15       1142         504 Plan       4       0       0       4       0       0       44       0       250       30       55       12       3       1149         504 Plan       4       0       0       4       0       4	All Other Students	50	0	0	56		20	3/	66	6	11	2	4	1148	56	20	66		4	1148	6,866	30	48	11	5	1150
Migrant Students       0       0       0       0       0       10       10       10       10       10       135       69       24       12       2       1       148       0       12       1       148       0       106       10       28       48       16       8       1147         Title I       Students Receiving Title I Services       196       1       0       195       34       17       135       69       24       12       2       1       148       0       12       1       148       0       10,628       28       48       16       8       1147         Title I       Students Receiving Title I Services       196       1       0       195       34       17       135       69       24       12       2       1       148       195       12       1       148       2,652       13       48       25       15       1142         504 Plan       4       0       0       4       0       0       44       0       250       30       55       12       3       1149         504 Plan       4       0       0       4       0       4	Migrant																									
All Other Students       196       1       0       195       34       17       135       69       24       12       1       1148       195       17       69       12       1       1148       10,628       28       48       16       8       1147         Title I Students Receiving Title I Services       196       1       0       195       34       17       135       69       24       12       2       1       1148       195       17       69       12       1       1148       10,628       28       48       16       8       1147         Students Receiving Title I Services       196       1       0       195       17       1148       195       17       69       12       1       1148       2,652       13       48       25       15       1142         Students with a 504 Plan       4       0       0       4       1148       195       17       69       12       1       1148       2,652       13       48       25       15       1142         Students with a 504 Plan       4       0       0       4       1148       195       1       148       19       1		0	0	0	0										0						0					
Students Receiving Title I Services       196       1       0       195       34       17       135       69       24       12       1       148       195       17       69       12       1       1148       2,652       13       48       25       15       1142         504 Plan       5udents with a 504 Plan       4       0       0       4       0       4       0       4       25       13       48       25       15       1142         504 Plan       4       0       0       4       0       4       0       4       0       4       0       10       195       14       1148       195       17       69       12       1       1148       2,652       13       48       25       15       1142         504 Plan       4       0       0       4       0       4       0       142       148       148       148       148       148       148       15       1148       16       1148       16       1148       17       16       149       149       149       148       16       13       64       13       64       149       149       148		-				34	17	135	69	24	12	2	1	1148		17	69	12	1	1148	-	28	48	16	8	1147
Students Receiving Title I Services       196       1       0       195       34       17       135       69       24       12       1       148       195       17       69       12       1       1148       2,652       13       48       25       15       1142         504 Plan       5udents with a 504 Plan       4       0       0       4       0       4       0       4       25       13       48       25       15       1142         504 Plan       4       0       0       4       0       4       0       4       0       4       0       10       195       14       1148       195       17       69       12       1       1148       2,652       13       48       25       15       1142         504 Plan       4       0       0       4       0       4       0       142       148       148       148       148       148       148       15       1148       16       1148       16       1148       17       16       149       149       149       148       16       13       64       13       64       149       149       148	Title I																									
All Other Students       0       0       0       0       0       149         504 Plan       504 Plan       4       0       0       4       13       6       149         Students with a 504 Plan       4       0       0       4       13       6       149		196	1	0	195	3/1	17	135	69	24	12	2	1	1148	195	17	69	12	1	11/18	2 652	12	48	25	15	1142
Students with a 504 Plan         4         0         0         4         4         250         30         55         12         3         1149						1,14			0.5	24	14			1140			0.5	12		1140					1	1142
Students with a 504 Plan         4         0         0         4         4         250         30         55         12         3         1149																										
																					250	20		4.2		1440
All Other Students 192 1 0 191 34 18 131 69 24 13 2 1 1148 191 18 69 13 1 1148 10,378 28 48 16 8 1147				-			10	4.2.4				_		1	l '											
	All Other Students	192	1	U	191	34	18	131	69	24	13	2	1	1148	191	18	69	13	1	1148	10,378	28	48	16	8	114/

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



### Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Mathematics Results

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

#### Proficient with Distinction (Level 4)

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

#### Proficient (Level 3)

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

#### Partially Proficient (Level 2)

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

#### Substantially Below Proficient (Level 1)

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

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Scaled Score
SCHOOL													
2008-09	186	3	0	183	2	1	45	25	82	45	54	30	1136
2009-10	172	0	0	172	2	1	45	26	71	41	54	31	1136
2010-11	196	1	0	195	0	0	67	34	89	46	39	20	1138
Cumulative													
Total	554	4	0	550	4	1	157	29	242	44	147	27	1137
DISTRICT										•			
2008-09	186	3	0	183	2	1	45	25	82	45	54	30	1136
2009-10	172	0	0	172	2	1	45	26	71	41	54	31	1136
2010-11	196	1	0	195	0	0	67	34	89	46	39	20	1138
Cumulative													
Total	554	4	0	550	4	1	157	29	242	44	147	27	1137
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11 Cumulative	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134
				-									

	Total				Percei	nt of To	otal Po	ssible	Point	s				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100		
Numbers & Operations	19				•	⊢ -								School District
Geometry & Measurement	41				*								•	State Standar
Functions & Algebra	55					-								Error Ba
Data, Statistics, & Probability	21					•								



### Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011

## **Disaggregated Mathematics Results**

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

						Scho	ol									Dist	rict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	vel 3	Lev	vel 2	Lev	rel 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	196	1	0	195	0	0	67	34	89	46	39	20	1138	195	0	34	46	20	1138	10,672	3	30	29	38	1135
Gender																									
Male	94	0	0	94	0	0	31	33	38	40	25	27	1138	94	0	33	40	27	1138	5,386	3	31	28	38	1135
Female	102	1	0	101	0	0	36	36	51	50	14	14	1138	101	0	36	50	14	1138	5,277	2	29	30	39	1135
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	74	0	0	74	0	0	30	41	31	42	13	18	1138	74	0	41	42	18	1138	1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1																64	2	14	28	56	1132
Asian Black or African American	1 21	0	0	1 21	0	0	5	24	9	43	7	33	1137	1 21	0	24	43	33	1137	293 865	4	33 12	31 24	32 63	1137 1129
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	5	24	9	45		22	1157	0	0	24	45	22	1157	29	0	21	24	55	1129
White	94	1	0	93	0	0	29	31	46	49	18	19	1138	93	0	31	49	19	1138	7,342	3	37	31	29	1129
Two or more races	5	0	0	5	°	1	25			1 75	10	15	1150	5	Ŭ	51			1150	166	1	23	31	45	1135
No Race/Ethnicity Reported	0	0	0	0										Ő						76	0	8	13	79	1124
LEP Status																									
Current LEP student	6	0	0	6										6						311	0	3	9	89	1122
Former LEP student - monitoring year 1	0	0	Ő	Ő										Ő						26	Ö	8	15	77	1130
Former LEP student - monitoring year 2	3	0	0	3										3						33	0	12	24	64	1130
All Other Students	187	1	0	186	0	0	66	35	85	46	35	19	1138	186	0	35	46	19	1138	10,302	3	31	30	37	1135
IEP																									
Students with an IEP	18	0	0	18	0	0	3	17	5	28	10	56	1132	18	0	17	28	56	1132	1,625	0	6	13	81	1124
All Other Students	178	1	0	177	0	0	64	36	84	47	29	16	1138	177	0	36	47	16	1138	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students	140	1	0	139	0	0	51	37	63	45	25	18	1138	139	0	37	45	18	1138	3,794	1	16	27	56	1131
All Other Students	56	0	0	56	0	0	16	29	26	46	14	25	1138	56	0	29	46	25	1138	6,878	4	38	30	28	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	196	1	0	195	0	0	67	34	89	46	39	20	1138	195	0	34	46	20	1138	10,672	3	30	29	38	1135
Title I																									
Students Receiving Title I Services	196	1	0	195	0	0	67	34	89	46	39	20	1138	195	0	34	46	20	1138	2,680	1	15	25	60	1130
All Other Students	0	0	0	0										0						7,992	3	35	30	31	1137
504 Plan																									
Students with a 504 Plan	4	0	0	4		1				1				4						250	4	32	37	27	1137
All Other Students	192	1	0	191	0	0	67	35	85	45	39	20	1138	191	0	35	45	20	1138	10,422	3	30	29	39	1135
1					1	1		1		1			1	1		1		1				1	1	1	1

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



### Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

#### Proficient with Distinction (Level 4)

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

#### Proficient (Level 3)

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

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Leve	el 2	Lev	el 1	Mean
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Score
SCHOOL													
2008-09	186	3	1	182	0	0	47	26	123	68	12	7	5.7
2009-10	172	0	0	172	5	3	81	47	80	47	6	3	6.6
2010-11	196	1	1	194	1	1	90	46	103	53	0	0	6.5
Cumulative													
Total	554	4	2	548	6	1	218	40	306	56	18	3	6.3
DISTRICT													
2008-09	186	3	1	182	0	0	47	26	123	68	12	7	5.7
2009-10	172	0	0	172	5	3	81	47	80	47	6	3	6.6
2010-11	196	1	1	194	1	1	90	46	103	53	0	0	6.5
Cumulative													
Total	554	4	2	548	6	1	218	40	306	56	18	3	6.3
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
Cumulative													
Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

	Types of Writing Reported in the Results Above
2008-09	<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
2009-10	<b>Procedure</b> Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.



### Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011 **Writing Results** 

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

	Av	/erage	Scor	e C	ompariso	n by	Туре с	of Writ	ting⁵							
Turne of Multipline				Sch	nool				Distri	ct				State	2	
Type of Writing	Tested	Number Tested	Mean Score	0	) 7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)	194	6.5	-	•		194	6.5		•		10,594	6.4		•	
	2009-10	23	6.1		<b>—</b>		23	6.1				1,339	6.5		-	
<b>Response to Literary Text</b> Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft,	2010-11	24	6.2		•		24	6.2		•		1,327	6.2			
or other elements within a piece of literature or informational text.	2009-10	20	5.6				20	5.6		-		1,323	6.2		-	
<b>Response to Informational Text</b> Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft,	2010-11	23	5.7				23	5.7		•		1,313	6.3			
or other elements within a piece of literature or informational text.	2009-10	21	4.9		<b>-</b>		21	4.9		<b>-</b>		1,321	6.2			
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11	24	6.6		•		24	6.6		•		1,321	6.6		-	
or a personal experience, benei, or face.	2009-10	23	6.1		<b></b>		23	6.1		-		1,339	6.5			
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	22	6.2				22	6.2				1,328	6.6		-	
	2009-10	21	6.3		-		21	6.3		-		1,337	6.8		-	
<b>Persuasive Essay</b> Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a	2010-11	25	6.2		•		25	6.2		•		1,340	6.6		-	
certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2009-10	22	5.5		<b></b>		22	5.5		<b>.</b>		1,326	6.6			

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

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

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

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

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



### Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

Score Distribution									Scoring Rubric							
Total	Score	Score	Sch	School		District			purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the will interest the strongly stated purpose focuses the will interest the strongly stated purpose focuses the strongly stated purpose focus as the strongly strongly stated purpose focus as the strongly stated purpose focus a							
Score	1	1 2 N /0 N /0 /0	6	<ul> <li>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</li> </ul>												
12	6	6	0	0	0	0	<1		purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout							
11	6	5	0	0	0	0	<1	5	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							
10	5	5	1	1	1	1	1									
9	5	4	1	1	1	1	3	4	<ul> <li>purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent</li> <li>details are relevant and mostly support purpose • well-constructed sentences; uses language well</li> <li>may show inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>							
8	4	4	45	23	45	23	27		writing has a general purpose • some sense of organization; may have lapses in coherence							
7	4	3	44	23	44	23	20	3	<ul> <li>some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics</li> </ul>							
6	3	3	79	41	79	41	29		attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence							
5	3	2	13	7	13	7	8	2	generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting							
4	2	2	11	6	11	6	7		Iack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random							
3	2	1	0	0	0	0	1	1	information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout							
2	1	1	0	0	0	0	2									
0	0	0	0	0	0	0	2	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 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Disaggregated Writing Results

School:Davies Career-Tech High SchoolDistrict:DaviesState:Rhode IslandCode:40-17701

	School													State											
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	1	N	%	%	%	%	1	N	%	%	%	%	1
All Students	196	1	1	194	1	1	90	46	103	53	0	0	6.5	194	1	46	53	0	6.5	10,594	1	50	44	5	6.4
Gender																									
Male	94	0	1	93	1	1	32	34	60	65	0	0	6.3	93	1	34	65	0	6.3	5,339	1	43	49	6	6.2
Female	102	1	0	101	0	0	58	57	43	43	Ő	Ő	6.8	101	0	57	43	Ő	6.8	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0			50	5.		15				0		57	.5		0.0	9		50		5	
Race/Ethnicity																									
Hispanic or Latino	74	0	0	74	0	0	42	57	32	43	0	0	6.8	74	0	57	43	0	6.8	1,784	<1	37	52	11	5.8
Not Hispanic or Latino		Ĭ	Ĩ		ľ	ľ		5.			Ĭ	Ŭ			ľ	5.		Ŭ		.,,		5.			5.5
American Indian or Alaskan Native	1	0	0	1										1						64	2	42	45	11	6.0
Asian	1	0	0	1																288	2	54	41	3	6.6
Black or African American	21	0	0	21	0	0	8	38	13	62	0	0	6.2	21	0	38	62	0	6.2	852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	0	0	0	0	0		0	50		02	U U	0	0.2	0	0	50	02		0.2	30	0	17	70	13	5.2
White	94	1	1	92	1	1	38	41	53	58	0	0	6.4	92	1	41	58	0	6.4	7,342	1	55	41	3	6.7
		0		92	'		30	41	23	20	0	0	0.4	5	1 '	41	20	0	0.4						
Two or more races No Race/Ethnicity Reported	5 0	0	0 0	0										0						166 68	0	41 18	55 47	3 35	6.3 4.4
LEP Status																									
Current LEP student	6	0	0	6										6						261	0	11	50	39	3.7
Former LEP student - monitoring year 1	0	0	0	0										0						201	0	27	65	8	5.7
Former LEP student - monitoring year 1	3	0	0	3										3						33	0	24	70	6	5.7
All Other Students	187	1	1	185	1	1	88	48	96	52	0	0	6.6	185	1	48	52	0	6.6	10,274	1	24 51	44	о 4	6.5
IEP																									
Students with an IEP	18	0	1	17	1	6	7	41	9	53	0	0	6.8	17	6	41	53	0	6.8	1,612	-1	18	64	18	4.9
All Other Students	178	1	0	177	0	0	83	47	94	53	0	0	6.5	177	0	47	53	0	6.5	8,982	<1	55	41	3	6.7
All Other Students	1/8		0	1//	0	0	83	47	94	53	0	0	0.5		0	47	53	0	0.5	8,982		55	41	3	0.7
SES																									
Economically Disadvantaged Students All Other Students	140 56	1	1	138 56	0	0 2	63 27	46 48	75 28	54 50	0	0 0	6.5 6.6	138 56	0	46 48	54 50	0 0	6.5 6.6	3,740 6,854	<1	37 57	54 39	8 3	5.9 6.7
All Other Students	00	0	0	00		2	27	48	28	50	0	0	0.0	00	2	48	50	0	0.0	0,854		57	39	5	0.7
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	196	1	1	194	1	1	90	46	103	53	0	0	6.5	194	1	46	53	0	6.5	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	196	1	1	194	1	1	90	46	103	53	0	0	6.5	194	1	46	53	0	6.5	2,623	<1	37	52	10	5.8
All Other Students	0	0	0	0										0						7,971	1	54	42	3	6.6
504 Plan																									
Students with a 504 Plan	4	0	0	4		1								4						250	2	51	46	2	6.7
All Other Students	192	1	1	190	1	1	90	47	99	52	0	0	6.6	190	1	47	52	0	6.6	10,344	1	50	44	5	6.4
, other students	1.52	1 '	'		1 '	1 1	1 ~~	1 11	1 55	1 22	IŬ	i v	1 0.0	I	1 1	1 11	52	i v	1 0.0			1 50	1.11	1	1

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