Rhode Island: State data on the One Percent Rule (2018 and 2019)

Table 1: Number and percent of students who participated in English language arts and mathematics (grades 3-8, 11) and science (grades 5, 8, and 11) for 2017-18 and 2018-19. The state must meet the 95.00% participation rate for each content area for all students and for students with disabilities. Participation rates that are below 95.00% are shaded red.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Year</th>
<th>Total Number of students</th>
<th>Number of students assessed</th>
<th>% Participation: all students</th>
<th>Number of students with disabilities</th>
<th>Number of students with disabilities assessed</th>
<th>% Participation: students with disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>2017-18</td>
<td>75,882</td>
<td>74,377</td>
<td>98.00%</td>
<td>12,031</td>
<td>11,436</td>
<td>95.10%</td>
</tr>
<tr>
<td>ELA</td>
<td>2018-19</td>
<td>76,062</td>
<td>74,669</td>
<td>98.17%</td>
<td>11,800</td>
<td>11,369</td>
<td>96.35%</td>
</tr>
<tr>
<td>Math</td>
<td>2017-18</td>
<td>76,570</td>
<td>75,171</td>
<td>98.20%</td>
<td>12,067</td>
<td>11,490</td>
<td>95.20%</td>
</tr>
<tr>
<td>Math</td>
<td>2018-19</td>
<td>75,343</td>
<td>73,981</td>
<td>98.19%</td>
<td>11,807</td>
<td>11,375</td>
<td>96.34%</td>
</tr>
<tr>
<td>Science</td>
<td>2018-19</td>
<td>32,513</td>
<td>31,486</td>
<td>96.84%</td>
<td>4,769</td>
<td>4,458</td>
<td>93.48%</td>
</tr>
<tr>
<td>Science</td>
<td>2017-18</td>
<td>32,799</td>
<td>31,390</td>
<td>95.70%</td>
<td>5,040</td>
<td>4,634</td>
<td>91.94%</td>
</tr>
</tbody>
</table>
Table 2: Number and percent of students in each subgroup assessed using the alternate assessment mathematics test (grades 3-8, 11): 2017-18 and 2018-19. The state cannot exceed 1.00% of students assessed using the alternate assessment in any of the tested content areas. Any subgroups over 1.00% are shaded red.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of students assessed: gr. 3-8, 11 (Math RICAS, SAT, DLM) 2017-18</td>
<td>Total number of students assessed: gr. 3-8, 11 (Math DLM) 2017-18</td>
<td>% of students assessed: Math DLM 2017-18</td>
<td>Total number of students assessed: gr. 3-8, 11 (Math RICAS, SAT, DLM) 2018-19</td>
<td>Total number of students assessed: gr. 3-8, 11 (Math DLM) 2018-19</td>
<td>% of students assessed: Math DLM 2018-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATE</td>
<td>75,171</td>
<td>997</td>
<td>1.33%</td>
<td>74,669</td>
<td>933</td>
<td>1.25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>36,653</td>
<td>308</td>
<td>0.84%</td>
<td>36,296</td>
<td>282</td>
<td>0.78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38,518</td>
<td>689</td>
<td>1.79%</td>
<td>38,373</td>
<td>651</td>
<td>1.70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11,490</td>
<td>997</td>
<td>8.68%</td>
<td>11,375</td>
<td>932</td>
<td>8.19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td>36,484</td>
<td>525</td>
<td>1.44%</td>
<td>36,247</td>
<td>483</td>
<td>1.33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td>8</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Learners</td>
<td>6,767</td>
<td>76</td>
<td>1.12%</td>
<td>7,756</td>
<td>101</td>
<td>1.30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>532</td>
<td>12</td>
<td>2.26%</td>
<td>551</td>
<td>11</td>
<td>2.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2,426</td>
<td>25</td>
<td>1.03%</td>
<td>2,465</td>
<td>27</td>
<td>1.10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>6,459</td>
<td>110</td>
<td>1.70%</td>
<td>6,479</td>
<td>100</td>
<td>1.54%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>19,497</td>
<td>230</td>
<td>1.18%</td>
<td>19,648</td>
<td>229</td>
<td>1.17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>132</td>
<td>1</td>
<td>0.76%</td>
<td>113</td>
<td>1</td>
<td>0.88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>42,925</td>
<td>574</td>
<td>1.34%</td>
<td>42,112</td>
<td>522</td>
<td>1.24%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3,200</td>
<td>45</td>
<td>1.41%</td>
<td>3,301</td>
<td>43</td>
<td>1.30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3: Number and percent of students in each subgroup assessed using the alternate assessment English language arts test (grades 3-8, 11): 2017-18 and 2018-19. The state cannot exceed 1.00% of students assessed using the alternate assessment in any of the tested content areas. Any subgroups over 1.00% are shaded red.

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total number of students assessed: gr. 3-8, 11 (ELA RICAS, SAT, DLM) 2017-18</th>
<th>Total number of students assessed: gr. 3-8, 11 (ELA DLM) 2017-18</th>
<th>% of students assessed ELA DLM 2017-18</th>
<th>Total number of students assessed: gr. 3-8, 11 (ELA RICAS, SAT, DLM) 2018-19</th>
<th>Total number of students assessed: gr. 3-8, 11 (ELA DLM) 2018-19</th>
<th>% of students assessed ELA DLM 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td>74,377</td>
<td>996</td>
<td>1.34%</td>
<td>73,759</td>
<td>933</td>
<td>1.26%</td>
</tr>
<tr>
<td>Female</td>
<td>36,277</td>
<td>307</td>
<td>0.85%</td>
<td>35,970</td>
<td>281</td>
<td>0.78%</td>
</tr>
<tr>
<td>Male</td>
<td>38,100</td>
<td>689</td>
<td>1.81%</td>
<td>38,011</td>
<td>652</td>
<td>1.72%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11,436</td>
<td>996</td>
<td>8.71%</td>
<td>11,369</td>
<td>932</td>
<td>8.20%</td>
</tr>
<tr>
<td>Low Income</td>
<td>35,916</td>
<td>524</td>
<td>1.46%</td>
<td>35,770</td>
<td>482</td>
<td>1.35%</td>
</tr>
<tr>
<td>Migrant</td>
<td>4</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>6,046</td>
<td>75</td>
<td>1.24%</td>
<td>7,042</td>
<td>101</td>
<td>1.43%</td>
</tr>
<tr>
<td>American Indian</td>
<td>528</td>
<td>12</td>
<td>2.27%</td>
<td>548</td>
<td>11</td>
<td>2.01%</td>
</tr>
<tr>
<td>Asian</td>
<td>2,386</td>
<td>25</td>
<td>1.05%</td>
<td>2,422</td>
<td>27</td>
<td>1.11%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6,351</td>
<td>110</td>
<td>1.73%</td>
<td>6,393</td>
<td>99</td>
<td>1.55%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>18,995</td>
<td>229</td>
<td>1.21%</td>
<td>19,163</td>
<td>229</td>
<td>1.20%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>128</td>
<td>1</td>
<td>0.78%</td>
<td>113</td>
<td>1</td>
<td>0.88%</td>
</tr>
<tr>
<td>White</td>
<td>42,808</td>
<td>574</td>
<td>1.34%</td>
<td>42,046</td>
<td>523</td>
<td>1.24%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3,181</td>
<td>45</td>
<td>1.41%</td>
<td>3,296</td>
<td>43</td>
<td>1.30%</td>
</tr>
</tbody>
</table>
Table 4: Number and percent of students in each subgroup assessed using the alternate assessment science test (grades 3-8, 11): 2017-18 and 2018-19. The state cannot exceed 1.00% of students assessed using the alternate assessment in any of the tested content areas. Any subgroups over 1.00% are shaded red.

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total number of students assessed: gr. 5, 8, 11 (NGSA, DLM) 2017-18</th>
<th>Total number of students assessed: gr. 5, 8, 11 (DLM Science)</th>
<th>% of students assessed: DLM Science 2017-18</th>
<th>Total number of students assessed: gr. 5, 8, 11 (NGSA, DLM Science) 2018-19</th>
<th>Total number of students assessed: gr. 5, 8, 11 (DLM Science) 2018-19</th>
<th>% of students assessed: DLM Science 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td>31,390</td>
<td>402</td>
<td>1.28%</td>
<td>31,486</td>
<td>414</td>
<td>1.31%</td>
</tr>
<tr>
<td>Female</td>
<td>15,318</td>
<td>116</td>
<td>0.76%</td>
<td>15,446</td>
<td>140</td>
<td>0.91%</td>
</tr>
<tr>
<td>Male</td>
<td>16,072</td>
<td>286</td>
<td>1.78%</td>
<td>16,040</td>
<td>274</td>
<td>1.71%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>4,634</td>
<td>402</td>
<td>8.68%</td>
<td>4,458</td>
<td>413</td>
<td>9.26%</td>
</tr>
<tr>
<td>Low Income</td>
<td>14,588</td>
<td>212</td>
<td>1.45%</td>
<td>14,484</td>
<td>201</td>
<td>1.39%</td>
</tr>
<tr>
<td>Migrant</td>
<td>3</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>2,398</td>
<td>23</td>
<td>0.96%</td>
<td>2,918</td>
<td>44</td>
<td>1.51%</td>
</tr>
<tr>
<td>American Indian</td>
<td>217</td>
<td>3</td>
<td>1.38%</td>
<td>235</td>
<td>1</td>
<td>0.43%</td>
</tr>
<tr>
<td>Asian</td>
<td>978</td>
<td>9</td>
<td>0.92%</td>
<td>1,016</td>
<td>11</td>
<td>1.08%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2,716</td>
<td>45</td>
<td>1.66%</td>
<td>2,737</td>
<td>46</td>
<td>1.68%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>7,899</td>
<td>88</td>
<td>1.11%</td>
<td>8,097</td>
<td>108</td>
<td>1.33%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>69</td>
<td>1</td>
<td>1.45%</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>White</td>
<td>18,290</td>
<td>239</td>
<td>1.31%</td>
<td>18,120</td>
<td>232</td>
<td>1.28%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1,221</td>
<td>17</td>
<td>1.39%</td>
<td>1,244</td>
<td>16</td>
<td>1.29%</td>
</tr>
</tbody>
</table>