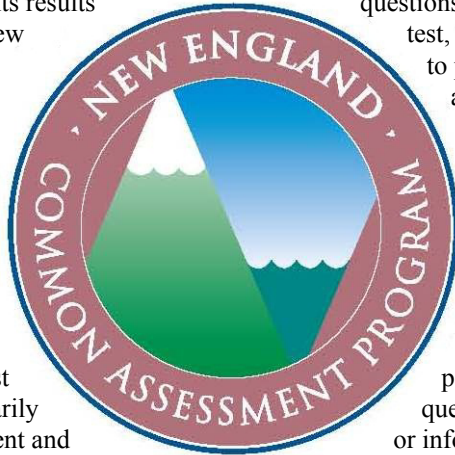# About The New England Common Assessment Program

This report highlights results from the Fall 2011 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 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 multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/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 2011
Beginning of Grade 11
NECAP Tests

Grade 11 Students in 2011-2012

School Results

School: Lincoln Senior High School

District: Lincoln

Code: 17-17110

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Grade Level Summary Report

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	237			241			11,119			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	232	231	231	234	233	233	10,537	10,578	10,508	98	97	97	97	97	97	95	95	95
With an approved accommodation	9	27	10	11	29	12	1,630	2,051	1,323	4	12	4	5	12	5	15	19	13
Current LEP Students	0	0	0	0	0	0	349	380	345	0	0	0	0	0	0	3	4	3
With an approved accommodation	0	0	0	0	0	0	73	65	54							21	17	16
IEP Students	23	23	23	25	25	25	1,634	1,634	1,619	10	10	10	11	11	11	16	15	15
With an approved accommodation	8	9	8	10	11	10	864	915	867	35	39	35	40	44	40	53	56	54
Students not tested in NECAP	5	6	6	7	8	8	582	541	611	2	3	3	3	3	3	5	5	5
State Approved	1	1	1	2	2	2	116	119	116	20	17	17	29	25	25	20	22	19
Alternate Assessment	1	1	1	2	2	2	98	98	98	100	100	100	100	100	100	84	82	84
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	3	0	3
Withdrew After October 1	0	0	0	0	0	0	4	7	3	0	0	0	0	0	0	3	6	3
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	1	2	1
Special Consideration	0	0	0	0	0	0	10	12	11	0	0	0	0	0	0	9	10	9
Other	4	5	5	5	6	6	466	422	495	80	83	83	71	75	75	80	78	81

NECAP RESULTS

		School												District					State					
	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	%		N	%	%	%	%		N	%	%	%	%	
READING	237	1	4	232	108	47	101	44	14	6	9	4	1153	234	46	44	6	4	1153	10,537	31	45	15	8	1148
MATH	237	1	5	231	16	7	97	42	65	28	53	23	1139	233	7	42	28	24	1139	10,578	2	28	26	44	1135
WRITING	237	1	5	231	23	10	126	55	76	33	6	3	7.2	233	10	55	33	3	7.2	10,508	5	46	43	7	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.

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

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.
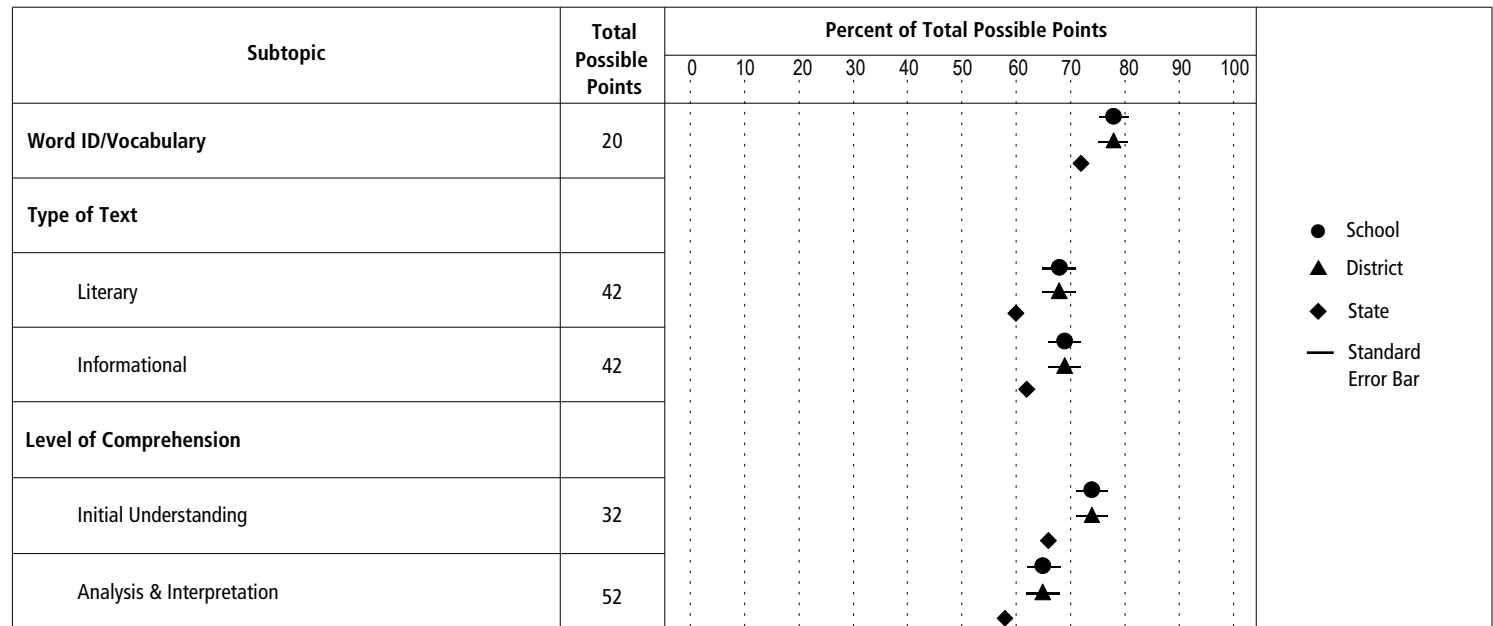**(Scaled Score 1140–1153)**

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	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	241	2	1	238	98	41	101	42	29	12	10	4	1152
2010-11	245	2	5	238	96	40	103	43	26	11	13	5	1151
2011-12	**237**	**1**	**4**	**232**	**108**	**47**	**101**	**44**	**14**	**6**	**9**	**4**	**1153**
Cumulative Total	723	5	10	708	302	43	305	43	69	10	32	5	1152
District													
2009-10	244	4	1	239	98	41	101	42	29	12	11	5	1151
2010-11	251	4	7	240	96	40	103	43	26	11	15	6	1150
2011-12	**241**	**2**	**5**	**234**	**108**	**46**	**102**	**44**	**14**	**6**	**10**	**4**	**1153**
Cumulative Total	736	10	13	713	302	42	306	43	69	10	36	5	1151
State													
2009-10	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
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**
Cumulative Total	33,472	534	1,031	31,907	8,719	27	15,324	48	5,134	16	2,730	9	1147

Subtopic	Total Possible Points	Percent of Total Possible Points
Word ID/Vocabulary	20	
Type of Text		
Literary	42	
Informational	42	
Level of Comprehension		
Initial Understanding	32	
Analysis & Interpretation	52	

Legend: ● School ▲ District ◆ State — Standard Error Bar

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Disaggregated Reading Results

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	237	1	4	232	108	47	101	44	14	6	9	4	1153	234	46	44	6	4	1153	10,537	31	45	15	8	1148
Gender																									
Male	123	1	3	119	49	41	56	47	10	8	4	3	1152	121	40	47	8	4	1151	5,336	25	46	18	11	1146
Female	114	0	1	113	59	52	45	40	4	4	5	4	1155	113	52	40	4	4	1155	5,187	38	45	12	6	1150
Not Reported	0	0	0	0										0						14	7	43	21	29	1138
Race/Ethnicity																									
Hispanic or Latino	12	0	1	11	3	27	6	55	1	9	1	9	1148	11	27	55	9	9	1148	1,934	13	46	23	18	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						51	25	31	27	16	1143
Asian	0	0	0	0										0						288	36	44	14	7	1149
Black or African American	1	0	0	1										1						875	12	44	26	18	1141
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	21	58	11	11	1146
White	221	1	3	217	104	48	92	42	13	6	8	4	1154	219	47	42	6	4	1153	7,175	39	45	11	5	1151
Two or more races	3	0	0	3										3						173	24	49	15	13	1146
No Race/Ethnicity Reported	0	0	0	0										0						22	9	36	18	36	1138
LEP Status																									
Current LEP student	0	0	0	0										0						349	1	11	34	54	1129
Former LEP student - monitoring year 1	1	0	0	1										1						24	0	54	42	4	1140
Former LEP student - monitoring year 2	0	0	0	0										0						34	12	59	24	6	1144
All Other Students	236	1	4	231	108	47	100	43	14	6	9	4	1153	233	46	43	6	4	1153	10,130	32	47	14	7	1148
IEP																									
Students with an IEP	26	1	2	23	1	4	11	48	5	22	6	26	1139	25	4	48	20	28	1138	1,634	4	34	33	29	1136
All Other Students	211	0	2	209	107	51	90	43	9	4	3	1	1155	209	51	43	4	1	1155	8,903	36	47	12	5	1150
SES																									
Economically Disadvantaged Students	63	1	3	59	18	31	34	58	2	3	5	8	1148	59	31	58	3	8	1148	3,816	15	47	22	15	1142
All Other Students	174	0	1	173	90	52	67	39	12	7	4	2	1155	175	51	39	7	3	1155	6,721	40	44	11	5	1151
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	237	1	4	232	108	47	101	44	14	6	9	4	1153	234	46	44	6	4	1153	10,537	31	45	15	8	1148
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,680	15	45	23	17	1142
All Other Students	237	1	4	232	108	47	101	44	14	6	9	4	1153	234	46	44	6	4	1153	7,857	37	45	12	6	1150
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						238	29	49	19	3	1148
All Other Students	230	1	4	225	106	47	96	43	14	6	9	4	1153	227	47	43	6	4	1153	10,299	31	45	15	9	1148

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

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

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Mathematics Results

School:	Lincoln Senior High School
District:	Lincoln
State:	Rhode Island
Code:	17-17110

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.
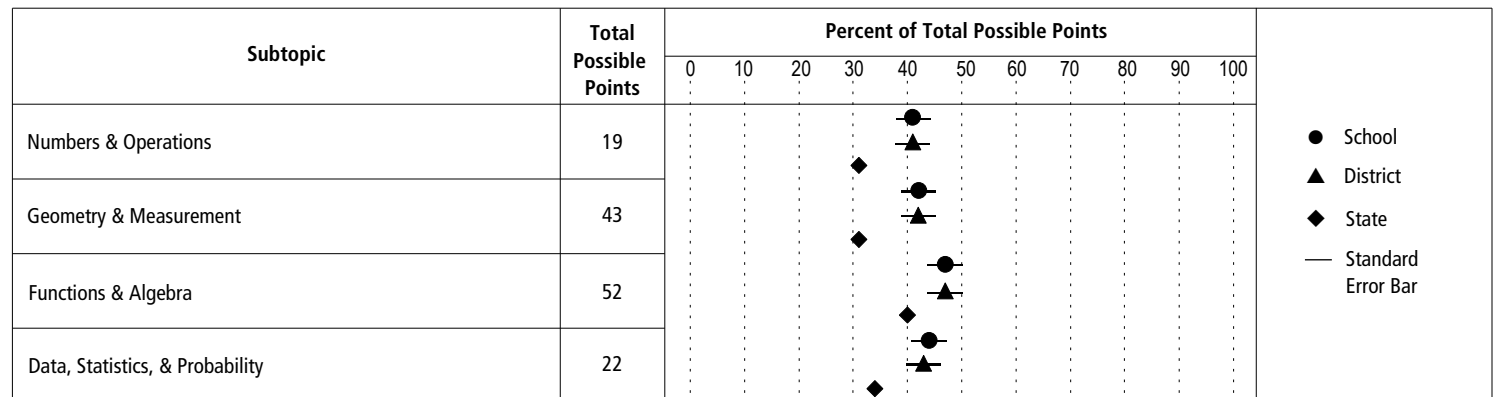**(Scaled Score 1134–1139)**

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	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	241	0	1	240	17	7	108	45	57	24	58	24	1139
2010-11	245	2	5	238	14	6	102	43	59	25	63	26	1138
2011-12	**237**	**1**	**5**	**231**	**16**	**7**	**97**	**42**	**65**	**28**	**53**	**23**	**1139**
Cumulative Total	723	3	11	709	47	7	307	43	181	26	174	25	1139
District													
2009-10	244	2	1	241	17	7	108	45	57	24	59	24	1139
2010-11	251	4	7	240	14	6	102	43	59	25	65	27	1138
2011-12	**241**	**2**	**6**	**233**	**16**	**7**	**97**	**42**	**65**	**28**	**55**	**24**	**1139**
Cumulative Total	736	8	14	714	47	7	307	43	181	25	179	25	1139
State													
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
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**
Cumulative Total	33,472	470	1,036	31,966	679	2	8,913	28	8,807	28	13,567	42	1135

Subtopic	Total Possible Points	Percent of Total Possible Points
Numbers & Operations	19	
Geometry & Measurement	43	
Functions & Algebra	52	
Data, Statistics, & Probability	22	

- ● School
- ▲ District
- ◆ State
- — Standard Error Bar

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Disaggregated Mathematics Results

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	237	1	5	231	16	7	97	42	65	28	53	23	1139	233	7	42	28	24	1139	10,578	2	28	26	44	1135
Gender																									
Male	123	1	4	118	9	8	47	40	32	27	30	25	1139	120	8	39	27	27	1139	5,351	3	29	26	43	1135
Female	114	0	1	113	7	6	50	44	33	29	23	20	1139	113	6	44	29	20	1139	5,208	2	27	26	45	1134
Not Reported	0	0	0	0										0						19	0	5	42	53	1129
Race/Ethnicity																									
Hispanic or Latino	12	0	1	11	0	0	6	55	0	0	5	45	1133	11	0	55	0	45	1133	1,955	<1	11	19	70	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						51	0	6	25	69	1130
Asian	0	0	0	0										0						291	5	40	24	32	1138
Black or African American	1	0	0	1										1						868	0	9	21	70	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	0	17	39	44	1135
White	221	1	4	216	16	7	91	42	64	30	45	21	1140	218	7	42	29	22	1139	7,193	3	35	29	34	1137
Two or more races	3	0	0	3										3						174	3	20	26	51	1133
No Race/Ethnicity Reported	0	0	0	0										0						28	4	4	36	57	1129
LEP Status																									
Current LEP student	0	0	0	0										0						380	<1	3	6	90	1123
Former LEP student - monitoring year 1	1	0	0	1										1						24	0	13	13	75	1128
Former LEP student - monitoring year 2	0	0	0	0										0						34	0	6	12	82	1130
All Other Students	236	1	5	230	16	7	97	42	65	28	52	23	1139	232	7	42	28	23	1139	10,140	2	29	27	42	1135
IEP																									
Students with an IEP	26	1	2	23	0	0	0	0	7	30	16	70	1128	25	0	0	28	72	1128	1,634	<1	4	12	84	1125
All Other Students	211	0	3	208	16	8	97	47	58	28	37	18	1140	208	8	47	28	18	1140	8,944	2	32	29	37	1136
SES																									
Economically Disadvantaged Students	63	1	4	58	2	3	12	21	21	36	23	40	1135	58	3	21	36	40	1135	3,829	<1	14	22	64	1131
All Other Students	174	0	1	173	14	8	85	49	44	25	30	17	1140	175	8	49	25	18	1140	6,749	3	36	28	33	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	237	1	5	231	16	7	97	42	65	28	53	23	1139	233	7	42	28	24	1139	10,578	2	28	26	44	1135
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,688	1	13	20	66	1130
All Other Students	237	1	5	231	16	7	97	42	65	28	53	23	1139	233	7	42	28	24	1139	7,890	3	33	28	37	1136
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						236	2	29	32	37	1136
All Other Students	230	1	5	224	16	7	94	42	64	29	50	22	1139	226	7	42	28	23	1139	10,342	2	28	26	44	1135

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

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

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Writing Results

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

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)

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.
(Raw Score 4–6)

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	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	241	1	1	239	31	13	136	57	65	27	7	3	7.4
2010-11	245	2	5	238	4	2	143	60	86	36	5	2	6.9
2011-12	**237**	**1**	**5**	**231**	**23**	**10**	**126**	**55**	**76**	**33**	**6**	**3**	**7.2**
Cumulative Total	723	4	11	708	58	8	405	57	227	32	18	3	7.2
District													
2009-10	244	3	2	239	31	13	136	57	65	27	7	3	7.4
2010-11	251	4	8	239	4	2	143	60	87	36	5	2	6.9
2011-12	**241**	**2**	**6**	**233**	**23**	**10**	**127**	**55**	**77**	**33**	**6**	**3**	**7.2**
Cumulative Total	736	9	16	711	58	8	406	57	229	32	18	3	7.2
State													
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
2011-12	**11,119**	**116**	**495**	**10,508**	**478**	**5**	**4,830**	**46**	**4,499**	**43**	**701**	**7**	**6.4**
Cumulative Total	33,472	526	1,165	31,781	1,339	4	15,223	48	13,432	42	1,787	6	6.5

Types of Writing Reported in the Results Above	
2009-10	**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 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	**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.

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Writing Results

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

Average Score Comparison by Type of Writing§

Type of Writing	Tested	School Number Tested	School Mean Score	School (0–7–12)	District Number Tested	District Mean Score	District (0–7–12)	State Number Tested	State Mean Score	State (0–7–12)
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.	2011-12 (C)	231	7.2		233	7.2		10,508	6.4	
	2010-11	31	7.2		31	7.2		1,340	6.6	
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.	2011-12	29	7.6		29	7.6		1,304	6.4	
	2010-11	28	6.8		28	6.8		1,327	6.2	
Response to Informational 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.	2011-12	30	6.9		31	6.7		1,330	6.0	
	2010-11	28	6.8		28	6.8		1,313	6.3	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2011-12	29	7.2		29	7.2		1,317	6.7	
	2010-11 (C)	238	6.9		239	6.9		10,594	6.4	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12	26	7.3		26	7.3		1,317	6.7	
	2010-11	29	6.8		30	6.7		1,328	6.6	
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 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	28	7.1		28	7.1		1,300	6.6	
	2010-11 (NA)									

(C) This type of writing was administered to all students. (NA) This type of writing was not administered to students in 2010-11

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

The ▲ 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 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Writing Results

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

Total Score	Score 1	Score 2	School N	School %	District N	District %	State %
12	6	6	2	1	2	1	<1
11	6	5	2	1	2	1	1
10	5	5	19	8	19	8	4
9	5	4	28	12	28	12	8
8	4	4	60	26	60	26	21
7	4	3	38	16	39	17	17
6	3	3	47	20	48	21	21
5	3	2	11	5	11	5	9
4	2	2	18	8	18	8	13
3	2	1	4	2	4	2	3
2	1	1	2	1	2	1	3
0	0	0	0	0	0	0	1

Score Distribution

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.

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

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Disaggregated Writing Results

School: Lincoln Senior High School
District: Lincoln
State: Rhode Island
Code: 17-17110

REPORTING CATEGORIES	School														District					State					
	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	%		N	%	%	%	%		N	%	%	%	%	
All Students	237	1	5	231	23	10	126	55	76	33	6	3	7.2	233	10	55	33	3	7.2	10,508	5	46	43	7	6.4
Gender																									
Male	123	1	4	118	11	9	56	47	48	41	3	3	6.9	120	9	48	41	3	6.9	5,312	3	40	47	9	6.1
Female	114	0	1	113	12	11	70	62	28	25	3	3	7.5	113	11	62	25	3	7.5	5,181	6	52	38	4	6.8
Not Reported	0	0	0	0										0						15	0	7	53	40	4.0
Race/Ethnicity																									
Hispanic or Latino	12	0	1	11	1	9	4	36	5	45	1	9	6.5	11	9	36	45	9	6.5	1,921	1	33	52	14	5.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						50	2	38	50	10	5.8
Asian	0	0	0	0										0						287	7	51	39	3	6.8
Black or African American	1	0	0	1										1						870	2	29	57	12	5.5
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	0	37	58	5	5.7
White	221	1	4	216	22	10	122	56	67	31	5	2	7.2	218	10	56	31	2	7.2	7,164	6	52	38	4	6.8
Two or more races	3	0	0	3										3						174	6	33	55	7	6.1
No Race/Ethnicity Reported	0	0	0	0										0						23	4	4	52	39	4.0
LEP Status																									
Current LEP student	0	0	0	0										0						345	0	6	54	39	3.7
Former LEP student - monitoring year 1	1	0	0	1										1						24	0	25	71	4	5.7
Former LEP student - monitoring year 2	0	0	0	0										0						33	0	33	61	6	5.5
All Other Students	236	1	5	230	23	10	126	55	75	33	6	3	7.2	232	10	55	33	3	7.2	10,106	5	47	42	6	6.5
IEP																									
Students with an IEP	26	1	2	23	0	0	2	9	16	70	5	22	4.7	25	0	12	68	20	4.8	1,619	1	15	62	22	4.7
All Other Students	211	0	3	208	23	11	124	60	60	29	1	<1	7.5	208	11	60	29	<1	7.5	8,889	5	52	39	4	6.7
SES																									
Economically Disadvantaged Students	63	1	4	58	1	2	24	41	32	55	1	2	6.4	58	2	41	55	2	6.4	3,803	2	34	53	11	5.7
All Other Students	174	0	1	173	22	13	102	59	44	25	5	3	7.5	175	13	59	26	3	7.4	6,705	6	53	37	4	6.8
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	237	1	5	231	23	10	126	55	76	33	6	3	7.2	233	10	55	33	3	7.2	10,508	5	46	43	7	6.4
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,670	2	33	53	13	5.6
All Other Students	237	1	5	231	23	10	126	55	76	33	6	3	7.2	233	10	55	33	3	7.2	7,838	6	50	39	5	6.7
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						238	2	47	44	6	6.4
All Other Students	230	1	5	224	23	10	123	55	72	32	6	3	7.2	226	10	55	32	3	7.2	10,270	5	46	43	7	6.4

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

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