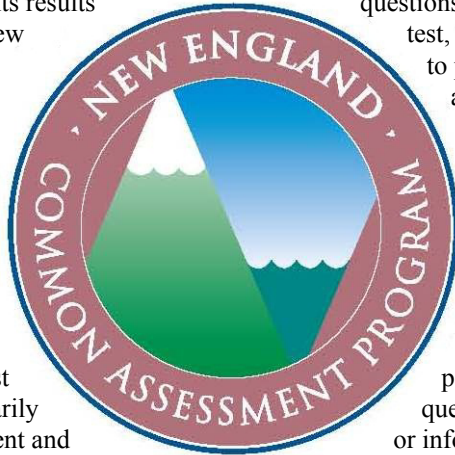


# About The New England Common Assessment Program



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:** Narragansett High School

**District:** Narragansett

**Code:** 20-20104



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Narragansett High School
<b>District:</b>	Narragansett
<b>State:</b>	Rhode Island
<b>Code:</b>	20-20104

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	124			126			11,119			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	123	123	123	123	123	123	10,537	10,578	10,508	99	99	99	98	98	98	95	95	95
With an approved accommodation	0	15	2	0	15	2	1,630	2,051	1,323	0	12	2	0	12	2	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	22	22	22	22	22	22	1,634	1,634	1,619	18	18	18	18	18	18	16	15	15
With an approved accommodation	0	2	1	0	2	1	864	915	867	0	9	5	0	9	5	53	56	54
Students not tested in NECAP	1	1	1	3	3	3	582	541	611	1	1	1	2	2	2	5	5	5
State Approved	0	0	0	1	1	1	116	119	116	0	0	0	33	33	33	20	22	19
Alternate Assessment	0	0	0	1	1	1	98	98	98				100	100	100	84	82	84
First Year LEP	0	0	0	0	0	0	3	0	3				0	0	0	3	0	3
Withdrew After October 1	0	0	0	0	0	0	4	7	3				0	0	0	3	6	3
Enrolled After October 1	0	0	0	0	0	0	1	2	1				0	0	0	1	2	1
Special Consideration	0	0	0	0	0	0	10	12	11				0	0	0	9	10	9
Other	1	1	1	2	2	2	466	422	495	100	100	100	67	67	67	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	124	0	1	123	63	51	53	43	4	3	3	2	1154	123	51	43	3	2	1154	10,537	31	45	15	8	1148
MATH	124	0	1	123	7	6	59	48	31	25	26	21	1140	123	6	48	25	21	1140	10,578	2	28	26	44	1135
WRITING	124	0	1	123	10	8	71	58	41	33	1	1	7.2	123	8	58	33	1	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.





# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Disaggregated Reading Results

<b>School:</b>	Narragansett High School
<b>District:</b>	Narragansett
<b>State:</b>	Rhode Island
<b>Code:</b>	20-20104

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	%	%	%	%	N	N	%	%	%	%	N	
<b>All Students</b>	124	0	1	123	63	51	53	43	4	3	3	2	1154	123	51	43	3	2	1154	10,537	31	45	15	8	1148	
<b>Gender</b>																										
Male	61	0	1	60	28	47	28	47	1	2	3	5	1153	60	47	47	2	5	1153	5,336	25	46	18	11	1146	
Female	63	0	0	63	35	56	25	40	3	5	0	0	1156	63	56	40	5	0	1156	5,187	38	45	12	6	1150	
Not Reported	0	0	0	0										0						14	7	43	21	29	1138	
<b>Race/Ethnicity</b>																										
Hispanic or Latino	6	0	0	6										6						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	1	0	0	1										1						19	21	58	11	11	1146	
White	116	0	1	115	61	53	47	41	4	3	3	3	1155	115	53	41	3	3	1155	7,175	39	45	11	5	1151	
Two or more races	0	0	0	0										0						173	24	49	15	13	1146	
No Race/Ethnicity Reported	0	0	0	0										0						22	9	36	18	36	1138	
<b>LEP Status</b>																										
Current LEP student	0	0	0	0										0							349	1	11	34	54	1129
Former LEP student - monitoring year 1	0	0	0	0										0							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	124	0	1	123	63	51	53	43	4	3	3	2	1154	123	51	43	3	2	1154	10,130	32	47	14	7	1148	
<b>IEP</b>																										
Students with an IEP	23	0	1	22	4	18	11	50	4	18	3	14	1145	22	18	50	18	14	1145	1,634	4	34	33	29	1136	
All Other Students	101	0	0	101	59	58	42	42	0	0	0	0	1157	101	58	42	0	0	1157	8,903	36	47	12	5	1150	
<b>SES</b>																										
Economically Disadvantaged Students	4	0	0	4										4							3,816	15	47	22	15	1142
All Other Students	120	0	1	119	63	53	50	42	3	3	3	3	1155	119	53	42	3	3	1155	6,721	40	44	11	5	1151	
<b>Migrant</b>																										
Migrant Students	0	0	0	0										0							0					
All Other Students	124	0	1	123	63	51	53	43	4	3	3	2	1154	123	51	43	3	2	1154	10,537	31	45	15	8	1148	
<b>Title I</b>																										
Students Receiving Title I Services	0	0	0	0										0							2,680	15	45	23	17	1142
All Other Students	124	0	1	123	63	51	53	43	4	3	3	2	1154	123	51	43	3	2	1154	7,857	37	45	12	6	1150	
<b>504 Plan</b>																										
Students with a 504 Plan	1	0	0	1										1							238	29	49	19	3	1148
All Other Students	123	0	1	122	62	51	53	43	4	3	3	2	1154	122	51	43	3	2	1154	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: Narragansett High School  
 District: Narragansett  
 State: Rhode Island  
 Code: 20-20104

### 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.

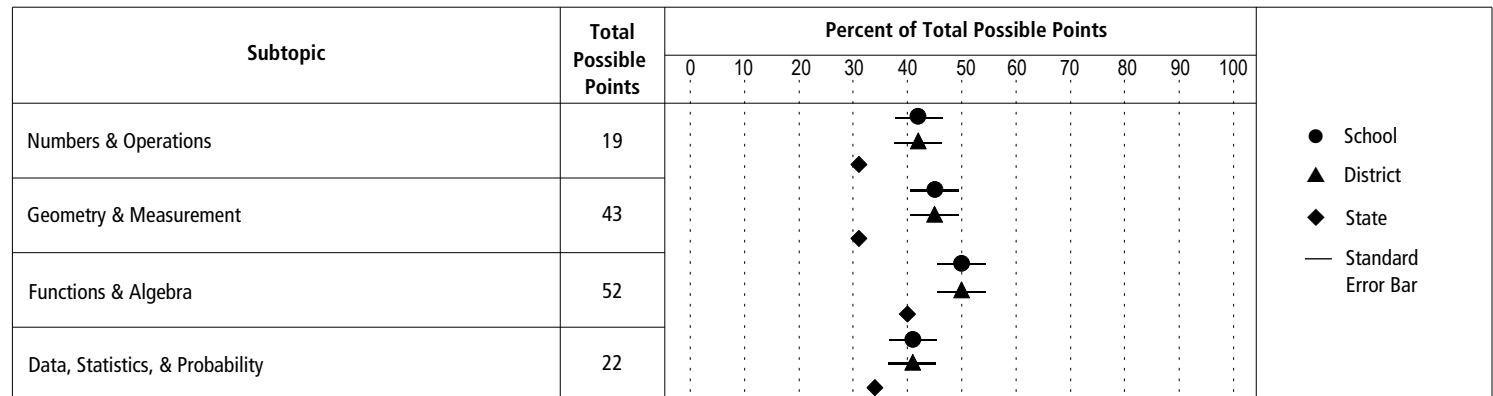
(Scaled Score 1134–1139)

### 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	%	
<b>School</b>													
2009-10	115	1	1	113	4	4	57	50	40	35	12	11	1140
2010-11	127	2	0	125	9	7	61	49	34	27	21	17	1140
2011-12	124	0	1	123	7	6	59	48	31	25	26	21	1140
Cumulative Total	366	3	2	361	20	6	177	49	105	29	59	16	1140
<b>District</b>													
2009-10	116	2	1	113	4	4	57	50	40	35	12	11	1140
2010-11	129	2	0	127	9	7	61	48	34	27	23	18	1140
2011-12	126	1	2	123	7	6	59	48	31	25	26	21	1140
Cumulative Total	371	5	3	363	20	6	177	49	105	29	61	17	1140
<b>State</b>													
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





# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Disaggregated Mathematics Results

**School:** Narragansett High School  
**District:** Narragansett  
**State:** Rhode Island  
**Code:** 20-20104

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	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	124	0	1	123	7	6	59	48	31	25	26	21	1140	123	6	48	25	21	1140	10,578	2	28	26	44	1135
<b>Gender</b>																									
Male	61	0	1	60	4	7	31	52	13	22	12	20	1141	60	7	52	22	20	1141	5,351	3	29	26	43	1135
Female	63	0	0	63	3	5	28	44	18	29	14	22	1140	63	5	44	29	22	1140	5,208	2	27	26	45	1134
Not Reported	0	0	0	0										0						19	0	5	42	53	1129
<b>Race/Ethnicity</b>																									
Hispanic or Latino	6	0	0	6										6						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	1	0	0	1										1						18	0	17	39	44	1135
White	116	0	1	115	7	6	54	47	30	26	24	21	1140	115	6	47	26	21	1140	7,193	3	35	29	34	1137
Two or more races	0	0	0	0										0						174	3	20	26	51	1133
No Race/Ethnicity Reported	0	0	0	0										0						28	4	4	36	57	1129
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						380	<1	3	6	90	1123
Former LEP student - monitoring year 1	0	0	0	0										0						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	124	0	1	123	7	6	59	48	31	25	26	21	1140	123	6	48	25	21	1140	10,140	2	29	27	42	1135
<b>IEP</b>																									
Students with an IEP	23	0	1	22	1	5	2	9	3	14	16	73	1131	22	5	9	14	73	1131	1,634	<1	4	12	84	1125
All Other Students	101	0	0	101	6	6	57	56	28	28	10	10	1142	101	6	56	28	10	1142	8,944	2	32	29	37	1136
<b>SES</b>																									
Economically Disadvantaged Students	4	0	0	4										4						3,829	<1	14	22	64	1131
All Other Students	120	0	1	119	7	6	57	48	31	26	24	20	1140	119	6	48	26	20	1140	6,749	3	36	28	33	1137
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	124	0	1	123	7	6	59	48	31	25	26	21	1140	123	6	48	25	21	1140	10,578	2	28	26	44	1135
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,688	1	13	20	66	1130
All Other Students	124	0	1	123	7	6	59	48	31	25	26	21	1140	123	6	48	25	21	1140	7,890	3	33	28	37	1136
<b>504 Plan</b>																									
Students with a 504 Plan	1	0	0	1										1						236	2	29	32	37	1136
All Other Students	123	0	1	122	7	6	59	48	30	25	26	21	1140	122	6	48	25	21	1140	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

<b>School:</b>	Narragansett High School
<b>District:</b>	Narragansett
<b>State:</b>	Rhode Island
<b>Code:</b>	20-20104

### 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	%	
<b>School</b>													
2009-10	115	0	1	114	9	8	62	54	42	37	1	1	7.2
2010-11	127	2	0	125	3	2	77	62	42	34	3	2	7.0
<b>2011-12</b>	<b>124</b>	<b>0</b>	<b>1</b>	<b>123</b>	<b>10</b>	<b>8</b>	<b>71</b>	<b>58</b>	<b>41</b>	<b>33</b>	<b>1</b>	<b>1</b>	<b>7.2</b>
Cumulative Total	366	2	2	362	22	6	210	58	125	35	5	1	7.1
<b>District</b>													
2009-10	116	1	1	114	9	8	62	54	42	37	1	1	7.2
2010-11	129	2	0	127	3	2	77	61	42	33	5	4	6.9
<b>2011-12</b>	<b>126</b>	<b>1</b>	<b>2</b>	<b>123</b>	<b>10</b>	<b>8</b>	<b>71</b>	<b>58</b>	<b>41</b>	<b>33</b>	<b>1</b>	<b>1</b>	<b>7.2</b>
Cumulative Total	371	4	3	364	22	6	210	58	125	34	7	2	7.1
<b>State</b>													
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
<b>2011-12</b>	<b>11,119</b>	<b>116</b>	<b>495</b>	<b>10,508</b>	<b>478</b>	<b>5</b>	<b>4,830</b>	<b>46</b>	<b>4,499</b>	<b>43</b>	<b>701</b>	<b>7</b>	<b>6.4</b>
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	<p><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.</p>
2010-11	<p><b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.</p>
2011-12	<p><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 certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.</p>



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

### Writing Results

School: Narragansett High School  
 District: Narragansett  
 State: Rhode Island  
 Code: 20-20104

Average Score Comparison by Type of Writing<sup>§</sup>

Type of Writing	Tested	School			District			State		
		Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12
<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 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)	123	7.2		123	7.2		10,508	6.4	
	2010-11	14	6.2		15	5.9		1,340	6.6	
<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, or other elements within a piece of literature or informational text.	2011-12	16	6.9		16	6.9		1,304	6.4	
	2010-11	16	7.0		16	7.0		1,327	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, or other elements within a piece of literature or informational text.	2011-12	15	6.6		15	6.6		1,330	6.0	
	2010-11	16	5.6		16	5.6		1,313	6.3	
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2011-12	16	8.3		16	8.3		1,317	6.7	
	2010-11 (C)	125	7.0		127	6.9		10,594	6.4	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12	14	7.5		14	7.5		1,317	6.7	
	2010-11	15	6.9		15	6.9		1,328	6.6	
<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.	2011-12	17	7.2		17	7.2		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

<b>School:</b>	Narragansett High School
<b>District:</b>	Narragansett
<b>State:</b>	Rhode Island
<b>Code:</b>	20-20104

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	2	2	2	2	1
10	5	5	8	7	8	7	4
9	5	4	15	12	15	12	8
8	4	4	33	27	33	27	21
7	4	3	23	19	23	19	17
6	3	3	22	18	22	18	21
5	3	2	8	7	8	7	9
4	2	2	11	9	11	9	13
3	2	1	0	0	0	0	3
2	1	1	1	1	1	1	3
0	0	0	0	0	0	0	1

Scoring Rubric	
6	<ul style="list-style-type: none"> <li>• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose</li> <li>• distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
5	<ul style="list-style-type: none"> <li>• purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout</li> <li>• 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</li> </ul>
4	<ul style="list-style-type: none"> <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>
3	<ul style="list-style-type: none"> <li>• writing has a general purpose • some sense of organization; may have lapses in coherence</li> <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>
2	<ul style="list-style-type: none"> <li>• attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence</li> <li>• generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting</li> </ul>
1	<ul style="list-style-type: none"> <li>• 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</li> </ul>
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 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Disaggregated Writing Results

<b>School:</b>	Narragansett High School
<b>District:</b>	Narragansett
<b>State:</b>	Rhode Island
<b>Code:</b>	20-20104

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	%	%	%	%	
<b>All Students</b>	124	0	1	123	10	8	71	58	41	33	1	1	7.2	123	8	58	33	1	7.2	10,508	5	46	43	7	6.4
<b>Gender</b>																									
Male	61	0	1	60	4	7	32	53	23	38	1	2	6.9	60	7	53	38	2	6.9	5,312	3	40	47	9	6.1
Female	63	0	0	63	6	10	39	62	18	29	0	0	7.4	63	10	62	29	0	7.4	5,181	6	52	38	4	6.8
Not Reported	0	0	0	0										0						15	0	7	53	40	4.0
<b>Race/Ethnicity</b>																									
Hispanic or Latino	6	0	0	6										6						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	1	0	0	1										1						19	0	37	58	5	5.7
White	116	0	1	115	8	7	68	59	38	33	1	1	7.1	115	7	59	33	1	7.1	7,164	6	52	38	4	6.8
Two or more races	0	0	0	0										0						174	6	33	55	7	6.1
No Race/Ethnicity Reported	0	0	0	0										0						23	4	4	52	39	4.0
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						345	0	6	54	39	3.7
Former LEP student - monitoring year 1	0	0	0	0										0						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	124	0	1	123	10	8	71	58	41	33	1	1	7.2	123	8	58	33	1	7.2	10,106	5	47	42	6	6.5
<b>IEP</b>																									
Students with an IEP	23	0	1	22	0	0	9	41	12	55	1	5	6.0	22	0	41	55	5	6.0	1,619	1	15	62	22	4.7
All Other Students	101	0	0	101	10	10	62	61	29	29	0	0	7.4	101	10	61	29	0	7.4	8,889	5	52	39	4	6.7
<b>SES</b>																									
Economically Disadvantaged Students	4	0	0	4										4						3,803	2	34	53	11	5.7
All Other Students	120	0	1	119	10	8	69	58	39	33	1	1	7.2	119	8	58	33	1	7.2	6,705	6	53	37	4	6.8
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	124	0	1	123	10	8	71	58	41	33	1	1	7.2	123	8	58	33	1	7.2	10,508	5	46	43	7	6.4
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,670	2	33	53	13	5.6
All Other Students	124	0	1	123	10	8	71	58	41	33	1	1	7.2	123	8	58	33	1	7.2	7,838	6	50	39	5	6.7
<b>504 Plan</b>																									
Students with a 504 Plan	1	0	0	1										1						238	2	47	44	6	6.4
All Other Students	123	0	1	122	9	7	71	58	41	34	1	1	7.1	122	7	58	34	1	7.1	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.