About The New England Common Assessment Program

ENGLAN

ASSESSMENT

This report highlights results from the Fall 2011 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to 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.

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NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the results, schools and districts will also tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current data files containing NECAP results. grade — in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart RAM 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.

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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 receive Item Analysis Reports, Released Item support materials, and student-level Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2011 **Beginning of Grade 11 NECAP** Tests

Grade 11 Students in 2011-2012

School Results

School:	William E. Tolman High
District:	Pawtucket
Code:	26-26105



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

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

					Numbe	r							Р	ercentag	ge			
PARTICIPATION in NECAP		School			District	:		State			School			District	:		State	
Students enrolled on or after October 1		287			580			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	259	256	258	518	514	518	10,537	10,578	10,508	90	89	90	89	89	89	95	95	95
With an approved accommodation	39	43	30	158	151	111	1,630	2,051	1,323	15	17	12	31	29	21	15	19	13
Current LEP Students	7	7	7	73	75	72	349	380	345	3	3	3	14	15	14	3	4	3
With an approved accommodation	2	2	2	46	36	22	73	65	54	29	29	29	63	48	31	21	17	16
IEP Students	33	33	33	82	80	82	1,634	1,634	1,619	13	13	13	16	16	16	16	15	15
With an approved accommodation	25	26	25	64	65	64	864	915	867	76	79	76	78	81	78	53	56	54
Students not tested in NECAP	28	31	29	62	66	62	582	541	611	10	11	10	11	11	11	5	5	5
State Approved	7	7	7	11	11	11	116	119	116	25	23	24	18	17	18	20	22	19
Alternate Assessment	5	5	5	9	9	9	98	98	98	71	71	71	82	82	82	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	2	2	2	2	2	2	4	7	3	29	29	29	18	18	18	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	21	24	22	51	55	51	466	422	495	75	77	76	82	83	82	80	78	81

NECAP RESULTS

						Schoo	l									Dist	rict					Sta	ite		
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Leve	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
	N	N	Ν	N	N	%	N	%	N	%	N			N	%	%	%	%		N	%	%	%	%	
READING	287	7	21	259	32	12	137	53	64	25	26	10	1143	518	12	48	26	13	1142	10,537	31	45	15	8	1148
MATH	287	7	24	256	2	1	34	13	46	18	174	68	1130	514	1	13	18	68	1130	10,578	2	28	26	44	1135
WRITING	287	7	22	258	2	1	75	29	162	63	19	7	5.5	518	1	30	58	11	5.5	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 Reading Results

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

Proficient with Distinction (Level 4)

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

(Scaled Score 1154–1180)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text. (Scaled Score 1140–1153)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text. (Scaled Score 1130–1139)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 1100-1129)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Scaled Score
School													
2009-10	278	9	3	266	26	10	142	53	68	26	30	11	1143
2010-11	299	: 10 :	10	279	24	9	152	54	77	28	26	9	1142
2011-12	287	7	21	259	32	12	137	53	64	25	26	10	1143
Cumulative Total	864	26	34	804	82	10	431	54	209	26	82	10	1143
District													
2009-10	567	16	14	537	65	12	270	50	134	25	68	13	1143
2010-11	566	15	14	537	55	10	265	49	148	28	69	13	1142
2011-12	580	11	51	518	63	12	250	48	136	26	69	13	1142
Cumulative Total	1,713	42	79	1,592	183	11	785	49	418	26	206	13	1142
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

C. have in	Total			F	Percen	t of T	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						*	•					DistrictState
Informational	42						-4	●- - -					Standard Error Bar
Level of Comprehension													
Initial Understanding	32							_⊕_ ★	•				
Analysis & Interpretation	52							•					



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

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

REPORTING						Scho										Dist	Inct					516	ate		
		NT	NT												Level	Level	Level	Level		<u> </u>	Level	Level	Level	Level	T
CATEGORIES	Enrolled	Approved	Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean Scaled	Tested	4	3	2	1	Mean Scaled	Tested	4	3	2	1	Mean Scaled
	N	N	Ν	N	Ν	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	287	7	21	259	32	12	137	53	64	25	26	10	1143	518	12	48	26	13	1142	10,537	31	45	15	8	1148
Gender																							-		
Male	141	3	10	128	13	10	67	52	31	24	17	13	1142	275	9	45	28	17	1140	5,336	25	46	18	11	1146
Female	146	4	11	131	19	15	70	53	33	25	9	7	1144	241	15	52	24	9	1143	5,187	38	45	12	6	1150
Not Reported	0	0	0	0										2						14	7	43	21	29	1138
Race/Ethnicity																							-		
Hispanic or Latino	86	4	9	73	6	8	40	55	24	33	3	4	1142	141	9	48	30	13	1140	1,934	13	46	23	18	1141
Not Hispanic or Latino																							-		
American Indian or Alaskan Native	1	0	0	1										2				- - -		51	25	31	27	16	1143
Asian	1	0	0	1										3				- - -		288	36	44	14	7	1149
Black or African American	57	2	5	50	5	10	23	46	13	26	9	18	1141	163	9	40	31	19	1139	875	12	44	26	18	1141
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	21	58	11	11	1146
White	129	1	5	123	20	16	67	54	23	19	13	11	1145	186	17	55	18	9	1145	7,175	39	45	11	5	1151
Two or more races	13	0	2	11	1	9	6	55	3	27	1	9	1142	20	10	50	30	10	1141	173	24	49	15	13	1146
No Race/Ethnicity Reported	0	0	0	0										3						22	9	36	18	36	1138
LEP Status																							-		
Current LEP student	8	1	0	7										73	0	14	53	33	1131	349	1	11	34	54	1129
Former LEP student - monitoring year 1	7	0	0	7										8						24	0	54	42	4	1140
Former LEP student - monitoring year 2	3	0	0	3				-						7						34	12	59	24	6	1144
All Other Students	269	6	21	242	32	13	133	55	53	22	24	10	1144	430	15	54	21	10	1144	10,130	32	47	14	7	1148
IEP																									
Students with an IEP	40	6	1	33	1	3	6	18	13	39	13	39	1133	82	1	17	41	40	1131	1,634	4	34	33	29	1136
All Other Students	247	1	20	226	31	14	131	58	51	23	13	6	1145	436	14	54	23	8	1144	8,903	36	47	12	5	1150
SES																									
Economically Disadvantaged Students	168	6	11	151	8	5	82	54	39	26	22	15	1141	340	7	48	28	17	1140	3,816	15	47	22	15	1142
All Other Students	119	1	10	108	24	22	55	51	25	23	4	4	1146	178	21	49	23	6	1145	6,721	40	44	11	5	1151
Migrant																							-		
Migrant Students	0	0	0	0										0						0			-		
All Other Students	287	7	21	259	32	12	137	53	64	25	26	10	1143	518	12	48	26	13	1142	10,537	31	45	15	8	1148
Title I																								1	
Students Receiving Title I Services	287	7	21	259	32	12	137	53	64	25	26	10	1143	515	12	48	26	13	1142	2,680	15	45	23	17	1142
All Other Students	0	0	0	0										3				- - -		7,857	37	45	12	6	1150
504 Plan																									
Students with a 504 Plan	4	0	0	4				-						6						238	29	49	19	3	1148
All Other Students	283	7	21	255	32	13	135	53	62	24	26	10	1143	512	12	48	26	13	1142	10,299	31		15	9	1148

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



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

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

Proficient with Distinction (Level 4)

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

(Scaled Score 1152–1180)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations. **(Scaled Score 1140–1151)**

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations. (Scaled Score 1134–1139)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully. (Scaled Score 1100–1133)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Scaled Score
School													
2009-10	278	9	4	265	2	1	36	14	69	26	158	60	1132
2010-11	299	10	11	278	3	1	42	15	74	27	159	57	1132
2011-12	287	7	24	256	2	1	34	13	46	18	174	68	1130
Cumulative Total	864	26	39	799	7	1	112	14	189	24	491	61	1131
District													
2009-10	567	13	21	533	3	1	65	12	138	26	327	61	1131
2010-11	566	13	18	535	3	1	87	16	148	28	297	56	1132
2011-12	580	11	55	514	3	1	68	13	91	18	352	68	1130
Cumulative Total	1,713	37	94	1,582	9	1	220	14	377	24	976	62	1131
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

6 H	Total				Percer	nt of T	otal Po	ossible	e Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	19				•								 School District
Geometry & Measurement	43			*									DistrictState
Functions & Algebra	52				. ★	•							Standard Error Bar
Data, Statistics, & Probability	22			_● ★	-	•							



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

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

REPORTING CATEGORIES Enrolled NT Alproved NT Other Tested Level J Level	
All Students 287 7 24 256 2 1 34 13 46 18 174 68 1130 514 1 13 18 68 1130 10,578 2 2 28 26 4 Gender Male 141 3 11 127 1 1 20 16 27 21 79 62 1131 272 1 13 19 68 1130 5,351 3 29 26 4 Male 141 3 11 127 1 1 4 11 19 15 55 74 1129 240 <1 14 16 70 1130 5,2551 3 29 26 4 4 11 19 68 1130 143 1 8 13 79 1128 10 5 75 1130 143 1 8 13 79 1128	Mean Scaled
Gender Male 141 3 11 127 1 1 20 16 27 21 79 62 1131 272 1 13 19 68 130 5,351 3 29 26 42 Male 141 3 11 127 1 11 10 16 17 95 74 1131 272 1 13 19 68 130 5,351 3 29 26 42 Race/Ethnicity Mot Reported 0 0 1 0 0 1 0 0 5 77 13 18 55 75 1130 143 1 8 13 79 128 195 64 19 0 5 42 1 Mot Reported 1 0 0 1 0 0 5 70 13 18 55 75 1130 143 1 8 13 79 128 195 4 1 19 2 10 6	Score
Male	1135
Female Not Reported 146 4 13 129 1 1 1 14 11 19 15 95 74 1129 240 <1 14 16 70 130 5,208 2 27 26 Race/Ethnicity Back A 9 73 0 0 0 5 7 13 18 55 75 1130 143 1 88 13 79 1128 19 0 5 74 13 18 55 75 1130 143 1 88 13 79 1128 19 0 65 25 70 13 18 55 75 1130 143 1 88 13 79 1128 19 0 65 10 8 16 37 74 1127 161 0 9 16 75 1128 86 9 21 17 39 33 35 29 1 Mative Havaiian or Pacific Islander 0 0 0 0 5 <td></td>	
Not Reported 0 1 0 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 1 0 1 0 1 0 1 0 1 0 1 0 1 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 <t< td=""><td>1135</td></t<>	1135
Race/Ethnicity B6 4 9 73 0 0 5 7 13 18 55 75 1130 143 1 8 13 79 1128 1,955 <1 11 19 Mispanic or Latino Mot Hispanic or Latino American Indian or Alaskan Native 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 0 1 0 0 1 0 0 1 0 0 1 0 6 25 75 1130 143 1 8 13 79 1128 1,955 <1 11 19 100 2 2 2 100 1133 1133 1133 1133 1133 1133 1133 1133 1133 1133 1133 1133 1133 1133 1133 </td <td>1134</td>	1134
Hispanic or Latino 86 4 9 73 0 0 5 7 13 18 55 75 1130 143 1 8 13 79 1128 1,955 <1 11 19 Aminicar Liatino 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 0 1 0 0 1 0 0 1 0 2 1 128 1 121 1 1 0 21 23 20 <t< td=""><td>1129</td></t<>	1129
Not Hispanic or Latino American Indian or Alaskan Native Asian 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 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 5 10 8 16 37 74 1127 161 0 9 16 75 1128 868 0 9 1 0 17 39 20 21 13 0 21 17 39 23 25 50 0 0 2 18 23 19 73 61 1132 182 1 21 21 21 51 0 64 23 20 0 15 20 65 133 23 23 23	
American Indian or Alaskan Native 1 0 0 0	1129
Asian 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 0 1 0 1 0 <td></td>	
Black or African American 57 2 5 50 0 0 5 10 8 16 37 74 1127 161 0 9 16 75 1128 868 0 9 21 Native Hawaiian or Pacific Islander 0 0 0 0 0 2 2 2 22 18 23 19 73 61 1132 182 1 21 57 1132 7,193 3 35 29 29 20 18 2 18 7 64 1133 20 0 15 20 65 1132 174 3 20 26 26 20 20 0 15 20 65 1132 174 3 20 26 26 26 26 26 28 4 4 36 26 26 26 26 28 4 4 36 26 26 28 4 4 36 26 26 28 4 4 36 26 26	1130
Native Hawaiian or Pacific Islander 0 0 0 0 0 0 0 0 0 17 39 4 White 129 1 8 120 2 2 2 2 18 23 19 73 61 1132 182 1 21 21 57 1132 7,193 3 35 29 1 10 0 0 2 18 2 18 7 64 1133 20 0 15 20 65 1132 174 3 20 26 26 28 4 4 36 20 26 28 4 4 36 20 26 28 4 4 36 20 26 28 4 4 36 20 26 28 4 4 36 20 26 28 4 4 36 26 26 28 4 4 36 28 4 4 36 28 4 4 36 28 28 28	1138
White 129 1 8 120 2 2 2 18 23 19 73 61 1132 182 1 21 21 57 1132 7,193 3 35 29 Two or more races 13 0 2 11 0 0 2 18 2 18 7 64 1133 20 0 15 20 65 1132 174 3 20 26 20 20 1132 174 3 20 26 20 20 1132 174 3 20 26 20 20 65 1132 174 3 20 26 20 20 65 1132 174 3 20 26 20 20 65 1132 174 3 20 26 20	1129
Two or more races 13 0 2 11 0 0 2 18 2 18 7 64 1133 20 0 15 20 65 1132 174 3 20 26 26 No Race/Ethnicity Reported 0 0 0 0 0 0 2 18 2 18 7 64 1133 20 0 15 20 65 1132 174 3 20 26 26 LEP Status	1135
No Race/Ethnicity Reported 0	1137
LEP Status 8 1 0 7 7 0 0 7 8 7 0 0 7 3 6 24 0 13 14 15 15 67 1131 14 16 19 64 1131 10,140 2 29 27 27 27 27 27 27 27 27	1133
Current LEP student 8 1 0 7 0 7 0 7 0 10 7 0 0 7 0 0 7 0 0 7 0 0 7 0 0 7 0 0 7 0 0 7 0 0 7 0 0 7 0 0 3 14 15 19 155 67 1131 14 16 19 64 1131 10,140 2 29 27 27 27 27 27 27 27 27 27 27 27	1129
Former LEP student - monitoring year 1 7 0 0 7 0 0 7 8 7 8 7 10 13 13 13 13 13 13 13 13 13 14 15 19 159 67 1131 424 1 16 19 64 131 10,140 2 29 27 27 IEP	
Former LEP student - monitoring year 2 3 0 0 3 2 1 33 14 45 19 159 67 1131 7 7 1131 10,140 2 29 27 2 IEP Image: Student - monitoring year 2 3 0 0 3 3 14 45 19 159 67 1131 16 19 64 1131 10,140 2 29 27 27 24 IEP Image: Student - monitoring year 2 3 0 0 3 1 45 19 159 67 1131 7 1131 10,140 2 29 27 <th< td=""><td>1123</td></th<>	1123
All Other Students 269 6 24 239 2 1 33 14 45 19 159 67 1131 424 1 16 19 64 1131 10,140 2 29 27 44 IEP IEP Image: Second S	1128
IEP	1130
	1135
	1125
All Other Students 247 1 23 223 2 1 34 15 46 21 141 63 1132 434 1 15 21 63 1131 8,944 2 32 29	1136
SES Economically Disadvantaged Students 168 6 13 149 0 0 10 7 23 15 116 78 1129 337 0 9 14 77 1128 3.829 <1 14 22 0	1131
Economically Disadvantaged Students 168 6 13 149 0 0 10 7 23 15 116 78 1129 337 0 9 14 77 1128 3,829 <1 14 22 0 All Other Students 119 1 11 107 2 2 24 22 23 21 58 54 1132 177 2 21 24 53 1132 6,749 3 36 28 33	1137
Migrant 0 </td <td></td>	
	1135
All Other Students 287 7 24 256 2 1 34 13 46 18 174 68 1130 514 1 13 18 68 1130 10,578 2 28 26 4	1135
Title I	
Students Receiving Title I Services 287 7 24 256 2 1 34 13 46 18 174 68 1130 511 1 13 17 69 1130 2,688 1 13 20 0	1130
All Other Students 0 0 0 0 0 3 3 28 3	1136
504 Plan	
Students with a 504 Plan 4 0 0 4 6 236 2 29 32	1136
All Other Students 283 7 24 252 2 1 32 13 46 18 172 68 1130 508 1 13 18 69 1130 10,342 2 28 26	1135

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



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

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

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	Leve	el 4	Leve	el 3	Leve	el 2	Lev	el 1	Mean
	Ν	Ν	Ν	N	N	%	N	%	N	%	N	%	Score
School													
2009-10	278	9	4	265	8	3	123	46	124	47	10	4	6.5
2010-11	299	10	9	280	0	0	86	31	173	62	21	8	5.9
2011-12	287	7	22	258	2	1	75	29	162	63	19	7	5.5
Cumulative Total	864	26	35	803	10	1	284	35	459	57	50	6	6.0
District													
2009-10	567	16	20	531	14	3	230	43	251	47	36	7	6.3
2010-11	566	15	16	535	3	1	172	32	309	58	51	10	5.8
2011-12	580	11	51	518	4	1	153	30	303	58	58	11	5.5
Cumulative Total	1,713	42	87	1,584	21	1	555	35	863	54	145	9	5.9
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 Cumulative	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4
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:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

	A	verage	e Scor	re C	ompariso	on by	Туре	of Wri	ting [§]						
- C.M. 141				Sch	ool			C	District				State		
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
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	2011-12 (C)	258	5.5				518	5.5	-	•	10,508	6.4			
certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11	36	6.2		-		69	5.9	-		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	2011-12	32	5.6				65	5.1	ſ		1,304	6.4		-	
craft, or other elements within a piece of literature or informational text.	2010-11	34	5.2		-		65	5.0	_		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	2011-12	37	5.4				76	5.1	1		1,330	6.0			
craft, or other elements within a piece of literature or informational text.	2010-11	34	5.6		-		61	5.7	-		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	36	6.2		-		71	5.7	-	•	1,317	6.7		-	
or a personal experience, belier, or idea.	2010-11 (C)	280	5.9				535	5.8			10,594	6.4			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12	30	6.4				60	5.9	-	•	1,317	6.7		-	
	2010-11	33	5.8				65	5.8	-		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	2011-12	26	6.0		-		58	5.3	-		1,300	6.6		-	
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 (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 A 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.



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

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

			Score Di	stribution)			Scoring Rubric								
Total	Score	Score	Sch	ool	Dis	trict	State		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							
Score	1	2	Ν	%	Ν		6	distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics								
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	1	<1	1	<1	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	3	1	4		purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent							
9	5	4	5	2	11	2	8	4	details are relevant and mostly support purpose • well-constructed sentences; uses language well may show inconsistent control of grade-level grammar, usage, and mechanics							
8	4	4	32	12	74	14	21		• writing has a general purpose • some sense of organization; may have lapses in coherence							
7	4	3	38	15	68	13	17	3	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							
6	3	3	60	23	112	22	21		attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence							
5	3	2	33	13	71	14	9	2	generalizes or lists details lacks sentence control; uses language poorly errors in grammar, usage, and mechanics are distracting							
4	2	2	69	27	120	23	13		lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • randor							
3	2	1	8	3	22	4	3	1	information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout							
2	1	1	8	3	27	5	3	0	Response is totally incorrect or irrelevant.							
0	0	0	3	1	9	2	1	U								

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

School:William E. Tolman HighDistrict:PawtucketState:Rhode IslandCode:26-26105

	School											District							State						
REPORTING		NT	NT Other	Tested	Level 4								Mean	.	Level	Level	Level	Level	Mean Score	.	Level	Level	Level	Level	Mean Score
CATEGORIES	Enrolled	Approved					Lev	Level 3		Level 2		Level 1		Tested	4	3	2	1		Tested	4	3	2	1	
	N	N	Ν	N	N	%	N	%	N	%	N	%	1	N	%	%	%	%		N	%	%	%	%	
All Students	287	7	22	258	2	1	75	29	162	63	19	7	5.5	518	1	30	58	11	5.5	10,508	5	46	43	7	6.4
Gender												, ,						- - - -				- - - -		, , ,	
Male	141	3	12	126	2	2	34	27	76	60	14	11	5.4	271	1	24	60	16	5.2	5,312	3	40	47	9	6.1
Female	146	4	10	132	0	0	41	31	86	65	5	4	5.7	245	1	36	57	6	5.8	5,181	6	52	38	4	6.8
Not Reported	0	0	0	0										2						15	0	7	53	40	4.0
Race/Ethnicity								-				1					1	1				1		1	
Hispanic or Latino	86	4	10	72	0	0	17	24	50	69	5	7	5.4	141	1	25	61	13	5.2	1,921	1	33	52	14	5.6
Not Hispanic or Latino								:						1				· · ·					-		
American Indian or Alaskan Native	1	0	0	1		1		1						2						50	2	38	50	10	5.8
Asian	1	0	0	1		1		1						3						287	7	51	39	3	6.8
Black or African American	57	2	6	49	0	: 0	10	20	34	69	5	10	5.1	160	1	25	59	15	5.2	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	129	1	5	123	2	2	44	36	70	57	7	6	5.8	188	1	37	55	7	5.9	7,164	6	52	38	4	6.8
Two or more races	13	0	1	12	0	: 0	4	33	6	50	2	17	5.2	21	0	29	62	10	5.4	174	6	33	55	7	6.1
No Race/Ethnicity Reported	0	0	0	0		-		-						3			- - -			23	4	4	52	39	4.0
LEP Status												, ,												, ,	
Current LEP student	8	1	0	7										72	0	4	65	⁻ 31	4.1	345	0	6	[.] 54	39	3.7
Former LEP student - monitoring year 1	7	0	0	7										8						24	0	25	71	4	5.7
Former LEP student - monitoring year 2	3	0	0	3										7						33	0	33	61	6	5.5
All Other Students	269	6	22	241	2	¦ 1	73	30	149	62	17	7	5.6	431	1	34	57	8	5.7	10,106	5	47	42	6	6.5
IEP																		1 1 1				1 1 1			
Students with an IEP	40	6	1	33	0	0	3	9	24	73	6	18	4.2	82	0	6	65	29	3.9	1,619	1	15	62	22	4.7
All Other Students	247	1	21	225	2	1	72	32	138	61	13	6	5.7	436	1	34	57	8	5.8	8,889	5	52	39	4	6.7
SES								-														1 1 1			
Economically Disadvantaged Students	168	6	11	151	0	0	38	25	100	66	13	9	5.3	343	1	28	59	13	5.3	3,803	2	34	53	11	5.7
All Other Students	119	1	11	107	2	2	37	35	62	58	6	6	5.8	175	1	33	57	9	5.8	6,705	6	53	37	4	6.8
Migrant						1		i.														1 1 1	:		
Migrant Students	0	0	0	0		1		1						0						0			:		
All Other Students	287	7	22	258	2	1	75	29	162	63	19	7	5.5	518	1	30	58	11	5.5	10,508	5	46	43	7	6.4
Title I								ł										1 1 1				1 1 1			
Students Receiving Title I Services	287	7	22	258	2	[:] 1	75	[!] 29	162	63	19	. 7	5.5	515	1	30	58	[¦] 11	5.5	2,670	2	33	53	13	5.6
All Other Students	0	0	0	0	-							, ,		3						7,838	6	50	39	5	6.7
504 Plan								-										1 1 1				1 1 1		1 1 1	
Students with a 504 Plan	4	0	0	4										6			1			238	2	47	44	6	6.4
All Other Students	283	7	22	254	2	[:] 1	75	30	159	63	18	7	5.6	512	1	30	58	11	5.5	10,270	5	46	43	7	6.4
	205	'	~~	2.54	-	1	''				10	. /	5.0	"'	'					10,270	,	-+0			0.4

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