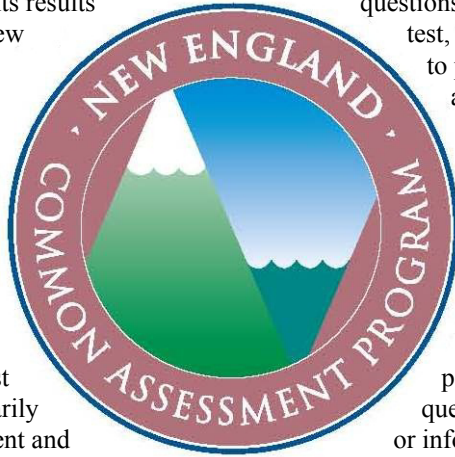


# About The New England Common Assessment Program



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:** Toll Gate High School

**District:** Warwick

**Code:** 35-35138



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Toll Gate High School
<b>District:</b>	Warwick
<b>State:</b>	Rhode Island
<b>Code:</b>	35-35138

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>230</b>			<b>785</b>			<b>11,119</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	222	221	221	750	748	747	10,537	10,578	10,508	97	96	96	96	95	95	95	95	95
Current LEP Students	30	30	31	79	79	80	1,630	2,051	1,323	14	14	14	11	11	11	15	19	13
With an approved accommodation	1	1	1	1	1	1	349	380	345	<1	<1	<1	<1	<1	<1	3	4	3
IEP Students	0	0	0	0	0	0	73	65	54	0	0	0	0	0	0	21	17	16
With an approved accommodation	40	40	40	131	130	131	1,634	1,634	1,619	18	18	18	17	17	18	16	15	15
Other	29	29	30	77	77	78	864	915	867	73	73	75	59	59	60	53	56	54
<b>Students not tested in NECAP</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>35</b>	<b>37</b>	<b>38</b>	<b>582</b>	<b>541</b>	<b>611</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
State Approved	4	4	4	12	12	12	116	119	116	50	44	44	34	32	32	20	22	19
Alternate Assessment	4	4	4	12	12	12	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	23	25	26	466	422	495	50	56	56	66	68	68	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	%	%	%	%	
<b>READING</b>	230	4	4	222	85	38	102	46	20	9	15	7	1150	750	27	51	14	8	1147	10,537	31	45	15	8	1148
<b>MATH</b>	230	4	5	221	2	1	71	32	72	33	76	34	1136	748	1	25	31	43	1134	10,578	2	28	26	44	1135
<b>WRITING</b>	230	4	5	221	12	5	109	49	88	40	12	5	6.7	747	3	44	48	5	6.3	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

**School:** Toll Gate High School  
**District:** Warwick  
**State:** Rhode Island  
**Code:** 35-35138

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>	230	4	4	222	85	38	102	46	20	9	15	7	1150	750	27	51	14	8	1147	10,537	31	45	15	8	1148
<b>Gender</b>																									
Male	117	3	2	112	26	23	60	54	16	14	10	9	1147	366	18	52	19	11	1144	5,336	25	46	18	11	1146
Female	113	1	2	110	59	54	42	38	4	4	5	5	1154	383	36	50	9	4	1150	5,187	38	45	12	6	1150
Not Reported	0	0	0	0										1						14	7	43	21	29	1138
<b>Race/Ethnicity</b>																									
Hispanic or Latino	11	2	0	9										41	15	51	20	15	1142	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	11	0	0	11	5	45	5	45	1	9	0	0	1154	22	27	59	14	0	1150	288	36	44	14	7	1149
Black or African American	7	0	0	7										18	6	50	28	17	1141	875	12	44	26	18	1141
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	21	58	11	11	1146
White	200	2	4	194	79	41	86	44	15	8	14	7	1151	662	29	51	13	7	1148	7,175	39	45	11	5	1151
Two or more races	0	0	0	0										4						173	24	49	15	13	1146
No Race/Ethnicity Reported	0	0	0	0										1						22	9	36	18	36	1138
<b>LEP Status</b>																									
Current LEP student	3	2	0	1										1						349	1	11	34	54	1129
Former LEP student - monitoring year 1	2	0	0	2										2						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	225	2	4	219	85	39	100	46	19	9	15	7	1150	747	27	51	14	8	1147	10,130	32	47	14	7	1148
<b>IEP</b>																									
Students with an IEP	46	4	2	40	3	8	18	45	8	20	11	28	1137	131	2	33	34	31	1135	1,634	4	34	33	29	1136
All Other Students	184	0	2	182	82	45	84	46	12	7	4	2	1153	619	33	55	10	3	1150	8,903	36	47	12	5	1150
<b>SES</b>																									
Economically Disadvantaged Students	40	3	2	35	7	20	18	51	6	17	4	11	1145	207	14	52	21	13	1143	3,816	15	47	22	15	1142
All Other Students	190	1	2	187	78	42	84	45	14	7	11	6	1151	543	32	51	11	6	1149	6,721	40	44	11	5	1151
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	230	4	4	222	85	38	102	46	20	9	15	7	1150	750	27	51	14	8	1147	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	230	4	4	222	85	38	102	46	20	9	15	7	1150	750	27	51	14	8	1147	7,857	37	45	12	6	1150
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	0	5										21	19	48	24	10	1143	238	29	49	19	3	1148
All Other Students	225	4	4	217	83	38	102	47	17	8	15	7	1150	729	28	51	14	8	1147	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: Toll Gate High School  
 District: Warwick  
 State: Rhode Island  
 Code: 35-35138

#### 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.

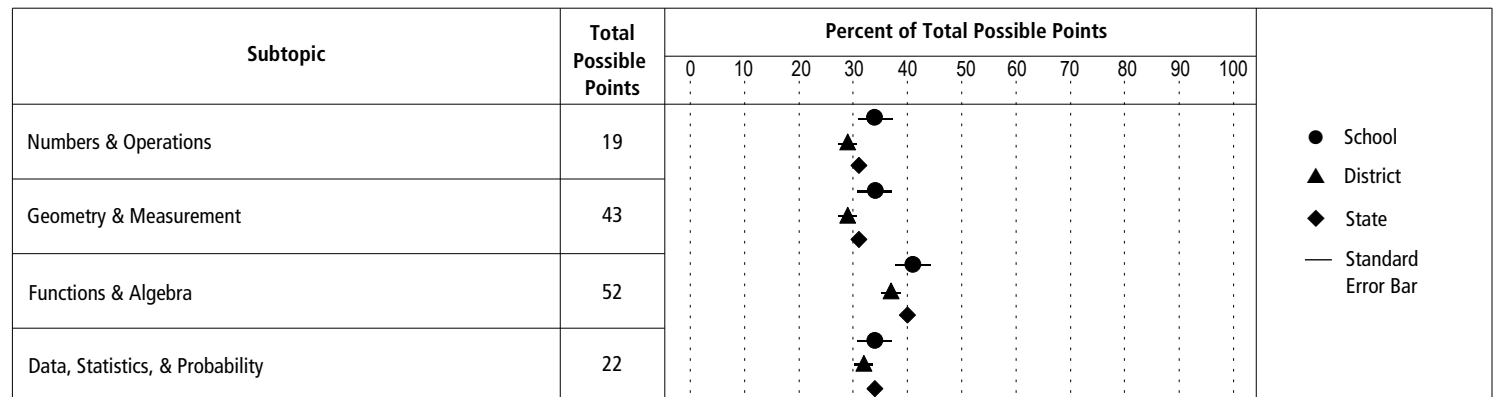
(Scaled Score 1134–1139)

#### 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	250	1	5	244	1	<1	66	27	83	34	94	39	1135
2010-11	262	3	1	258	4	2	94	36	84	33	76	29	1137
2011-12	230	4	5	221	2	1	71	32	72	33	76	34	1136
Cumulative Total	742	8	11	723	7	1	231	32	239	33	246	34	1136
<b>District</b>													
2009-10	797	14	20	763	1	<1	153	20	270	35	339	44	1133
2010-11	823	14	23	786	9	1	237	30	248	32	292	37	1135
2011-12	785	12	25	748	4	1	186	25	233	31	325	43	1134
Cumulative Total	2,405	40	68	2,297	14	1	576	25	751	33	956	42	1134
<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: Toll Gate High School  
 District: Warwick  
 State: Rhode Island  
 Code: 35-35138

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
<b>All Students</b>	230	4	5	221	2	1	71	32	72	33	76	34	1136	748	1	25	31	43	1134	10,578	2	28	26	44	1135
<b>Gender</b>																									
Male	117	3	3	111	1	1	33	30	37	33	40	36	1135	364	<1	25	32	43	1134	5,351	3	29	26	43	1135
Female	113	1	2	110	1	1	38	35	35	32	36	33	1137	383	1	25	30	44	1134	5,208	2	27	26	45	1134
Not Reported	0	0	0	0										1						19	0	5	42	53	1129
<b>Race/Ethnicity</b>																									
Hispanic or Latino	11	2	0	9										41	0	22	12	66	1129	1,955	<1	11	19	70	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										2						51	0	6	25	69	1130
Asian	11	0	0	11	2	18	7	64	0	0	2	18	1145	22	9	45	23	23	1140	291	5	40	24	32	1138
Black or African American	7	0	0	7										18	0	6	22	72	1130	868	0	9	21	70	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	0	17	39	44	1135
White	200	2	5	193	0	0	63	33	68	35	62	32	1136	660	<1	25	33	42	1135	7,193	3	35	29	34	1137
Two or more races	0	0	0	0										4						174	3	20	26	51	1133
No Race/Ethnicity Reported	0	0	0	0										1						28	4	4	36	57	1129
<b>LEP Status</b>																									
Current LEP student	3	2	0	1										1						380	<1	3	6	90	1123
Former LEP student - monitoring year 1	2	0	0	2										2						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	225	2	5	218	2	1	70	32	72	33	74	34	1136	745	1	25	31	43	1134	10,140	2	29	27	42	1135
<b>IEP</b>																									
Students with an IEP	46	4	2	40	0	0	5	13	7	18	28	70	1127	130	0	5	15	81	1126	1,634	<1	4	12	84	1125
All Other Students	184	0	3	181	2	1	66	36	65	36	48	27	1138	618	1	29	35	36	1136	8,944	2	32	29	37	1136
<b>SES</b>																									
Economically Disadvantaged Students	40	3	2	35	0	0	11	31	8	23	16	46	1134	206	<1	17	26	56	1132	3,829	<1	14	22	64	1131
All Other Students	190	1	3	186	2	1	60	32	64	34	60	32	1136	542	1	28	33	39	1135	6,749	3	36	28	33	1137
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	230	4	5	221	2	1	71	32	72	33	76	34	1136	748	1	25	31	43	1134	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	230	4	5	221	2	1	71	32	72	33	76	34	1136	748	1	25	31	43	1134	7,890	3	33	28	37	1136
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	0	5										21	0	24	24	52	1131	236	2	29	32	37	1136
All Other Students	225	4	5	216	2	1	70	32	71	33	73	34	1136	727	1	25	31	43	1134	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>	Toll Gate High School
<b>District:</b>	Warwick
<b>State:</b>	Rhode Island
<b>Code:</b>	35-35138

**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	250	1	8	241	16	7	125	52	90	37	10	4	6.9
2010-11	262	3	3	256	5	2	168	66	79	31	4	2	7.0
<b>2011-12</b>	<b>230</b>	<b>4</b>	<b>5</b>	<b>221</b>	<b>12</b>	<b>5</b>	<b>109</b>	<b>49</b>	<b>88</b>	<b>40</b>	<b>12</b>	<b>5</b>	<b>6.7</b>
Cumulative Total	742	8	16	718	33	5	402	56	257	36	26	4	6.9
<b>District</b>													
2009-10	797	13	23	761	40	5	366	48	321	42	34	4	6.7
2010-11	823	13	29	781	5	1	411	53	346	44	19	2	6.6
<b>2011-12</b>	<b>785</b>	<b>12</b>	<b>26</b>	<b>747</b>	<b>20</b>	<b>3</b>	<b>331</b>	<b>44</b>	<b>355</b>	<b>48</b>	<b>41</b>	<b>5</b>	<b>6.3</b>
Cumulative Total	2,405	38	78	2,289	65	3	1,108	48	1,022	45	94	4	6.5
<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	<b>Procedure</b> Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.
2011-12	<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.



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

### Writing Results

School: Toll Gate High School  
 District: Warwick  
 State: Rhode Island  
 Code: 35-35138

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)	221	6.7		●		747	6.3		●		10,508	6.4		●	
	2010-11	30	7.3		▲		97	6.7		▲		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	30	6.7		●		97	6.1		●		1,304	6.4		●	
	2010-11	32	7.1		▲		93	6.5		▲		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	28	6.6		●		88	6.1		●		1,330	6.0		●	
	2010-11	31	7.1		▲		94	6.5		▲		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	26	6.8		●		90	6.6		●		1,317	6.7		●	
	2010-11 (C)	256	7.0		▲		781	6.6		▲		10,594	6.4		▲	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12	29	7.0		●		100	6.7		●		1,317	6.7		●	
	2010-11	34	7.0		▲		97	6.6		▲		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	27	7.1		●		93	6.7		●		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>	Toll Gate High School
<b>District:</b>	Warwick
<b>State:</b>	Rhode Island
<b>Code:</b>	35-35138

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	%
12	6	6	1	<1	1	<1	<1
11	6	5	3	1	4	1	1
10	5	5	8	4	15	2	4
9	5	4	24	11	43	6	8
8	4	4	57	26	148	20	21
7	4	3	28	13	140	19	17
6	3	3	54	24	195	26	21
5	3	2	15	7	81	11	9
4	2	2	19	9	79	11	13
3	2	1	2	1	13	2	3
2	1	1	7	3	24	3	3
0	0	0	3	1	4	1	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

**School:** Toll Gate High School  
**District:** Warwick  
**State:** Rhode Island  
**Code:** 35-35138

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>	230	4	5	221	12	5	109	49	88	40	12	5	6.7	747	3	44	48	5	6.3	10,508	5	46	43	7	6.4
<b>Gender</b>																									
Male	117	3	3	111	4	4	48	43	51	46	8	7	6.3	365	2	37	54	7	6.0	5,312	3	40	47	9	6.1
Female	113	1	2	110	8	7	61	55	37	34	4	4	7.1	381	4	51	41	4	6.7	5,181	6	52	38	4	6.8
Not Reported	0	0	0	0										1						15	0	7	53	40	4.0
<b>Race/Ethnicity</b>																									
Hispanic or Latino	11	2	0	9										41	0	41	51	7	6.0	1,921	1	33	52	14	5.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										2						50	2	38	50	10	5.8
Asian	11	0	0	11	1	9	7	64	3	27	0	0	7.3	22	5	55	41	0	6.8	287	7	51	39	3	6.8
Black or African American	7	0	1	6										17	0	29	65	6	6.1	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	200	2	4	194	11	6	96	49	75	39	12	6	6.7	660	3	45	47	5	6.4	7,164	6	52	38	4	6.8
Two or more races	0	0	0	0										4						174	6	33	55	7	6.1
No Race/Ethnicity Reported	0	0	0	0										1						23	4	4	52	39	4.0
<b>LEP Status</b>																									
Current LEP student	3	2	0	1										1						345	0	6	54	39	3.7
Former LEP student - monitoring year 1	2	0	0	2										2						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	225	2	5	218	12	6	109	50	85	39	12	6	6.8	744	3	44	47	6	6.3	10,106	5	47	42	6	6.5
<b>IEP</b>																									
Students with an IEP	46	4	2	40	2	5	7	18	22	55	9	23	4.9	131	2	11	66	21	4.6	1,619	1	15	62	22	4.7
All Other Students	184	0	3	181	10	6	102	56	66	36	3	2	7.1	616	3	51	44	2	6.7	8,889	5	52	39	4	6.7
<b>SES</b>																									
Economically Disadvantaged Students	40	3	2	35	0	0	14	40	19	54	2	6	5.9	206	1	32	56	11	5.7	3,803	2	34	53	11	5.7
All Other Students	190	1	3	186	12	6	95	51	69	37	10	5	6.9	541	3	49	44	4	6.6	6,705	6	53	37	4	6.8
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	230	4	5	221	12	5	109	49	88	40	12	5	6.7	747	3	44	48	5	6.3	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	230	4	5	221	12	5	109	49	88	40	12	5	6.7	747	3	44	48	5	6.3	7,838	6	50	39	5	6.7
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	0	5										21	0	43	43	14	5.9	238	2	47	44	6	6.4
All Other Students	225	4	5	216	12	6	108	50	86	40	10	5	6.8	726	3	44	48	5	6.4	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.