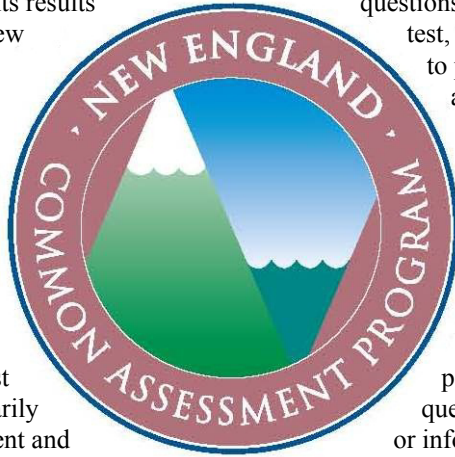


# About The New England Common Assessment Program



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:** Westerly High School

**District:** Westerly

**Code:** 36-36104



# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Westerly High School
<b>District:</b>	Westerly
<b>State:</b>	Rhode Island
<b>Code:</b>	36-36104

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>241</b>			<b>245</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	232	234	232	233	235	233	10,537	10,578	10,508	96	97	96	95	96	95	95	95	95
Current LEP Students	21	35	20	22	36	21	1,630	2,051	1,323	9	15	9	9	15	9	15	19	13
With an approved accommodation	7	7	7	7	7	7	349	380	345	3	3	3	3	3	3	3	4	3
IEP Students	1	1	1	1	1	1	73	65	54	14	14	14	14	14	14	21	17	16
With an approved accommodation	36	36	36	37	37	37	1,634	1,634	1,619	16	15	16	16	16	16	16	15	15
Other	18	20	18	19	21	19	864	915	867	50	56	50	51	57	51	53	56	54
<b>Students not tested in NECAP</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>12</b>	<b>10</b>	<b>12</b>	<b>582</b>	<b>541</b>	<b>611</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
State Approved	4	4	4	5	5	5	116	119	116	44	57	44	42	50	42	20	22	19
Alternate Assessment	4	4	4	5	5	5	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	5	3	5	7	5	7	466	422	495	56	43	56	58	50	58	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>	241	4	5	232	117	50	95	41	14	6	6	3	1154	233	50	41	6	3	1154	10,537	31	45	15	8	1148
<b>MATH</b>	241	4	3	234	6	3	101	43	69	29	58	25	1139	235	3	43	29	25	1139	10,578	2	28	26	44	1135
<b>WRITING</b>	241	4	5	232	11	5	129	56	86	37	6	3	6.8	233	5	55	37	3	6.8	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: Westerly High School  
 District: Westerly  
 State: Rhode Island  
 Code: 36-36104

**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)

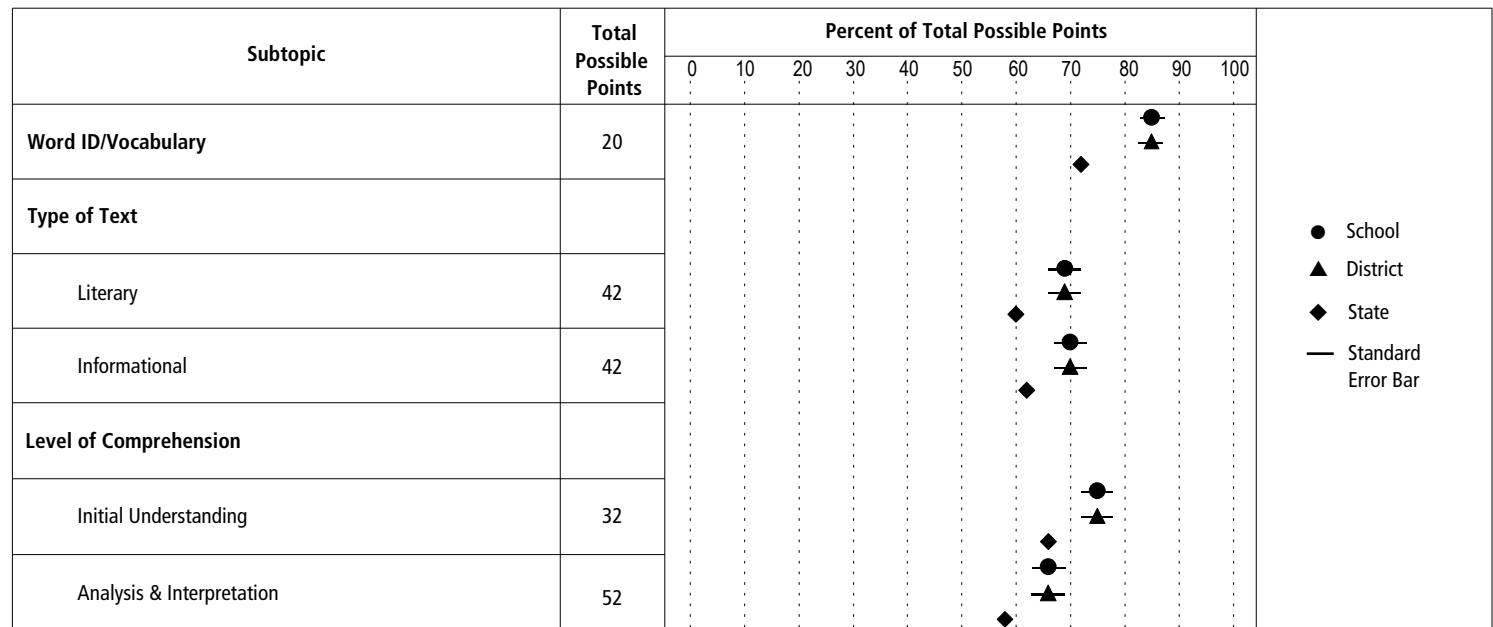
**Partially Proficient (Level 2)**  
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary 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	%	
<b>School</b>													
2009-10	272	5	3	264	77	29	138	52	29	11	20	8	1148
2010-11	250	4	1	245	82	33	114	47	38	16	11	4	1150
2011-12	241	4	5	232	117	50	95	41	14	6	6	3	1154
Cumulative Total	763	13	9	741	276	37	347	47	81	11	37	5	1151
<b>District</b>													
2009-10	274	5	3	266	77	29	139	52	29	11	21	8	1148
2010-11	251	4	1	246	82	33	114	46	38	15	12	5	1149
2011-12	245	5	7	233	117	50	95	41	14	6	7	3	1154
Cumulative Total	770	14	11	745	276	37	348	47	81	11	40	5	1150
<b>State</b>													
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





# Fall 2011 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2011-2012

# Disaggregated Reading Results

**School:** Westerly High School  
**District:** Westerly  
**State:** Rhode Island  
**Code:** 36-36104

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>	241	4	5	232	117	50	95	41	14	6	6	3	1154	233	50	41	6	3	1154	10,537	31	45	15	8	1148
<b>Gender</b>																									
Male	111	3	3	105	42	40	49	47	10	10	4	4	1151	105	40	47	10	4	1151	5,336	25	46	18	11	1146
Female	130	1	2	127	75	59	46	36	4	3	2	2	1156	128	59	36	3	2	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	8	0	0	8										8						1,934	13	46	23	18	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						51	25	31	27	16	1143
Asian	17	0	1	16	7	44	6	38	2	13	1	6	1150	16	44	38	13	6	1150	288	36	44	14	7	1149
Black or African American	6	0	0	6										6						875	12	44	26	18	1141
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	21	58	11	11	1146
White	204	4	4	196	103	53	79	40	10	5	4	2	1155	197	52	40	5	3	1154	7,175	39	45	11	5	1151
Two or more races	5	0	0	5										5						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	7	0	0	7										7						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	234	4	5	225	116	52	91	40	12	5	6	3	1154	226	51	40	5	3	1154	10,130	32	47	14	7	1148
<b>IEP</b>																									
Students with an IEP	41	4	1	36	3	8	18	50	10	28	5	14	1141	37	8	49	27	16	1140	1,634	4	34	33	29	1136
All Other Students	200	0	4	196	114	58	77	39	4	2	1	1	1156	196	58	39	2	1	1156	8,903	36	47	12	5	1150
<b>SES</b>																									
Economically Disadvantaged Students	57	3	5	49	15	31	20	41	9	18	5	10	1148	50	30	40	18	12	1147	3,816	15	47	22	15	1142
All Other Students	184	1	0	183	102	56	75	41	5	3	1	1	1156	183	56	41	3	1	1156	6,721	40	44	11	5	1151
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	241	4	5	232	117	50	95	41	14	6	6	3	1154	233	50	41	6	3	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	241	4	5	232	117	50	95	41	14	6	6	3	1154	233	50	41	6	3	1154	7,857	37	45	12	6	1150
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	0	5										5						238	29	49	19	3	1148
All Other Students	236	4	5	227	116	51	92	41	13	6	6	3	1154	228	51	40	6	3	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: Westerly High School  
 District: Westerly  
 State: Rhode Island  
 Code: 36-36104

#### 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.

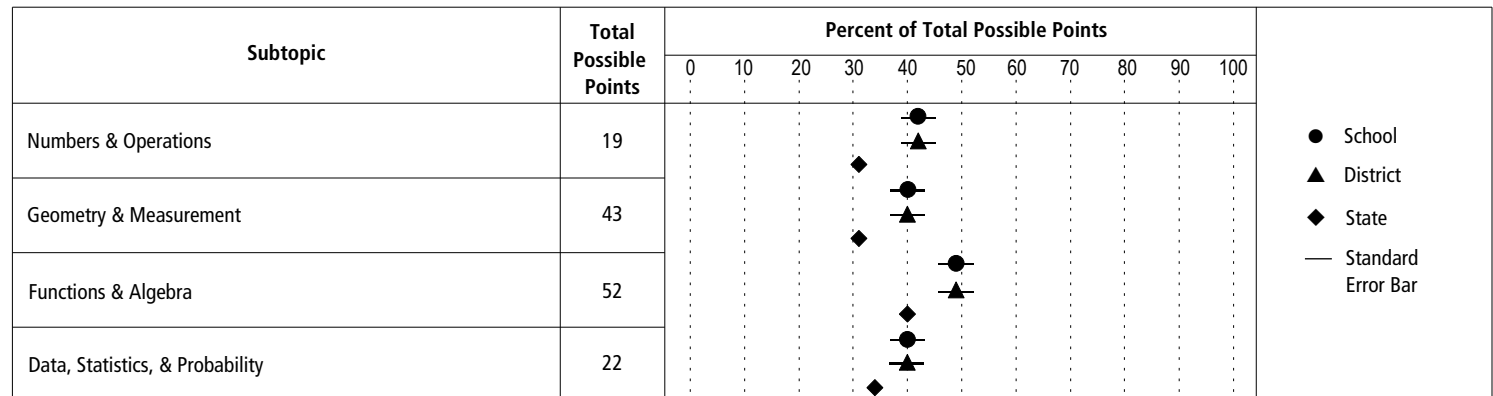
(Scaled Score 1134–1139)

#### 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	272	5	4	263	6	2	93	35	87	33	77	29	1137
2010-11	250	2	1	247	8	3	95	38	73	30	71	29	1137
2011-12	241	4	3	234	6	3	101	43	69	29	58	25	1139
Cumulative Total	763	11	8	744	20	3	289	39	229	31	206	28	1138
<b>District</b>													
2009-10	274	5	4	265	6	2	93	35	87	33	79	30	1137
2010-11	251	2	1	248	8	3	95	38	73	29	72	29	1137
2011-12	245	5	5	235	6	3	101	43	69	29	59	25	1139
Cumulative Total	770	12	10	748	20	3	289	39	229	31	210	28	1138
<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:** Westerly High School  
**District:** Westerly  
**State:** Rhode Island  
**Code:** 36-36104

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>	241	4	3	234	6	3	101	43	69	29	58	25	1139	235	3	43	29	25	1139	10,578	2	28	26	44	1135
<b>Gender</b>																									
Male	111	3	3	105	2	2	42	40	33	31	28	27	1138	105	2	40	31	27	1138	5,351	3	29	26	43	1135
Female	130	1	0	129	4	3	59	46	36	28	30	23	1139	130	3	45	28	24	1139	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	8	0	1	7										7						1,955	<1	11	19	70	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						51	0	6	25	69	1130
Asian	17	0	0	17	0	0	13	76	2	12	2	12	1142	17	0	76	12	12	1142	291	5	40	24	32	1138
Black or African American	6	0	0	6										6						868	0	9	21	70	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	0	17	39	44	1135
White	204	4	2	198	6	3	79	40	62	31	51	26	1139	199	3	40	31	26	1138	7,193	3	35	29	34	1137
Two or more races	5	0	0	5										5						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	7	0	0	7										7						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	234	4	3	227	6	3	98	43	68	30	55	24	1139	228	3	43	30	25	1139	10,140	2	29	27	42	1135
<b>IEP</b>																									
Students with an IEP	41	4	1	36	0	0	2	6	11	31	23	64	1129	37	0	5	30	65	1129	1,634	<1	4	12	84	1125
All Other Students	200	0	2	198	6	3	99	50	58	29	35	18	1140	198	3	50	29	18	1140	8,944	2	32	29	37	1136
<b>SES</b>																									
Economically Disadvantaged Students	57	3	3	51	0	0	17	33	11	22	23	45	1134	52	0	33	21	46	1134	3,829	<1	14	22	64	1131
All Other Students	184	1	0	183	6	3	84	46	58	32	35	19	1140	183	3	46	32	19	1140	6,749	3	36	28	33	1137
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	241	4	3	234	6	3	101	43	69	29	58	25	1139	235	3	43	29	25	1139	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	241	4	3	234	6	3	101	43	69	29	58	25	1139	235	3	43	29	25	1139	7,890	3	33	28	37	1136
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	0	5										5						236	2	29	32	37	1136
All Other Students	236	4	3	229	6	3	99	43	67	29	57	25	1139	230	3	43	29	25	1138	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>	Westerly High School
<b>District:</b>	Westerly
<b>State:</b>	Rhode Island
<b>Code:</b>	36-36104

**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	272	5	4	263	25	10	132	50	96	37	10	4	7.0
2010-11	250	4	1	245	4	2	133	54	105	43	3	1	6.8
2011-12	241	4	5	232	11	5	129	56	86	37	6	3	6.8
Cumulative Total	763	13	10	740	40	5	394	53	287	39	19	3	6.9
<b>District</b>													
2009-10	274	5	4	265	25	9	132	50	97	37	11	4	7.0
2010-11	251	4	2	245	4	2	133	54	105	43	3	1	6.8
2011-12	245	5	7	233	11	5	129	55	86	37	7	3	6.8
Cumulative Total	770	14	13	743	40	5	394	53	288	39	21	3	6.9
<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
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	<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: Westerly High School  
 District: Westerly  
 State: Rhode Island  
 Code: 36-36104

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)	232	6.8		●		233	6.8		●		10,508	6.4		●	
	2010-11	26	6.7		▲		26	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	29	6.3		●		29	6.3		●		1,304	6.4		●	
	2010-11	34	6.1		▲		34	6.1		▲		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	30	6.7		●		30	6.7		●		1,330	6.0		●	
	2010-11	30	6.7		▲		30	6.7		▲		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	29	7.2		●		29	7.2		●		1,317	6.7		●	
	2010-11 (C)	245	6.8		▲		245	6.8		▲		10,594	6.4		▲	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12	28	7.5		●		28	7.5		●		1,317	6.7		●	
	2010-11	33	7.4		▲		33	7.4		▲		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	28	7.0		●		28	7.0		●		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>	Westerly High School
<b>District:</b>	Westerly
<b>State:</b>	Rhode Island
<b>Code:</b>	36-36104

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	1	<1	1	<1	1
10	5	5	10	4	10	4	4
9	5	4	26	11	26	11	8
8	4	4	53	23	53	23	21
7	4	3	50	22	50	21	17
6	3	3	42	18	42	18	21
5	3	2	18	8	18	8	9
4	2	2	26	11	26	11	13
3	2	1	2	1	3	1	3
2	1	1	4	2	4	2	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>	Westerly High School
<b>District:</b>	Westerly
<b>State:</b>	Rhode Island
<b>Code:</b>	36-36104

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	%	
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	%	N	%	%	%	%	N	%
<b>All Students</b>	241	4	5	232	11	5	129	56	86	37	6	3	6.8	233	5	55	37	3	6.8	10,508	5	46	43	7	6.4
<b>Gender</b>																									
Male	111	3	3	105	3	3	51	49	48	46	3	3	6.5	105	3	49	46	3	6.5	5,312	3	40	47	9	6.1
Female	130	1	2	127	8	6	78	61	38	30	3	2	7.0	128	6	61	30	3	7.0	5,181	6	52	38	4	6.8
Not Reported	0	0	0	0									0	0					0	15	0	7	53	40	4.0
<b>Race/Ethnicity</b>																									
Hispanic or Latino	8	0	0	8									8						8	1,921	1	33	52	14	5.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									1						1	50	2	38	50	10	5.8
Asian	17	0	1	16	1	6	6	38	9	56	0	0	6.3	16	6	38	56	0	6.3	287	7	51	39	3	6.8
Black or African American	6	0	0	6									6						6	870	2	29	57	12	5.5
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	19	0	37	58	5	5.7
White	204	4	4	196	8	4	114	58	68	35	6	3	6.9	197	4	58	35	4	6.9	7,164	6	52	38	4	6.8
Two or more races	5	0	0	5									5						5	174	6	33	55	7	6.1
No Race/Ethnicity Reported	0	0	0	0									0						0	23	4	4	52	39	4.0
<b>LEP Status</b>																									
Current LEP student	7	0	0	7									7						7	345	0	6	54	39	3.7
Former LEP student - monitoring year 1	0	0	0	0									0						0	24	0	25	71	4	5.7
Former LEP student - monitoring year 2	0	0	0	0									0						0	33	0	33	61	6	5.5
All Other Students	234	4	5	225	11	5	128	57	80	36	6	3	6.9	226	5	57	35	3	6.8	10,106	5	47	42	6	6.5
<b>IEP</b>																									
Students with an IEP	41	4	1	36	0	0	8	22	23	64	5	14	5.0	37	0	22	62	16	4.9	1,619	1	15	62	22	4.7
All Other Students	200	0	4	196	11	6	121	62	63	32	1	1	7.1	196	6	62	32	1	7.1	8,889	5	52	39	4	6.7
<b>SES</b>																									
Economically Disadvantaged Students	57	3	5	49	2	4	20	41	24	49	3	6	6.2	50	4	40	48	8	6.1	3,803	2	34	53	11	5.7
All Other Students	184	1	0	183	9	5	109	60	62	34	3	2	7.0	183	5	60	34	2	7.0	6,705	6	53	37	4	6.8
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0	0					
All Other Students	241	4	5	232	11	5	129	56	86	37	6	3	6.8	233	5	55	37	3	6.8	10,508	5	46	43	7	6.4
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0									0						0	2,670	2	33	53	13	5.6
All Other Students	241	4	5	232	11	5	129	56	86	37	6	3	6.8	233	5	55	37	3	6.8	7,838	6	50	39	5	6.7
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	0	5									5						5	238	2	47	44	6	6.4
All Other Students	236	4	5	227	10	4	128	56	83	37	6	3	6.8	228	4	56	36	3	6.8	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.