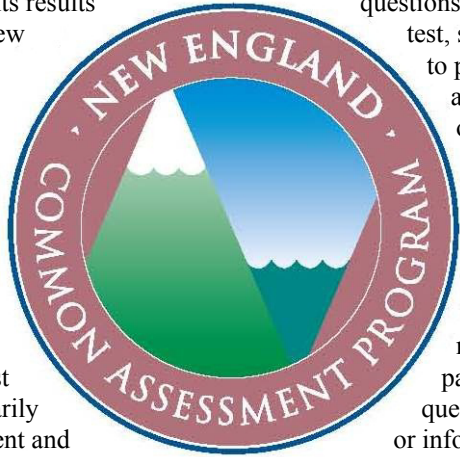


# About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

## School Results

**School:** Dr. Jorge Alvarez HS

**District:** Providence

**Code:** 28-28113



# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Grade Level Summary Report

<b>School:</b>	Dr. Jorge Alvarez HS
<b>District:</b>	Providence
<b>State:</b>	Rhode Island
<b>Code:</b>	28-28113

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>159</b>			<b>1,636</b>			<b>11,043</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	142	150	142	1,507	1,539	1,505	10,390	10,438	10,366	89	94	89	92	94	92	94	95	94
Current LEP Students	24	24	24	161	161	159	1,967	2,729	1,275	17	16	17	11	10	11	19	26	12
With an approved accommodation	24	24	24	161	161	159	1,967	2,729	1,275	17	16	17	11	10	11	19	26	12
IEP Students	16	23	16	180	208	180	365	416	361	11	15	11	12	14	12	4	4	3
With an approved accommodation	0	0	0	23	26	22	97	131	88	0	0	0	13	13	12	27	31	24
Other	26	25	26	236	228	235	1,476	1,464	1,463	18	17	18	16	15	16	14	14	14
With an approved accommodation	24	24	24	117	115	116	860	885	848	92	96	92	50	50	49	58	60	58
<b>Students not tested in NECAP</b>	<b>17</b>	<b>9</b>	<b>17</b>	<b>129</b>	<b>97</b>	<b>131</b>	<b>653</b>	<b>605</b>	<b>677</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>6</b>
State Approved	8	2	8	73	37	71	225	181	216	47	22	47	57	38	54	34	30	32
Alternate Assessment	0	0	0	22	22	22	125	125	125	0	0	0	30	59	31	56	69	58
First Year LEP	6	0	6	37	0	35	54	0	52	75	0	75	51	0	49	24	0	24
Withdrew After October 1	2	2	2	12	13	12	31	36	28	25	100	25	16	35	17	14	20	13
Enrolled After October 1	0	0	0	1	1	1	1	2	1	0	0	0	1	3	1	<1	1	<1
Special Consideration	0	0	0	1	1	1	14	18	10	0	0	0	1	3	1	6	10	5
Other	9	7	9	56	60	60	428	424	461	53	78	53	43	62	46	66	70	68

### 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>	159	8	9	142	10	7	50	35	51	36	31	22	1137	1,507	17	39	24	20	1141	10,390	33	46	14	8	1149
<b>MATH</b>	159	2	7	150	0	0	1	1	19	13	130	87	1126	1,539	1	14	20	65	1130	10,438	2	32	26	40	1135
<b>WRITING</b>	159	8	9	142	2	1	26	18	93	65	21	15	5.2	1,505	2	36	49	13	5.8	10,366	4	46	44	6	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Reading Results

School: Dr. Jorge Alvarez HS  
 District: Providence  
 State: Rhode Island  
 Code: 28-28113

#### 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.

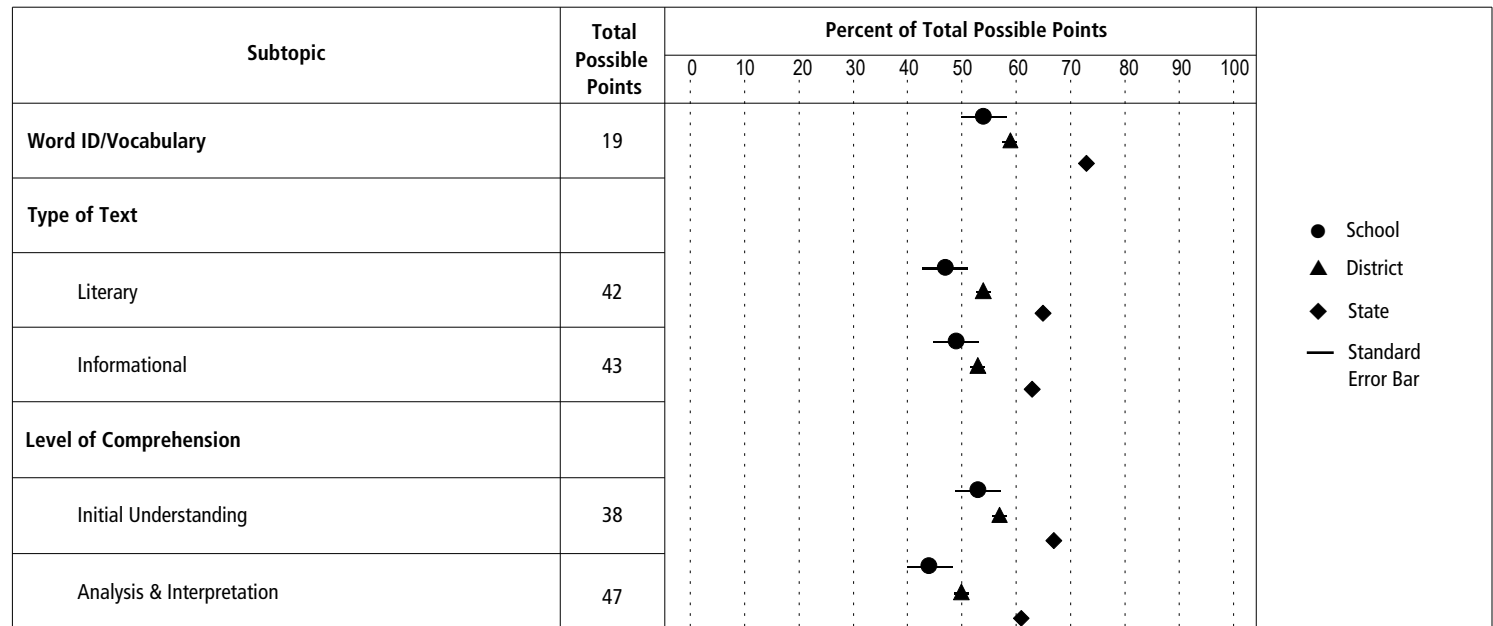
(Scaled Score 1130–1139)

#### 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>													
2010-11	111	0	0	111	1	1	37	33	50	45	23	21	1136
2011-12	125	0	5	120	5	4	51	43	41	34	23	19	1138
<b>2012-13</b>	<b>159</b>	<b>8</b>	<b>9</b>	<b>142</b>	<b>10</b>	<b>7</b>	<b>50</b>	<b>35</b>	<b>51</b>	<b>36</b>	<b>31</b>	<b>22</b>	<b>1137</b>
Cumulative Total	395	8	14	373	16	4	138	37	142	38	77	21	1137
<b>District</b>													
2010-11	1,588	45	67	1,476	193	13	641	43	360	24	282	19	1141
2011-12	1,611	16	88	1,507	232	15	617	41	351	23	307	20	1141
<b>2012-13</b>	<b>1,636</b>	<b>73</b>	<b>56</b>	<b>1,507</b>	<b>258</b>	<b>17</b>	<b>593</b>	<b>39</b>	<b>358</b>	<b>24</b>	<b>298</b>	<b>20</b>	<b>1141</b>
Cumulative Total	4,835	134	211	4,490	683	15	1,851	41	1,069	24	887	20	1141
<b>State</b>													
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
<b>2012-13</b>	<b>11,043</b>	<b>225</b>	<b>428</b>	<b>10,390</b>	<b>3,422</b>	<b>33</b>	<b>4,741</b>	<b>46</b>	<b>1,432</b>	<b>14</b>	<b>795</b>	<b>8</b>	<b>1149</b>
Cumulative Total	33,326	536	1,235	31,555	9,675	31	14,649	46	4,691	15	2,540	8	1148





# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Disaggregated Reading Results

**School:** Dr. Jorge Alvarez HS  
**District:** Providence  
**State:** Rhode Island  
**Code:** 28-28113

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>	159	8	9	142	10	7	50	35	51	36	31	22	1137	1,507	17	39	24	20	1141	10,390	33	46	14	8	1149
<b>Gender</b>																									
Male	68	3	4	61	5	8	19	31	21	34	16	26	1137	762	15	39	24	23	1140	5,251	27	48	16	10	1147
Female	90	5	4	81	5	6	31	38	30	37	15	19	1138	744	20	40	24	17	1142	5,136	39	44	12	6	1150
Not Reported	1	0	1	0										1						3					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	110	7	5	98	6	6	36	37	31	32	25	26	1137	930	14	39	25	22	1140	2,042	16	43	23	18	1142
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										5						42	31	50	19	0	1149
Asian	17	0	1	16	2	13	3	19	9	56	2	13	1139	98	24	32	28	16	1143	279	37	37	16	10	1148
Black or African American	23	1	0	22	1	5	8	36	10	45	3	14	1139	285	12	40	27	20	1140	852	16	44	24	16	1142
Native Hawaiian or Pacific Islander	0	0	0	0										2						32	19	53	22	6	1146
White	4	0	2	2										152	39	43	8	10	1150	6,930	40	47	10	4	1151
Two or more races	4	0	0	4										33	18	55	21	6	1145	187	28	50	17	6	1148
No Race/Ethnicity Reported	1	0	1	0										2						26	8	15	15	62	1128
<b>LEP Status</b>																									
Current LEP student	24	7	1	16	0	0	0	0	1	6	15	94	1123	180	0	2	23	75	1124	365	1	8	24	67	1126
Former LEP student - monitoring year 1	1	0	0	1										19	0	47	42	11	1138	46	0	48	41	11	1138
Former LEP student - monitoring year 2	0	0	0	0										3						17	0	41	53	6	1139
All Other Students	134	1	8	125	10	8	50	40	49	39	16	13	1139	1,305	20	44	23	12	1144	9,962	34	47	13	5	1149
<b>IEP</b>																									
Students with an IEP	27	0	1	26	0	0	5	19	12	46	9	35	1133	236	2	20	31	47	1130	1,476	4	34	33	29	1136
All Other Students	132	8	8	116	10	9	45	39	39	34	22	19	1138	1,271	20	43	22	15	1143	8,914	38	48	11	4	1151
<b>SES</b>																									
Economically Disadvantaged Students	120	6	4	110	10	9	40	36	40	36	20	18	1138	1,089	15	41	25	18	1141	3,967	18	47	22	12	1144
All Other Students	39	2	5	32	0	0	10	31	11	34	11	34	1134	418	22	34	20	23	1142	6,423	42	45	8	5	1151
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	159	8	9	142	10	7	50	35	51	36	31	22	1137	1,507	17	39	24	20	1141	10,390	33	46	14	8	1149
<b>Title I</b>																									
Students Receiving Title I Services	158	8	8	142	10	7	50	35	51	36	31	22	1137	1,484	17	40	24	19	1142	2,305	19	43	22	16	1143
All Other Students	1	0	1	0										23	0	9	9	83	1121	8,085	37	46	11	5	1150
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2										11	36	55	9	0	1153	245	30	58	10	2	1150
All Other Students	157	8	9	140	10	7	49	35	50	36	31	22	1137	1,496	17	39	24	20	1141	10,145	33	45	14	8	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Mathematics Results

School: Dr. Jorge Alvarez HS  
 District: Providence  
 State: Rhode Island  
 Code: 28-28113

#### 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.

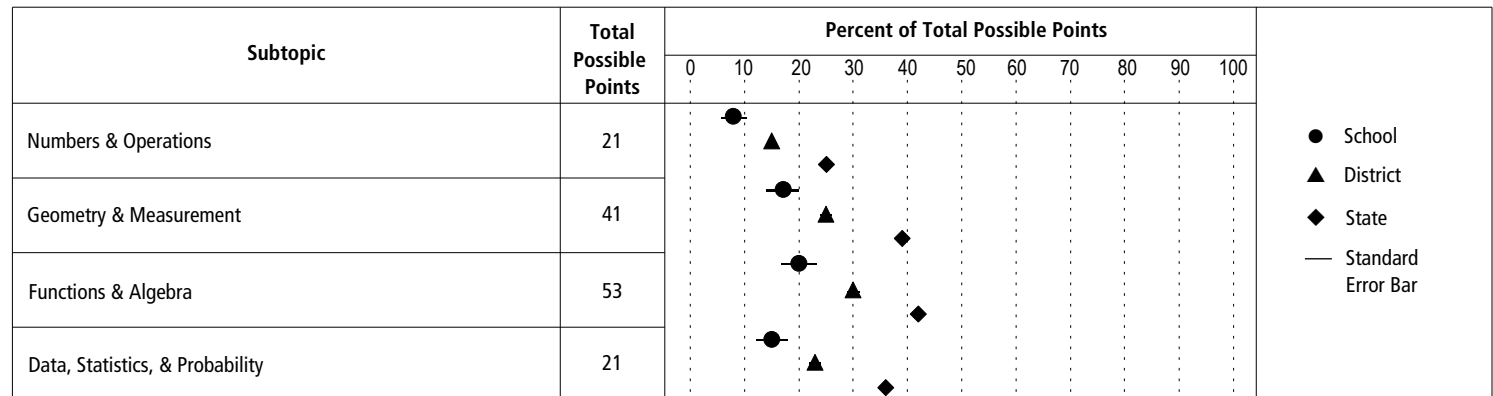
(Scaled Score 1134–1139)

#### 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>													
2010-11	111	0	0	111	0	0	3	3	18	16	90	81	1123
2011-12	125	0	5	120	0	0	2	2	16	13	102	85	1128
<b>2012-13</b>	<b>159</b>	<b>2</b>	<b>7</b>	<b>150</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>19</b>	<b>13</b>	<b>130</b>	<b>87</b>	<b>1126</b>
Cumulative Total	395	2	12	381	0	0	6	2	53	14	322	85	1126
<b>District</b>													
2010-11	1,588	17	65	1,506	6	<1	170	11	324	22	1,006	67	1128
2011-12	1,611	15	65	1,531	9	1	163	11	301	20	1,058	69	1129
<b>2012-13</b>	<b>1,636</b>	<b>37</b>	<b>60</b>	<b>1,539</b>	<b>15</b>	<b>1</b>	<b>217</b>	<b>14</b>	<b>303</b>	<b>20</b>	<b>1,004</b>	<b>65</b>	<b>1130</b>
Cumulative Total	4,835	69	190	4,576	30	1	550	12	928	20	3,068	67	1129
<b>State</b>													
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
<b>2012-13</b>	<b>11,043</b>	<b>181</b>	<b>424</b>	<b>10,438</b>	<b>250</b>	<b>2</b>	<b>3,298</b>	<b>32</b>	<b>2,731</b>	<b>26</b>	<b>4,159</b>	<b>40</b>	<b>1135</b>
Cumulative Total	33,326	456	1,182	31,688	748	2	9,463	30	8,580	27	12,897	41	1135





# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Disaggregated Mathematics Results

School: Dr. Jorge Alvarez HS  
 District: Providence  
 State: Rhode Island  
 Code: 28-28113

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	%
<b>All Students</b>	159	2	7	150	0	0	1	1	19	13	130	87	1126	1,539	1	14	20	65	1130	10,438	2	32	26	40	1135
<b>Gender</b>																									
Male	68	1	4	63	0	0	1	2	11	17	51	81	1127	772	1	16	19	64	1130	5,271	3	33	24	39	1136
Female	90	1	3	86	0	0	0	0	8	9	78	91	1126	764	1	13	20	66	1129	5,162	2	30	28	40	1135
Not Reported	1	0	0	1										3						5					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	110	2	4	104	0	0	1	1	12	12	91	88	1126	951	<1	10	19	71	1128	2,082	<1	13	23	64	1130
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										5						42	2	26	26	45	1136
Asian	17	0	1	16	0	0	0	0	1	6	15	94	1128	100	1	24	24	51	1133	286	6	34	27	34	1137
Black or African American	23	0	0	23	0	0	0	0	5	22	18	78	1126	288	0	9	22	69	1128	858	0	14	21	64	1130
Native Hawaiian or Pacific Islander	0	0	0	0										2						31	0	19	35	45	1136
White	4	0	2	2										156	7	41	18	34	1138	6,926	3	40	28	29	1138
Two or more races	4	0	0	4										33	3	12	15	70	1131	187	4	24	20	52	1135
No Race/Ethnicity Reported	1	0	0	1										4						26	0	0	15	85	1123
<b>LEP Status</b>																									
Current LEP student	24	1	0	23	0	0	0	0	0	0	23	100	1120	208	0	0	3	97	1120	416	<1	3	6	90	1122
Former LEP student - monitoring year 1	1	0	0	1										19	0	11	16	74	1129	47	0	9	23	68	1130
Former LEP student - monitoring year 2	0	0	0	0										3						17	0	6	24	71	1129
All Other Students	134	1	7	126	0	0	1	1	19	15	106	84	1128	1,309	1	16	22	60	1131	9,958	3	33	27	38	1136
<b>IEP</b>																									
Students with an IEP	27	0	2	25	0	0	1	4	1	4	23	92	1124	228	0	3	3	94	1121	1,464	<1	5	12	83	1125
All Other Students	132	2	5	125	0	0	0	0	18	14	107	86	1127	1,311	1	16	23	60	1131	8,974	3	36	28	33	1137
<b>SES</b>																									
Economically Disadvantaged Students	120	1	2	117	0	0	1	1	17	15	99	85	1127	1,113	<1	12	21	67	1129	4,001	<1	17	24	58	1131
All Other Students	39	1	5	33	0	0	0	0	2	6	31	94	1125	426	3	20	17	59	1131	6,437	4	41	27	28	1138
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	159	2	7	150	0	0	1	1	19	13	130	87	1126	1,539	1	14	20	65	1130	10,438	2	32	26	40	1135
<b>Title I</b>																									
Students Receiving Title I Services	158	2	7	149	0	0	1	1	19	13	129	87	1126	1,515	1	14	20	65	1130	2,348	1	17	22	61	1131
All Other Students	1	0	0	1										24	0	0	0	100	1116	8,090	3	36	27	34	1137
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2										11	18	36	27	18	1141	245	3	28	33	36	1137
All Other Students	157	2	7	148	0	0	1	1	18	12	129	87	1126	1,528	1	14	20	66	1129	10,193	2	32	26	40	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Writing Results

<b>School:</b>	Dr. Jorge Alvarez HS
<b>District:</b>	Providence
<b>State:</b>	Rhode Island
<b>Code:</b>	28-28113

**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>													
2010-11	111	0	0	111	0	0	21	19	70	63	20	18	5.0
2011-12	125	0	5	120	0	0	17	14	84	70	19	16	4.8
<b>2012-13</b>	<b>159</b>	<b>8</b>	<b>9</b>	<b>142</b>	<b>2</b>	<b>1</b>	<b>26</b>	<b>18</b>	<b>93</b>	<b>65</b>	<b>21</b>	<b>15</b>	<b>5.2</b>
Cumulative Total	395	8	14	373	2	1	64	17	247	66	60	16	5.0
<b>District</b>													
2010-11	1,588	45	89	1,454	9	1	561	39	697	48	187	13	5.7
2011-12	1,611	16	102	1,493	26	2	504	34	737	49	226	15	5.6
<b>2012-13</b>	<b>1,636</b>	<b>71</b>	<b>60</b>	<b>1,505</b>	<b>37</b>	<b>2</b>	<b>544</b>	<b>36</b>	<b>732</b>	<b>49</b>	<b>192</b>	<b>13</b>	<b>5.8</b>
Cumulative Total	4,835	132	251	4,452	72	2	1,609	36	2,166	49	605	14	5.7
<b>State</b>													
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
<b>2012-13</b>	<b>11,043</b>	<b>216</b>	<b>461</b>	<b>10,366</b>	<b>363</b>	<b>4</b>	<b>4,794</b>	<b>46</b>	<b>4,601</b>	<b>44</b>	<b>608</b>	<b>6</b>	<b>6.4</b>
Cumulative Total	33,326	521	1,337	31,468	960	3	14,893	47	13,780	44	1,835	6	6.4

Types of Writing Reported in the Results Above	
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.
2012-13	<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.



# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Writing Results

School: Dr. Jorge Alvarez HS  
 District: Providence  
 State: Rhode Island  
 Code: 28-28113

#### 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>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.	2012-13 (C)	142	5.2		1,505	5.8		10,366	6.4	
	2011-12	15	5.2		181	5.7		1,304	6.4	
<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.	2012-13	24	4.5		256	5.6		1,705	6.4	
	2011-12	17	5.4		193	5.6		1,330	6.0	
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2012-13	20	6.5		249	6.6		1,732	7.1	
	2011-12	15	5.1		185	6.1		1,317	6.7	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	12	5.3		132	6.0		881	6.8	
	2011-12	14	5.1		186	5.7		1,317	6.7	
<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.	2012-13	24	5.1		253	6.1		1,726	6.7	
	2011-12 (C)	120	4.8		1,493	5.6		10,508	6.4	
<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.	2012-13	23	4.8		241	6.0		1,700	6.7	
	2011-12	14	5.8		189	6.0		1,300	6.6	

(C) This type of writing was administered to all students.

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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Writing Results

<b>School:</b>	Dr. Jorge Alvarez HS
<b>District:</b>	Providence
<b>State:</b>	Rhode Island
<b>Code:</b>	28-28113

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	0	0	4	<1	<1
10	5	5	2	1	33	2	3
9	5	4	0	0	73	5	7
8	4	4	13	9	220	15	21
7	4	3	13	9	251	17	18
6	3	3	38	27	327	22	25
5	3	2	25	18	200	13	10
4	2	2	30	21	205	14	10
3	2	1	11	8	69	5	2
2	1	1	6	4	73	5	3
0	0	0	4	3	50	3	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Disaggregated Writing Results

**School:** Dr. Jorge Alvarez HS  
**District:** Providence  
**State:** Rhode Island  
**Code:** 28-28113

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>	159	8	9	142	2	1	26	18	93	65	21	15	5.2	1,505	2	36	49	13	5.8	10,366	4	46	44	6	6.4
<b>Gender</b>																									
Male	68	3	4	61	1	2	12	20	37	61	11	18	5.0	760	3	31	50	16	5.6	5,232	3	39	49	8	6.1
Female	90	5	4	81	1	1	14	17	56	69	10	12	5.3	744	2	41	47	10	6.0	5,131	4	53	40	3	6.8
Not Reported	1	0	1	0										1						3					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	110	7	5	98	1	1	20	20	60	61	17	17	5.0	929	1	36	49	15	5.6	2,036	1	33	54	12	5.7
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										5						42	2	43	52	2	6.5
Asian	17	0	1	16	0	0	2	13	13	81	1	6	5.4	100	2	42	44	12	6.0	281	5	47	42	6	6.6
Black or African American	23	1	0	22	1	5	3	14	15	68	3	14	5.4	283	2	31	57	10	5.7	848	1	33	56	10	5.8
Native Hawaiian or Pacific Islander	0	0	0	0										2						31	3	35	58	3	6.4
White	4	0	2	2										151	13	48	32	7	6.9	6,918	4	52	40	4	6.7
Two or more races	4	0	0	4										33	0	33	61	6	6.0	187	4	43	49	4	6.4
No Race/Ethnicity Reported	1	0	1	0										2						23	0	13	17	70	3.3
<b>LEP Status</b>																									
Current LEP student	24	7	1	16	0	0	1	6	5	31	10	63	2.9	180	0	7	42	51	3.4	361	0	7	52	41	3.8
Former LEP student - monitoring year 1	1	0	0	1										19	0	21	74	5	5.7	47	0	23	68	9	5.7
Former LEP student - monitoring year 2	0	0	0	0										3						17	0	24	71	6	5.6
All Other Students	134	1	8	125	2	2	25	20	87	70	11	9	5.4	1,303	3	40	49	8	6.1	9,941	4	48	44	5	6.5
<b>IEP</b>																									
Students with an IEP	27	0	1	26	0	0	3	12	19	73	4	15	4.7	235	0	9	60	30	4.2	1,463	<1	14	64	22	4.8
All Other Students	132	8	8	116	2	2	23	20	74	64	17	15	5.3	1,270	3	41	46	10	6.1	8,903	4	51	41	3	6.7
<b>SES</b>																									
Economically Disadvantaged Students	120	6	4	110	2	2	19	17	75	68	14	13	5.3	1,088	1	36	51	11	5.8	3,961	1	35	55	8	5.9
All Other Students	39	2	5	32	0	0	7	22	18	56	7	22	4.8	417	5	37	42	17	5.8	6,405	5	53	38	4	6.8
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	159	8	9	142	2	1	26	18	93	65	21	15	5.2	1,505	2	36	49	13	5.8	10,366	4	46	44	6	6.4
<b>Title I</b>																									
Students Receiving Title I Services	158	8	8	142	2	1	26	18	93	65	21	15	5.2	1,482	2	37	49	12	5.8	2,297	2	37	51	10	5.9
All Other Students	1	0	1	0										23	0	0	26	74	2.1	8,069	4	49	43	5	6.6
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2										11	9	45	45	0	6.6	245	2	46	48	4	6.4
All Other Students	157	8	9	140	2	1	26	19	91	65	21	15	5.2	1,494	2	36	49	13	5.8	10,121	4	46	44	6	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.