About The New England Common Assessment Program

ASSESSMENT

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 results, schools and districts will also tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current data files containing NECAP results. grade — in other words, the content and skills which students have learned through the end of the previous grade.

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

questions. On the mathematics ENGLAN 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

This report contains a variety of schooland/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 receive Item Analysis Reports, Released Item support materials, and student-level Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2012 **Beginning of Grade 11 NECAP Tests**

Grade 11 Students in 2012-2013

School Results

School: Pilgrim High School

District: Warwick

Code: 35-35134



Fall 2012 - Beginning of Grade 11 NECAP Tests **Grade 11 Students in 2012-2013 Grade Level Summary Report**

School: Pilgrim High School

District: Warwick State: **Rhode Island** Code: 35-35134

DARTICIDATION : NECAD					Numbe	r							Po	ercenta	ge			
PARTICIPATION in NECAP		School			District	t		State			School			District	t		State	
Students enrolled on or after October 1		248			741			11,043			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	235	233	235	699	695	698	10,390	10,438	10,366	95	94	95	94	94	94	94	95	94
With an approved accommodation	0	0	0	146	152	40	1,967	2,729	1,275	0	0	0	21	22	6	19	26	12
Current LEP Students	0	0	0	1	1	1	365	416	361	0	0	0	<1	<1	<1	4	4	3
With an approved accommodation	0	0	0	1	1	0	97	131	88			r 1 1	100	100	0	27	31	24
IEP Students	43	43	43	128	128	129	1,476	1,464	1,463	18	18	18	18	18	18	14	14	14
With an approved accommodation	0	0	0	37	39	36	860	885	848	0	0	0	29	30	28	58	60	58
Students not tested in NECAP	13	15	13	42	46	43	653	605	677	5	6	5	6	6	6	6	5	6
State Approved	3	5	3	7	9	6	225	181	216	23	33	23	17	20	14	34	30	32
Alternate Assessment	3	3	3	6	6	6	125	125	125	100	60	100	86	67	100	56	69	58
First Year LEP	0	0	0	0	0	. 0	54	0	52	0	0	0	0	0	0	24	0	24
Withdrew After October 1	0	1	0	0	1	0	31	36	28	0	20	0	0	11	0	14	20	13
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	<1	1	<1
Special Consideration	0	1	0	1	2	0	14	18	10	0	20	0	14	22	0	6	10	5
Other	10	10	10	35	37	37	428	424	461	77	67	77	83	80	86	66	70	68

NECAP RESULTS

						Schoo	ol									Dist	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	el 3	Lev	rel 2	Leve	el 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	248	3	10	235	66	28	132	56	31	13	6	3	1149	699	30	52	14	4	1149	10,390	33	46	14	8	1149
МАТН	248	5	10	233	0	0	59	25	83	36	91	39	1135	695	1	27	34	38	1135	10,438	2	32	26	40	1135
WRITING	248	3	10	235	5	2	117	50	109	46	4	2	6.6	698	2	53	41	4	6.7	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: Pilgrim High School

District: Warwick **State:** Rhode Island **Code:** 35-35134

Proficient with Distinction (Level 4)

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

(Scaled Score 1154–1180)

Proficient (Level 3)

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

(Scaled Score 1140-1153)

Partially Proficient (Level 2)

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

Substantially Below Proficient (Level 1)

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

(Scaled Score 1100-1129)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School													
2010-11	296	7	11	278	72	26	166	60	32	12	8	3	1149
2011-12	288	6	5	277	79	29	154	56	36	13	8 :	3	1149
2012-13	248	3	10	235	66	28	132	56	31	13	6	3	1149
Cumulative Total	832	16	26	790	217	27	452	57	99	13	22	3	1149
District													
2010-11	823	14	29	780	234	30	411	53	99	13	36	5	1149
2011-12	785	12	23	750	205	27	384	51	104	14	57	8	1147
2012-13	741	7	35	699	212	30	360	52	98	14	29	4	1149
Cumulative Total	2,349	33	87	2,229	651	29	1,155	52	301	14	122	5	1148
State		:											
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
2012-13	11,043	225	428	10,390	3,422	33	4,741	46	1,432	14	795	8	1149
Cumulative Total	33,326	536	1,235	31,555	9,675	31	14,649	46	4,691	15	2,540	8	1148

	Total			ı	Percen	nt of T	otal P	ossible	Point	s		
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100
ord ID/Vocabulary	19								• •	-		
e of Text												
Literary	42							-	●			
Informational	43							⊕ ±	=			
el of Comprehension												
Initial Understanding	38								<u>◆</u>			
Analysis & Interpretation	47							◆	-			



Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Disaggregated Reading Results

School: Pilgrim High School

District: Warwick **State**: Rhode Island **Code**: 35-35134

CATEGORIES M M N N N N N N N N							Scho	ool									Dist	trict					Sta	ate		
All Students 248 3 10 225 66 28 132 56 31 13 6 3 149 699 30 52 14 4 1149 10390 33 46 14 8 11 Gender Male 121 2 7 112 18 16 70 63 20 11 9 2 2 1151 33 39 49 10 2 1151 315 39 44 12 6 11 Freme 1727 1 3 123 123 48 39 67 50 11 9 2 2 1151 33 39 49 10 2 1151 315 39 44 12 6 11 Freme 1727 1 3 123 123 48 39 67 50 11 9 2 2 1151 33 39 49 10 2 1151 315 39 44 12 6 11 Freme 1820 1 2 1 3 1 1 1 16 5 3 11 10 63 1 1 6 0 0 0 1151 35 26 66 1 16 2 2 5 6 1 1 7 1 15 2 7 7 7 12 1 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	REPORTING CATEGORIES	Enrolled	1		Tested	Lev	vel 4	Lev	rel 3	Lev	el 2	Lev	rel 1		Tested						Tested					Mean Scaled
Gender Male 121 2 7 112 18 16 70 63 20 18 4 4 1146 346 22 54 18 6 1146 5.251 27 48 16 10 11 1		N	N	N	N	N	: %	N	: %	N	%	N	: %		N	%	%	: %	%	4	N	%	%	: %	%	Score
Male 121 2 7 112 18 16 70 63 20 18 4 4 1146 346 22 54 18 6 10 115 515 525 77 48 16 10 115 115 115 115 51	All Students	248	3	10	235	66	28	132	56	31	13	6	3	1149	699	30	52	14	4	1149	10,390	33	46	14	8	1149
Female 127	Gender								:				! ! !					! !	1 1 1				1 1 1		! ! !	
Not Reported O O O O O O O O O	Male	121	2	7	112	18	16	70	63	20	18	4	4	1146	346	22	54	18	6	1146	5,251	27	48	16	10	1147
Race/Ethnicity Hispanic or Latino Nor Hispani	Female	127	1	3	123	48	39	62	50	11	9	2	2	1151	353		49	10	2	1151	5,136		44	12	6	1150
Hispanic or Tatino Not Hispanic or Hispanic or Tatino Not Hispanic or Hispanic or Pacific Islander Not Hispanic or Hispanic or Pacific Islander Not Hispanic or Hispanic or Pacific Islander Not Hispanic	Not Reported	0	0	0	0										0						3					
Not Hispanic or Latino American Indianor Alaskan Native Assign American Indianor Alaskan Native B 0 0 0 0 0 0 0 8 8 Black or Affician American 6 0 0 1 5 9 9 111 55 26 13 6 3 1149 618 31 51 13 4 1149 679 37 37 16 10 11 Native Hawaiian or Pacific Islander White Variance Indianor Alaskan Native White Two or more races 3 0 0 0 3 8 29 111 55 26 13 6 3 1149 618 31 51 13 4 1149 699 30 52 11 7 1449 177 147 149 179 37 16 10 11 LEP Status Comment LEP student - monitoring year 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	-																		1				i !		!	
Asian Asian Native Asian Native Asian Native Asian Native Asian Native Asian Native Asian		18	1	1	16	5	; 31	10	; 63	1	6	0	; 0	1151	35	26	46	; 23	6	1146	2,042	16	43	; 23	18	1142
Asian Black or African American 6 0 1 1 5 2 0 0 0 2 2 8 1 1 7 1149 279 37 37 16 10 11 11 Native Hawaiian or Pacific Islander 2 0 0 0 2 2 11 1 2 8 201 58 29 111 55 26 13 6 3 1149 6 3 1149 6 330 40 47 10 4 11 11 Two or more races 3 3 0 0 0 3 3 8 29 111 55 26 13 6 3 1149 6 3 1149 6 3 1149 6 3 10 40 47 10 4 11 11 Two or more races 3 3 0 0 0 0 3 3 8 29 111 55 26 13 6 3 1149 6 3 1149 6 3 1149 6 3 10 40 47 10 4 11 11 Two or more races 3 3 0 0 0 0 3 3 8 29 111 55 26 13 6 3 1149 6 3 1149 6 3 1149 6 3 10 40 47 10 4 11 11 Two or more races 3 3 0 0 0 0 3 3 8 29 11 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1							;		1						١.			:							:	
Black or African American Native Basical and Provided Registry Native Basical Action Registry Native Basical		1	-	_	i				1							20			;	4440	1					1149
Native Hawaiian or Pacific Islander									1							30	52	; 11	/	1149	1	i			1	1148
White Two more races 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		1 -			i				1						I -						1	i				1142
Title I No accreting the protect of the following state of the protect of the following state of the following st		i i		_		F0	. 20	111		26	12	_		1140		21	F1	. 13	4	1110						1146
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Current LEP student				_									!						!							1128
Former LEP student - monitoring year 1	LEP Status																		1				1		!	
Former LEP student - monitoring year 2	Current LEP student	0	0	0	0				1						1						365	1	8	24	67	1126
All Other Students 248 3 10 235 66 28 132 56 31 13 6 3 1149 695 31 52 14 4 1149 9,962 34 47 13 5 11 IEP Students with an IEP All Other Students 197 0 5 192 64 33 114 59 13 7 1 1 1151 571 36 55 9 1 1152 8,914 38 48 11 4 115 SES Economically Disadvantaged Students 173 3 6 164 52 32 92 56 16 10 4 2 1150 505 36 50 10 4 1150 6,423 42 45 8 5 11 Migrant Students Migrant Students All Other Students 248 3 10 235 66 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 10,390 33 46 14 8 11 Title I Students with an IEP All Other Students 248 3 10 235 66 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 10,390 33 46 14 8 11 Stock and the students are students All Other Students 5 0 0 0 5 5 5 66 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 10,390 33 46 14 8 11 Stock and the students are students All Other Students 5 0 0 0 5 5 5 6 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 10,390 33 46 14 8 11 Stock and the students are students All Other Students 5 0 0 0 5 5 5 6 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 10,390 33 46 14 8 11 Stock and the students are students 5 0 0 0 5 5 5 5 6 2 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 8,085 37 46 11 8 11 Stock and the students are students are students 5 0 0 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	Former LEP student - monitoring year 1	0	0	0	0		:								1			:	:		46	0	48	41	11	1138
Students with an IEP Students Receiving Title I Services Students	Former LEP student - monitoring year 2	0	0	0	0				1						2						17	0	41	53	6	1139
Students with an IEP	All Other Students	248	3	10	235	66	28	132	56	31	13	6	3	1149	695	31	52	14	4	1149	9,962	34	47	13	5	1149
All Other Students 197 0 5 192 64 33 114 59 13 7 1 1 1151 571 36 55 9 1 1152 8,914 38 48 11 4 11	1												!						1				i		!	
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Economically Disadvantaged Students 75 0 4 71 14 20 40 56 15 21 2 3 1147 194 16 54 25 5 1145 3,967 18 47 22 12 11 All Other Students 173 3 6 164 52 32 92 56 16 10 4 2 1150 505 36 50 10 4 1150 6,423 42 45 8 5 11 Migrant Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	All Other Students	197	0	5	192	64	33	114	59	13	7	1	1	1151	571	36	55	9	1	1152	8,914	38	48	11	4	1151
All Other Students 173 3 6 164 52 32 92 56 16 10 4 2 1150 505 36 50 10 4 1150 6,423 42 45 8 5 11 Migrant Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0													: :					: :	1 1				1		! !	
Migrant Migrant Students 0 <td></td> <td></td> <td></td> <td>-</td> <td></td> <td>5</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1144</td>				-															5	1						1144
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All Other Students 248 3 10 235 66 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 10,390 33 46 14 8 11 Title I Students Receiving Title I Services 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0									-				! !					! !	1 1				1 1	1	! !	
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Students Receiving Title I Services 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 11 0 0 0 0 2,305 19 43 22 16 11 All Other Students 248 3 10 235 66 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 8,085 37 46 11 5 11 504 Plan 5 0 0 5 8 2 8 2 14 4 1149 8,085 37 46 11 5 11 504 Plan 5 0 0 5 8 2 8 3 10 2 11 2 3 4 4 11 5 11 3 4 11 5 11 4	All Other Students	248	3	10	235	66	28	132	56	31	13	6	; 3	1149	699 	30	52	: 14	: 4	1149	10,390	33	46	14	8	1149
Students Receiving Title I Services 0 0 0 0 0 0 0 0 0 1 235 66 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 8,085 37 46 11 5 11 504 Plan Students with a 504 Plan Students with a 504 Plan Students with a 504 Plan	Title I														İ				1				1			
All Other Students 248 3 10 235 66 28 132 56 31 13 6 3 1149 699 30 52 14 4 1149 8,085 37 46 11 5 11 504 Plan Students with a 504 Plan 5 0 0 5		0	0	0	0				1						0				1		2,305	19	43	22	16	1143
Students with a 504 Plan 5 0 0 5 25 36 60 4 0 1150 245 30 58 10 2 11			3			66	28	132	56	31	13	6	3	1149		30	52	14	4	1149						1150
	504 Plan						:		:									:							!	
	Students with a 504 Plan	5	0	0	5		:								25	36	60	4	0	1150	245	30	58	10	2	1150
All Other Students 243 3 10 230 64 28 129 56 31 13 6 3 1149 674 30 51 14 4 1149 10,145 33 45 14 8 11	All Other Students	243	3	10	230	64	28	129	56	31	13	6	3	1149	674	30	51	14	4	1149	10,145			14	8	1148

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



Fall 2012 - Beginning of Grade 11 NECAP Tests **Grade 11 Students in 2012-2013**

Mathematics Results

School: **Pilgrim High School**

District: Warwick **Rhode Island** State: Code: 35-35134

Proficient with Distinction (Level 4)

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

(Scaled Score 1152–1180)

Proficient (Level 3)

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

(Scaled Score 1140-1151)

Partially Proficient (Level 2)

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

Substantially Below Proficient (Level 1)

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

(Scaled Score 1100-1133)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School													
2010-11	296	7	8	281	1	<1	88	31	94	33	98	35	1136
2011-12	288	6 :	5	277	1	<1	66	24	96	35	114	41	1135
2012-13	248	5	10	233	0	0	59	25	83	36	91	39	1135
Cumulative Total	832	18	23	791	2	<1	213	27	273	35	303	38	1135
District		:											
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
2012-13	741	9	37	695	8	1	187	27	235	34	265	38	1135
Cumulative Total	2,349	35	85	2,229	21	1	610	27	716	32	882	40	1135
State													
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
2012-13	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135
Cumulative Total	33,326	456	1,182	31,688	748	2	9,463	30	8,580	27	12,897	41	1135

	Total				Perce	nt of T	otal Po	ossible	Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	21	:	:										School
Geometry & Measurement	41			•	-	←							▲ District◆ State
Functions & Algebra	53					*							— Standard Error Bar
Data, Statistics, & Probability	21				7	- k							



Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Disaggregated Mathematics Results

School: Pilgrim High School

District: Warwick **State**: Rhode Island **Code**: 35-35134

						Scho	ool									Dist	trict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	vel 3	Lev	vel 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	: %	N	: %	N	: %	N	: %	Score	N	%	: %	: %	%	Score	N	%	%	%	%	Score
All Students	248	5	10	233	0	0	59	25	83	36	91	39	1135	695	1	27	34	38	1135	10,438	2	32	26	40	1135
Gender						:											:					1	:	! ! !	
Male	121	3	7	111	0	. 0	30	. 27	37	33	44	40	1135	344	2	. 27	32	39	1135	5,271	3	33	. 24	39	1136
Female	127	2	3	122	0	. 0	29	24	46	38	47	39	1135	351	<1	27	35	37	1135	5,162	2	30	28	40	1135
Not Reported	0	0	0	0		:	23		10	:	"		1133	0		/		:	1133	5	-	:	:		1133
Race/Ethnicity								1														1		, !	
Hispanic or Latino	18	1 1	1	16	0	. 0	5	31	6	38	5	31	1137	35	0	17	34	49	1132	2,082	<1	13	23	64	1130
Not Hispanic or Latino						:		:		:		:				:	:			'			:		
American Indian or Alaskan Native	0	0	0	0				:						1						42	2	26	26	45	1136
Asian	8	0	0	8								:		27	0	15	59	26	1135	286	6	34	27	34	1137
Black or African American	6	0	1	5								:		9		:				858	0	14	21	64	1130
Native Hawaiian or Pacific Islander	2	0	0	2		:		:		:				4		:	:			31	0	19	35	45	1136
White	211	4	8	199	0	. 0	52	. 26	70	35	77	39	1135	615	1	28	33	37	1135	6,926	3	40	28	29	1138
Two or more races	3	0	0	3							İ			4				1		187	4	24	20	52	1135
No Race/Ethnicity Reported	0	0	0	0				1		:				0			:	1		26	0	0	15	85	1123
LEP Status						:				:						:	:								
Current LEP student	0	0	0	0						:		:		1		:				416	<1	3	6	90	1122
Former LEP student - monitoring year 1	0	0	0	0						:		:		1		:				47	0	9	23	68	1130
Former LEP student - monitoring year 2	0	0	0	0										2		:				17	0	6	24	71	1129
All Other Students	248	5	10	233	0	0	59	25	83	36	91	39	1135	691	1	27	34	38	1135	9,958	3	33	27	38	1136
IEP																								!	
Students with an IEP	51	3	5	43	0	0	1	2	5	12	37	86	1125	128	0	4	13	84	1126	1,464	<1	5	12	83	1125
All Other Students	197	2	5	190	0	0	58	31	78	41	54	28	1137	567	1	32	39	28	1137	8,974	3	36	28	33	1137
SES								-									:					1			
Economically Disadvantaged Students	75	0	4	71	0	; 0	10	; 14	22	; 31	39	55	1133	194	0	; 16	; 29	55	1132	4,001	<1	17	; 24	58	1131
All Other Students	173	5	6	162	0	0	49	30	61	38	52	32	1136	501	2	31	36	32	1136	6,437	4	41	27	28	1138
Migrant						!		1		:		! !				:	!	!				1	1	! !	
Migrant Students All Other Students	0 248	0 5	0 10	0 233	0	. 0	59	25	83	36	91	39	1135	0 695	1	: - 27	34	38	1135	0 10,438	2	32	26	40	1135
											-									,	-				
Title I								1		:						:	:	1				1	1		
Students Receiving Title I Services	0	0	0	0		1		1		1				0			1			2,348	1	17	; 22	61	1131
All Other Students	248	5	10	233	0	. 0	59	25	83	36	91	39	1135	695	1	27	34	38	1135	8,090	3	36	27	34	1137
504 Plan						:		:		:		: :					1					1			
Students with a 504 Plan	5	0	0	5		;		:						24	0	29	42	29	1137	245	3	28	; 33	36	1137
All Other Students	243	5	10	228	0	; 0	59	; 26	78	; 34	91	; 40	1135	671	1	; 27	; 34	38	1135	10,193	2	32	; 26	40	1135

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



Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013

Writing Results

School: Pilgrim High School

District: Warwick State: Rhode Island Code: 35-35134

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	Lev	el 4	Leve	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
School													
2010-11	296	6	11	279	0	0	148	53	127	46	4	1	6.6
2011-12	288	6 :	5	277	2	1	128	46	139	50	8 :	3	6.4
2012-13	248	3	10	235	5	2	117	50	109	46	4	2	6.6
Cumulative Total	832	15	26	791	7	1	393	50	375	47	16	2	6.5
District													
2010-11	823	13	29	781	5	1	411	53	346	44	19	2	6.6
2011-12	785	12	26	747	20	3	331	44	355	48	41	5	6.3
2012-13	741	6	37	698	14	2	373	53	286	41	25	4	6.7
Cumulative Total	2,349	31	92	2,226	39	2	1,115	50	987	44	85	4	6.5
State													
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
2012-13	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	6.4
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	Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.
2011-12	Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.
2012-13	Response to Literary Text 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: Pilgrim High School

1,300

6.6

District: Warwick **State:** Rhode Island **Code:** 35-35134

	Average Score Comparison by Type of Writing [§]															
T (184 '4'				Schoo	ol			ı	District					State		
Type of Writing	Tested	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's	2012-13 (C)	235	6.6		-		698	6.7		•		10,366	6.4		-	
craft, or other elements within a piece of literature or informational text.	2011-12	34	5.9				97	6.1		4		1,304	6.4			
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's	2012-13	37	6.6		-		116	6.7		-		1,705	6.4		-	
craft, or other elements within a piece of literature or informational text.	2011-12	30	6.1				88	6.1		4		1,330	6.0		4	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2012-13	41	7.1		-		121	7.1		•	-	1,732	7.1		•	•
or a parametric series, series, or race.	2011-12	34	6.9		+		90	6.6		+		1,317	6.7		1	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	19	7.1		-		56	7.1		-	•	881	6.8		-	,
and thoughts on a rocasca topics	2011-12	36	6.9		+		100	6.7		+		1,317	6.7			
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a	2012-13	40	7.3		-		120	7.0		•	•	1,726	6.7		-	1
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)	277	6.4		4		747	6.3		+		10,508	6.4			
Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps	2012-13	40	7.1		-		119	6.9		•	•	1,700	6.7		•	1

6.7

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

35

7.2

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.

⁽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 A shows last year's score and the gray bar (_______) shows the range where most students in this sample scored.

[§] The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.



Fall 2012 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2012-2013 Writing Results

School: Pilgrim High School

District: Warwick State: Rhode Island

Cod	le:	35-35134	

Score Distribution											
Total	Score	Score	Sch	ool	Dis	State					
Score	1	2	N	%	N	%	%				
12	6	6	0	0	0	0	<1				
11	6	5 1 <1 5 4 2		<1	1	<1	<1				
10	5			2	13	2	3				
9	5	4	13	6	53	8	7				
8	4	4	51	22	159	23	21				
7	4	3	53	23	161	23	18				
6	3	3	70	30	186	27	25				
5	3	2	18	8	53	8	10				
4	2	2	21	9	47	7	10				
3	2	1	2	1	9	1	2				
2	1	1	2	1	16	2	3				
0	0	0	0	0	0	0	1				

	Scoring Rubric
6	• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	• purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • 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
4	purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent details are relevant and mostly support purpose • well-constructed sentences; uses language well may show inconsistent control of grade-level grammar, usage, and mechanics
3	writing has a general purpose • some sense of organization; may have lapses in coherence 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
2	attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	• 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
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: Pilgrim High School

District: Warwick **State**: Rhode Island **Code**: 35-35134

Enrolled NT	N % 117 50 45 40 72 59 8 50	N 109 64 45 8	el 2 % 46 57 37	N 4 2 2 2 0		Mean Score 6.6 6.2 6.9	N 698 345 353 0	Level 4	Level 3 % 53 63	Level 2 % 41 50 33	Level 1 % 4 4 6 2	Mean Score 6.7 6.2 7.1	N 10,366 5,232 5,131	% 4 3 4	Level 3 % 46 46 39 53	Level 2 % 44 49 40	Level 1 % 6 8 3	Mean Score 6.4 6.1 6.8
All Students	117 50 45 40 72 59 8 50	109 64 45	46 57 37	2 2	2 2 2	6.2 6.9	345 353	2	53	41 50	4 6	6.2	5,232 5,131	4	46	44	6	6.1
Gender Male 121 2 7 112 1 1 Female 127 1 3 123 4 3 Not Reported 0 0 0 0 0 Race/Ethnicity Hispanic or Latino 3 0 0 0 0 Not Hispanic or Latino 4 0 0 0 0 0 0 American Indian or Alaskan Native 0 0 0 0 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 2	45 40 72 59 8 50	64 45	57 37	2 2	2 2	6.2 6.9	345 353	2	43	50	6	6.2	5,232 5,131	3	39	49	8	6.1
Male 121 2 7 112 1 1 Female 127 1 3 123 4 3 Not Reported 0 0 0 0 0 Race/Ethnicity Hispanic or Latino 18 1 1 16 0 0 Not Hispanic or Latino 0 0 0 0 0 American Indian or Alaskan Native 0 <td< th=""><th>72 59 8 50</th><th>45</th><th>37</th><th>2</th><th>2</th><th>6.9</th><th>353</th><th></th><th></th><th></th><th></th><th></th><th>5,131</th><th></th><th></th><th></th><th></th><th></th></td<>	72 59 8 50	45	37	2	2	6.9	353						5,131					
Male 121 2 7 112 1 1 Female 127 1 3 123 4 3 Not Reported 0 0 0 0 0 Race/Ethnicity Hispanic or Latino 18 1 1 16 0 0 Not Hispanic or Latino 18 1 1 16 0 0 American Indian or Alaskan Native 0 0 0 0 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 8 8 0 0 2 0 0 2 2 0 0 2 2 0 0 2 2 0 0 2 2 0 0 3 0 0 3 0 0 0 0 0 0 0	72 59 8 50	45	37	2	2	6.9	353						5,131					
Female Not Reported 127 1 3 123 4 3 Race/Ethnicity Hispanic or Latino Not Hispanic or Latino American Indian or Alaskan Native Asian Asian Black or African American African American Asian	72 59 8 50	45	37	2	2	6.9	353						5,131					
Not Reported 0 0 0 0 0	8 50						1	- :			-	'					•	
Hispanic or Latino		8	50	0	0	.						1	3			: :		
Hispanic or Latino		8	50	0	0	ce i				1					!			
American Indian or Alaskan Native Asian Black or African American Native Hawaiian or Pacific Islander White Two or more races No Race/Ethnicity Reported LEP Status Current LEP student Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 O	100 - 50					6.5	35	0	46	54	0	6.3	2,036	1	33	54	12	5.7
Asian Black or African American Black or African American Native Hawaiian or Pacific Islander White 211 2 8 201 4 2 Two or more races 3 0 0 3 No Race/Ethnicity Reported 0 0 0 0 LEP Status Current LEP student Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 0 0 0 0	100 - 50					ĺ							'					1
Black or African American 6 0 1 5 Native Hawaiian or Pacific Islander 2 0 0 2 White 211 2 8 201 4 2 Two or more races 3 0 0 3 0 0 3 0 </td <td>100 - 50</td> <td></td> <td></td> <td> :</td> <td></td> <td>I</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>42</td> <td>2</td> <td>43</td> <td>52</td> <td>2</td> <td>6.5</td>	100 - 50			:		I	1						42	2	43	52	2	6.5
Native Hawaiian or Pacific Islander 2 0 0 2 White 211 2 8 201 4 2 Two or more races 3 0 0 3 0 0 3 0	100 - 50			:		I	27	7	48	41	4	6.8	281	5	47	42	6	6.6
White 211 2 8 201 4 2 Two or more races 3 0 0 3 0 0 3 0 <td>100 - 50</td> <td></td> <td></td> <td> :</td> <td></td> <td>l</td> <td>9</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>848</td> <td>1</td> <td>33</td> <td>56</td> <td>10</td> <td>5.8</td>	100 - 50			:		l	9						848	1	33	56	10	5.8
Two or more races 3 0 0 3 No Race/Ethnicity Reported 0 0 0 0 LEP Status Current LEP student 0 0 0 0 Former LEP student - monitoring year 1 0 0 0 0 Former LEP student - monitoring year 2 0 0 0 0	100 : 50			:		I	4						31	3	35	58	3	6.4
No Race/Ethnicity Reported 0 0 0 0	100 : 50	93	46	4	2	6.6	618	2	54	40	4	6.7	6,918	4	52	40	4	6.7
LEP Status 0 0 0 Current LEP student 0 0 0 0 Former LEP student - monitoring year 1 0 0 0 0 Former LEP student - monitoring year 2 0 0 0 0	:			;		l	4	:	:	;			187	4	43	49	4	6.4
Current LEP student 0 0 0 0 Former LEP student - monitoring year 1 0 0 0 0 Former LEP student - monitoring year 2 0 0 0 0	:						0	:		;			23	0	13	17	70	3.3
Former LEP student - monitoring year 1															!			
Former LEP student - monitoring year 2 0 0 0 0						l	1						361	0	7	52	41	3.8
Former LEP student - monitoring year 2 0 0 0 0	:			:	İ	i	1	:	:	;			47	0	23	68	9	5.7
						i	2						17	0	24	71	6	5.6
	117 50	109	46	4	2	6.6	694	2	54	41	4	6.7	9,941	4	48	44	5	6.5
IEP I I I I I I I I I I I I I I I I I I						ŀ									! !			
Students with an IEP 51 3 5 43 0 0	8 19	31	72	4	9	5.5	129	0 -	24	59	17	5.3	1,463	<1	14	64	22	4.8
All Other Students 197 0 5 192 5 3	109 57	78	41	0	0	6.8	569	2	60	37	1	7.0	8,903	4	51	41	3	6.7
SES						ŀ		:		1					!			
Economically Disadvantaged Students 75 0 4 71 2 3	31 44	35	49	3 :	4	6.3	195	2	41	53	5	6.2	3,961	1	35	55	8	5.9
All Other Students 173 3 6 164 3 2	86 52	74	45	1	1	6.7	503	2	58	36	3	6.8	6,405	5	53	38	4	6.8
Migrant	:			:											!			
Migrant Students 0 0 0 0	1			:		l	0	:	:	1			0					1
All Other Students 248 3 10 235 5 2	117 50	109	46	4	2	6.6	698	2	53	41	4	6.7	10,366	4	46	44	6	6.4
Title I	1							:		1					!			
Students Receiving Title I Services 0 0 0 0				:		l	0			1			2,297	2	37	51	10	5.9
All Other Students 248 3 10 235 5 2	117 50	109	46	4	2	6.6	698	2	53	41	4	6.7	8,069	4	49	43	5	6.6
		'		' :	-			- :	!				-,				-	
504 Plan		1				j							1		! !			1
Students with a 504 Plan 5 0 5		:		:		İ	25		'	'	0	6.8	245	2	46	48	4	6.4
All Other Students 243 3 10 230 5 2			47	4	2	6.6 l		0 ;	60	40	U							6.4

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