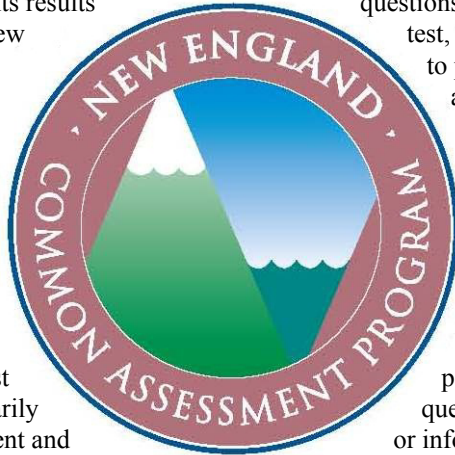


# About The New England Common Assessment Program



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:** 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

<b>School:</b>	Pilgrim High School
<b>District:</b>	Warwick
<b>State:</b>	Rhode Island
<b>Code:</b>	35-35134

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>248</b>			<b>741</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	235	233	235	699	695	698	10,390	10,438	10,366	95	94	95	94	94	94	94	95	94
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				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
<b>Students not tested in NECAP</b>	<b>13</b>	<b>15</b>	<b>13</b>	<b>42</b>	<b>46</b>	<b>43</b>	<b>653</b>	<b>605</b>	<b>677</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>
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

	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>	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
<b>MATH</b>	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
<b>WRITING</b>	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

# Disaggregated Reading Results

<b>School:</b>	Pilgrim High School
<b>District:</b>	Warwick
<b>State:</b>	Rhode Island
<b>Code:</b>	35-35134

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>	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	
<b>Gender</b>																										
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	
Female	127	1	3	123	48	39	62	50	11	9	2	2	1151	353	39	49	10	2	1151	5,136	39	44	12	6	1150	
Not Reported	0	0	0	0									0							3						
<b>Race/Ethnicity</b>																										
Hispanic or Latino	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	
Not Hispanic or Latino																										
American Indian or Alaskan Native	0	0	0	0										1						42	31	50	19	0	1149	
Asian	8	0	0	8										27	30	52	11	7	1149	279	37	37	16	10	1148	
Black or African American	6	0	1	5										9						852	16	44	24	16	1142	
Native Hawaiian or Pacific Islander	2	0	0	2										5						32	19	53	22	6	1146	
White	211	2	8	201	58	29	111	55	26	13	6	3	1149	618	31	51	13	4	1149	6,930	40	47	10	4	1151	
Two or more races	3	0	0	3										4						187	28	50	17	6	1148	
No Race/Ethnicity Reported	0	0	0	0										0						26	8	15	15	62	1128	
<b>LEP Status</b>																										
Current LEP student	0	0	0	0										1							365	1	8	24	67	1126
Former LEP student - monitoring year 1	0	0	0	0										1							46	0	48	41	11	1138
Former LEP student - monitoring year 2	0	0	0	0										2							17	0	41	53	6	1139
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	
<b>IEP</b>																										
Students with an IEP	51	3	5	43	2	5	18	42	18	42	5	12	1139	128	4	38	38	20	1137	1,476	4	34	33	29	1136	
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	
<b>SES</b>																										
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	1144	
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	1151	
<b>Migrant</b>																										
Migrant Students	0	0	0	0										0							0					
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	
<b>Title I</b>																										
Students Receiving Title I Services	0	0	0	0										0							2,305	19	43	22	16	1143
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	1150	
<b>504 Plan</b>																										
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	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: Pilgrim High School  
 District: Warwick  
 State: Rhode Island  
 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.

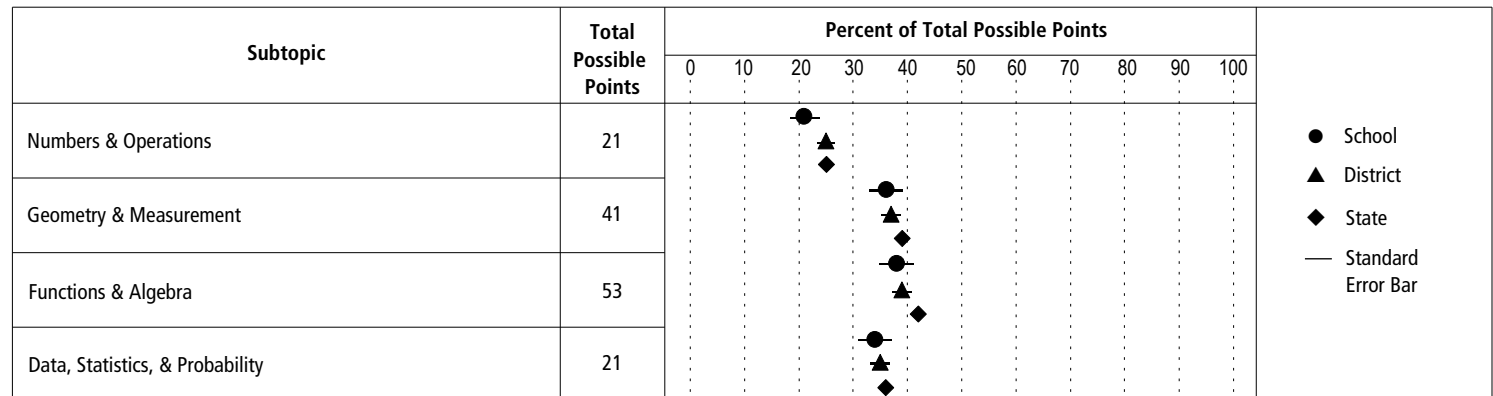
(Scaled Score 1134–1139)

#### 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	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
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
<b>2012-13</b>	<b>248</b>	<b>5</b>	<b>10</b>	<b>233</b>	<b>0</b>	<b>0</b>	<b>59</b>	<b>25</b>	<b>83</b>	<b>36</b>	<b>91</b>	<b>39</b>	<b>1135</b>
Cumulative Total	832	18	23	791	2	<1	213	27	273	35	303	38	1135
<b>District</b>													
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
<b>2012-13</b>	<b>741</b>	<b>9</b>	<b>37</b>	<b>695</b>	<b>8</b>	<b>1</b>	<b>187</b>	<b>27</b>	<b>235</b>	<b>34</b>	<b>265</b>	<b>38</b>	<b>1135</b>
Cumulative Total	2,349	35	85	2,229	21	1	610	27	716	32	882	40	1135
<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:** Pilgrim High School  
**District:** Warwick  
**State:** Rhode Island  
**Code:** 35-35134

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>	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
<b>Gender</b>																									
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										0						5					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	18	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										4						187	4	24	20	52	1135
No Race/Ethnicity Reported	0	0	0	0										0						26	0	0	15	85	1123
<b>LEP Status</b>																									
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
<b>IEP</b>																									
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
<b>SES</b>																									
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
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other 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
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						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
<b>504 Plan</b>																									
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

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>	Pilgrim High School
<b>District:</b>	Warwick
<b>State:</b>	Rhode Island
<b>Code:</b>	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	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
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
<b>2012-13</b>	<b>248</b>	<b>3</b>	<b>10</b>	<b>235</b>	<b>5</b>	<b>2</b>	<b>117</b>	<b>50</b>	<b>109</b>	<b>46</b>	<b>4</b>	<b>2</b>	<b>6.6</b>
Cumulative Total	832	15	26	791	7	1	393	50	375	47	16	2	6.5
<b>District</b>													
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
<b>2012-13</b>	<b>741</b>	<b>6</b>	<b>37</b>	<b>698</b>	<b>14</b>	<b>2</b>	<b>373</b>	<b>53</b>	<b>286</b>	<b>41</b>	<b>25</b>	<b>4</b>	<b>6.7</b>
Cumulative Total	2,349	31	92	2,226	39	2	1,115	50	987	44	85	4	6.5
<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: Pilgrim High School  
 District: Warwick  
 State: Rhode Island  
 Code: 35-35134

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)	235	6.6		698	6.7		10,366	6.4	
	2011-12	34	5.9		97	6.1		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	37	6.6		116	6.7		1,705	6.4	
	2011-12	30	6.1		88	6.1		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	41	7.1		121	7.1		1,732	7.1	
	2011-12	34	6.9		90	6.6		1,317	6.7	
<b>Report</b> 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	
	2011-12	36	6.9		100	6.7		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	40	7.3		120	7.0		1,726	6.7	
	2011-12 (C)	277	6.4		747	6.3		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	40	7.1		119	6.9		1,700	6.7	
	2011-12	35	7.2		93	6.7		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>	Pilgrim High School
<b>District:</b>	Warwick
<b>State:</b>	Rhode Island
<b>Code:</b>	35-35134

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	4	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	<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:** Pilgrim High School  
**District:** Warwick  
**State:** Rhode Island  
**Code:** 35-35134

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	%	N	%	N	%	N	%	
<b>All Students</b>	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
<b>Gender</b>																									
Male	121	2	7	112	1	1	45	40	64	57	2	2	6.2	345	2	43	50	6	6.2	5,232	3	39	49	8	6.1
Female	127	1	3	123	4	3	72	59	45	37	2	2	6.9	353	2	63	33	2	7.1	5,131	4	53	40	3	6.8
Not Reported	0	0	0	0										0						3					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	18	1	1	16	0	0	8	50	8	50	0	0	6.5	35	0	46	54	0	6.3	2,036	1	33	54	12	5.7
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						42	2	43	52	2	6.5
Asian	8	0	0	8										27	7	48	41	4	6.8	281	5	47	42	6	6.6
Black or African American	6	0	1	5										9						848	1	33	56	10	5.8
Native Hawaiian or Pacific Islander	2	0	0	2										4						31	3	35	58	3	6.4
White	211	2	8	201	4	2	100	50	93	46	4	2	6.6	618	2	54	40	4	6.7	6,918	4	52	40	4	6.7
Two or more races	3	0	0	3										4						187	4	43	49	4	6.4
No Race/Ethnicity Reported	0	0	0	0										0						23	0	13	17	70	3.3
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										1						361	0	7	52	41	3.8
Former LEP student - monitoring year 1	0	0	0	0										1						47	0	23	68	9	5.7
Former LEP student - monitoring year 2	0	0	0	0										2						17	0	24	71	6	5.6
All Other Students	248	3	10	235	5	2	117	50	109	46	4	2	6.6	694	2	54	41	4	6.7	9,941	4	48	44	5	6.5
<b>IEP</b>																									
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
<b>SES</b>																									
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
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
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
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						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
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	0	5										25	0	60	40	0	6.8	245	2	46	48	4	6.4
All Other Students	243	3	10	230	5	2	114	50	107	47	4	2	6.6	673	2	53	41	4	6.6	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.