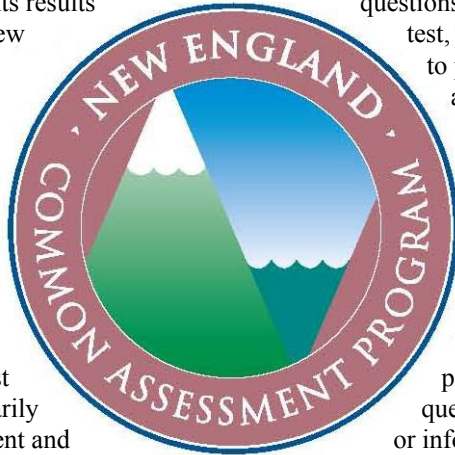


# About The New England Common Assessment Program



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:** Woonsocket High School

**District:** Woonsocket

**Code:** 39-39123



# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Grade Level Summary Report

<b>School:</b>	Woonsocket High School
<b>District:</b>	Woonsocket
<b>State:</b>	Rhode Island
<b>Code:</b>	39-39123

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>363</b>			<b>377</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	345	345	344	355	355	354	10,390	10,438	10,366	95	95	95	94	94	94	94	95	94
Current LEP Students	97	166	59	104	173	66	1,967	2,729	1,275	28	48	17	29	49	19	19	26	12
With an approved accommodation	18	19	18	18	19	18	365	416	361	5	6	5	5	5	5	4	4	3
IEP Students	14	15	12	14	15	12	97	131	88	78	79	67	78	79	67	27	31	24
With an approved accommodation	61	60	59	71	70	69	1,476	1,464	1,463	18	17	17	20	20	19	14	14	14
Other	46	48	46	53	55	53	860	885	848	75	80	78	75	79	77	58	60	58
<b>Students not tested in NECAP</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>22</b>	<b>22</b>	<b>23</b>	<b>653</b>	<b>605</b>	<b>677</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>
State Approved	12	10	11	14	12	13	225	181	216	67	56	58	64	55	57	34	30	32
Alternate Assessment	8	8	8	10	10	10	125	125	125	67	80	73	71	83	77	56	69	58
First Year LEP	2	0	2	2	0	2	54	0	52	17	0	18	14	0	15	24	0	24
Withdrew After October 1	2	2	1	2	2	1	31	36	28	17	20	9	14	17	8	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	0	0	0	0	0	14	18	10	0	0	0	0	0	0	6	10	5
Other	6	8	8	8	10	10	428	424	461	33	44	42	36	45	43	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>	363	12	6	345	61	18	178	52	66	19	40	12	1144	355	17	50	19	13	1144	10,390	33	46	14	8	1149
<b>MATH</b>	363	10	8	345	4	1	69	20	83	24	189	55	1132	355	1	19	23	56	1132	10,438	2	32	26	40	1135
<b>WRITING</b>	363	11	8	344	6	2	110	32	198	58	30	9	5.9	354	2	31	57	10	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

# Disaggregated Reading Results

<b>School:</b>	Woonsocket High School
<b>District:</b>	Woonsocket
<b>State:</b>	Rhode Island
<b>Code:</b>	39-39123

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
<b>All Students</b>	363	12	6	345	61	18	178	52	66	19	40	12	1144	355	17	50	19	13	1144	10,390	33	46	14	8	1149
<b>Gender</b>																									
Male	189	9	4	176	28	16	86	49	35	20	27	15	1143	182	15	48	20	17	1142	5,251	27	48	16	10	1147
Female	174	3	2	169	33	20	92	54	31	18	13	8	1146	173	19	53	18	9	1145	5,136	39	44	12	6	1150
Not Reported	0	0	0	0										0						3					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	91	7	2	82	7	9	40	49	20	24	15	18	1140	84	8	48	24	20	1140	2,042	16	43	23	18	1142
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						42	31	50	19	0	1149
Asian	6	0	0	6										6						279	37	37	16	10	1148
Black or African American	27	1	0	26	4	15	13	50	5	19	4	15	1142	26	15	50	19	15	1142	852	16	44	24	16	1142
Native Hawaiian or Pacific Islander	17	1	0	16	4	25	10	63	2	13	0	0	1150	16	25	63	13	0	1150	32	19	53	22	6	1146
White	210	3	4	203	40	20	111	55	35	17	17	8	1146	210	19	53	18	10	1145	6,930	40	47	10	4	1151
Two or more races	11	0	0	11	2	18	3	27	4	36	2	18	1142	12	17	25	33	25	1140	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	22	4	0	18	0	0	2	11	1	6	15	83	1125	18	0	11	6	83	1125	365	1	8	24	67	1126
Former LEP student - monitoring year 1	4	0	0	4										4						46	0	48	41	11	1138
Former LEP student - monitoring year 2	0	0	0	0										0						17	0	41	53	6	1139
All Other Students	337	8	6	323	61	19	174	54	63	20	25	8	1145	333	18	53	20	10	1145	9,962	34	47	13	5	1149
<b>IEP</b>																									
Students with an IEP	72	8	3	61	0	0	15	25	24	39	22	36	1133	71	0	23	37	41	1132	1,476	4	34	33	29	1136
All Other Students	291	4	3	284	61	21	163	57	42	15	18	6	1147	284	21	57	15	6	1147	8,914	38	48	11	4	1151
<b>SES</b>																									
Economically Disadvantaged Students	214	10	3	201	23	11	105	52	45	22	28	14	1142	207	11	51	22	16	1142	3,967	18	47	22	12	1144
All Other Students	149	2	3	144	38	26	73	51	21	15	12	8	1147	148	26	50	15	9	1147	6,423	42	45	8	5	1151
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	363	12	6	345	61	18	178	52	66	19	40	12	1144	355	17	50	19	13	1144	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	363	12	6	345	61	18	178	52	66	19	40	12	1144	355	17	50	19	13	1144	8,085	37	46	11	5	1150
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7										7						245	30	58	10	2	1150
All Other Students	356	12	6	338	60	18	173	51	66	20	39	12	1144	348	17	50	20	13	1144	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: Woonsocket High School  
 District: Woonsocket  
 State: Rhode Island  
 Code: 39-39123

#### 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.

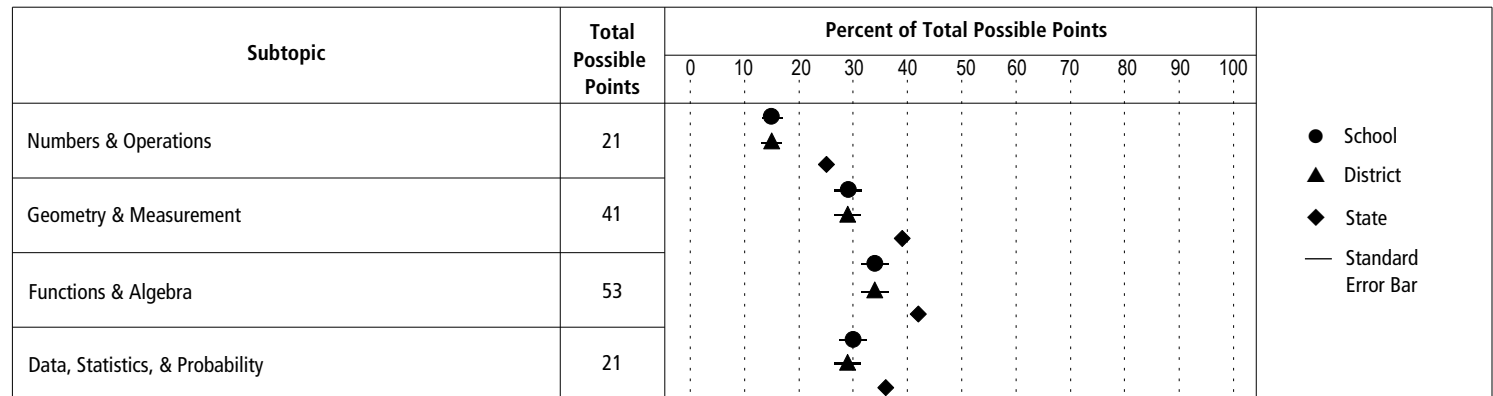
(Scaled Score 1134–1139)

#### 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	433	16	8	409	1	<1	60	15	123	30	225	55	1131
2011-12	371	8	8	355	2	1	54	15	96	27	203	57	1132
<b>2012-13</b>	<b>363</b>	<b>10</b>	<b>8</b>	<b>345</b>	<b>4</b>	<b>1</b>	<b>69</b>	<b>20</b>	<b>83</b>	<b>24</b>	<b>189</b>	<b>55</b>	<b>1132</b>
Cumulative Total	1,167	34	24	1,109	7	1	183	17	302	27	617	56	1132
<b>District</b>													
2010-11	442	16	10	416	1	<1	60	14	123	30	232	56	1131
2011-12	379	8	11	360	2	1	54	15	96	27	208	58	1132
<b>2012-13</b>	<b>377</b>	<b>12</b>	<b>10</b>	<b>355</b>	<b>4</b>	<b>1</b>	<b>69</b>	<b>19</b>	<b>83</b>	<b>23</b>	<b>199</b>	<b>56</b>	<b>1132</b>
Cumulative Total	1,198	36	31	1,131	7	1	183	16	302	27	639	56	1132
<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: Woonsocket High School  
 District: Woonsocket  
 State: Rhode Island  
 Code: 39-39123

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>	363	10	8	345	4	1	69	20	83	24	189	55	1132	355	1	19	23	56	1132	10,438	2	32	26	40	1135
<b>Gender</b>																									
Male	189	8	4	177	2	1	45	25	38	21	92	52	1132	183	1	25	21	54	1132	5,271	3	33	24	39	1136
Female	174	2	4	168	2	1	24	14	45	27	97	58	1132	172	1	14	26	59	1132	5,162	2	30	28	40	1135
Not Reported	0	0	0	0										0						5					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	91	5	2	84	0	0	9	11	15	18	60	71	1129	86	0	10	17	72	1129	2,082	<1	13	23	64	1130
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						42	2	26	26	45	1136
Asian	6	0	0	6										6						286	6	34	27	34	1137
Black or African American	27	1	0	26	0	0	4	15	4	15	18	69	1130	26	0	15	15	69	1130	858	0	14	21	64	1130
Native Hawaiian or Pacific Islander	17	1	0	16	0	0	5	31	6	38	5	31	1138	16	0	31	38	31	1138	31	0	19	35	45	1136
White	210	3	6	201	2	1	46	23	57	28	96	48	1133	208	1	22	27	50	1133	6,926	3	40	28	29	1138
Two or more races	11	0	0	11	0	0	2	18	1	9	8	73	1132	12	0	17	8	75	1131	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	22	3	0	19	0	0	0	0	1	5	18	95	1121	19	0	0	5	95	1121	416	<1	3	6	90	1122
Former LEP student - monitoring year 1	4	0	0	4										4						47	0	9	23	68	1130
Former LEP student - monitoring year 2	0	0	0	0										0						17	0	6	24	71	1129
All Other Students	337	7	8	322	4	1	68	21	82	25	168	52	1133	332	1	20	25	54	1133	9,958	3	33	27	38	1136
<b>IEP</b>																									
Students with an IEP	72	8	4	60	0	0	1	2	6	10	53	88	1122	70	0	1	9	90	1123	1,464	<1	5	12	83	1125
All Other Students	291	2	4	285	4	1	68	24	77	27	136	48	1134	285	1	24	27	48	1134	8,974	3	36	28	33	1137
<b>SES</b>																									
Economically Disadvantaged Students	214	9	4	201	0	0	27	13	44	22	130	65	1130	207	0	13	21	66	1130	4,001	<1	17	24	58	1131
All Other Students	149	1	4	144	4	3	42	29	39	27	59	41	1135	148	3	28	26	43	1134	6,437	4	41	27	28	1138
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	363	10	8	345	4	1	69	20	83	24	189	55	1132	355	1	19	23	56	1132	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	363	10	8	345	4	1	69	20	83	24	189	55	1132	355	1	19	23	56	1132	8,090	3	36	27	34	1137
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7										7						245	3	28	33	36	1137
All Other Students	356	10	8	338	4	1	69	20	81	24	184	54	1132	348	1	20	23	56	1132	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>	Woonsocket High School
<b>District:</b>	Woonsocket
<b>State:</b>	Rhode Island
<b>Code:</b>	39-39123

**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	433	16	8	409	0	0	96	23	285	70	28	7	5.6
2011-12	371	8	9	354	6	2	98	28	216	61	34	10	5.6
<b>2012-13</b>	<b>363</b>	<b>11</b>	<b>8</b>	<b>344</b>	<b>6</b>	<b>2</b>	<b>110</b>	<b>32</b>	<b>198</b>	<b>58</b>	<b>30</b>	<b>9</b>	<b>5.9</b>
Cumulative Total	1,167	35	25	1,107	12	1	304	27	699	63	92	8	5.7
<b>District</b>													
2010-11	442	16	11	415	0	0	97	23	285	69	33	8	5.6
2011-12	379	8	11	360	6	2	98	27	217	60	39	11	5.5
<b>2012-13</b>	<b>377</b>	<b>13</b>	<b>10</b>	<b>354</b>	<b>6</b>	<b>2</b>	<b>110</b>	<b>31</b>	<b>203</b>	<b>57</b>	<b>35</b>	<b>10</b>	<b>5.8</b>
Cumulative Total	1,198	37	32	1,129	12	1	305	27	705	62	107	9	5.6
<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: Woonsocket High School  
 District: Woonsocket  
 State: Rhode Island  
 Code: 39-39123

#### 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)	344	5.9		354	5.8		10,366	6.4	
	2011-12	40	6.5		40	6.5		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	60	6.0		63	5.8		1,705	6.4	
	2011-12	44	5.9		46	5.8		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	54	6.8		56	6.7		1,732	7.1	
	2011-12	47	5.9		48	5.9		1,317	6.7	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	30	6.4		30	6.4		881	6.8	
	2011-12	44	6.3		44	6.3		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	57	5.9		59	5.9		1,726	6.7	
	2011-12 (C)	354	5.6		360	5.5		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	58	6.1		58	6.1		1,700	6.7	
	2011-12	43	6.5		43	6.5		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>	Woonsocket High School
<b>District:</b>	Woonsocket
<b>State:</b>	Rhode Island
<b>Code:</b>	39-39123

**Score Distribution**

Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	%
12	6	6	1	<1	1	<1	<1
11	6	5	1	<1	1	<1	<1
10	5	5	4	1	4	1	3
9	5	4	17	5	17	5	7
8	4	4	60	17	60	17	21
7	4	3	33	10	33	9	18
6	3	3	91	26	91	26	25
5	3	2	54	16	54	15	10
4	2	2	53	15	58	16	10
3	2	1	17	5	19	5	2
2	1	1	10	3	12	3	3
0	0	0	3	1	4	1	1

**Scoring Rubric**

6	<ul style="list-style-type: none"> <li>• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose</li> <li>• distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
5	<ul style="list-style-type: none"> <li>• purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout</li> <li>• details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
4	<ul style="list-style-type: none"> <li>• purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent</li> <li>• details are relevant and mostly support purpose • well-constructed sentences; uses language well</li> <li>• may show inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>
3	<ul style="list-style-type: none"> <li>• writing has a general purpose • some sense of organization; may have lapses in coherence</li> <li>• some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics</li> </ul>
2	<ul style="list-style-type: none"> <li>• attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence</li> <li>• generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting</li> </ul>
1	<ul style="list-style-type: none"> <li>• lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout</li> </ul>
0	Response is totally incorrect or irrelevant.

**Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.**



# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Disaggregated Writing Results

<b>School:</b>	Woonsocket High School
<b>District:</b>	Woonsocket
<b>State:</b>	Rhode Island
<b>Code:</b>	39-39123

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>	363	11	8	344	6	2	110	32	198	58	30	9	5.9	354	2	31	57	10	5.8	10,366	4	46	44	6	6.4
<b>Gender</b>																									
Male	189	9	4	176	2	1	48	27	102	58	24	14	5.6	182	1	26	58	15	5.5	5,232	3	39	49	8	6.1
Female	174	2	4	168	4	2	62	37	96	57	6	4	6.2	172	2	36	57	5	6.1	5,131	4	53	40	3	6.8
Not Reported	0	0	0	0										0						3					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	91	7	2	82	1	1	15	18	59	72	7	9	5.4	84	1	18	70	11	5.4	2,036	1	33	54	12	5.7
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						42	2	43	52	2	6.5
Asian	6	0	0	6										6						281	5	47	42	6	6.6
Black or African American	27	1	0	26	0	0	6	23	18	69	2	8	5.5	26	0	23	69	8	5.5	848	1	33	56	10	5.8
Native Hawaiian or Pacific Islander	17	1	0	16	1	6	6	38	8	50	1	6	6.7	16	6	38	50	6	6.7	31	3	35	58	3	6.4
White	210	2	6	202	3	1	75	37	105	52	19	9	6.0	209	1	36	52	11	5.9	6,918	4	52	40	4	6.7
Two or more races	11	0	0	11	0	0	5	45	6	55	0	0	6.5	12	0	42	58	0	6.3	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	22	4	0	18	0	0	0	0	10	56	8	44	3.4	18	0	0	56	44	3.4	361	0	7	52	41	3.8
Former LEP student - monitoring year 1	4	0	0	4										4						47	0	23	68	9	5.7
Former LEP student - monitoring year 2	0	0	0	0										0						17	0	24	71	6	5.6
All Other Students	337	7	8	322	6	2	109	34	186	58	21	7	6.0	332	2	33	58	8	5.9	9,941	4	48	44	5	6.5
<b>IEP</b>																									
Students with an IEP	72	8	5	59	0	0	4	7	41	69	14	24	4.5	69	0	6	67	28	4.3	1,463	<1	14	64	22	4.8
All Other Students	291	3	3	285	6	2	106	37	157	55	16	6	6.2	285	2	37	55	6	6.2	8,903	4	51	41	3	6.7
<b>SES</b>																									
Economically Disadvantaged Students	214	9	3	202	1	<1	49	24	133	66	19	9	5.6	208	<1	24	65	11	5.5	3,961	1	35	55	8	5.9
All Other Students	149	2	5	142	5	4	61	43	65	46	11	8	6.3	146	3	42	46	9	6.2	6,405	5	53	38	4	6.8
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	363	11	8	344	6	2	110	32	198	58	30	9	5.9	354	2	31	57	10	5.8	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	363	11	8	344	6	2	110	32	198	58	30	9	5.9	354	2	31	57	10	5.8	8,069	4	49	43	5	6.6
<b>504 Plan</b>																									
Students with a 504 Plan	7	0	0	7										7						245	2	46	48	4	6.4
All Other Students	356	11	8	337	6	2	109	32	194	58	28	8	5.9	347	2	31	57	10	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.