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: 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**

School: **Woonsocket High School**

District: Woonsocket State: **Rhode Island** Code: 39-39123

DARTICIDATION :- NECAR					Numbe	r							Po	ercenta	ge			
PARTICIPATION in NECAP		School			District	t		State			School			District	t		State	
Students enrolled on or after October 1		363			377			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	345	345	344	355	355	354	10,390	10,438	10,366	95	95	95	94	94	94	94	95	94
With an approved accommodation	97	166	59	104	173	66	1,967	2,729	1,275	28	48	17	29	49	19	19	26	12
Current LEP Students	18	19	18	18	19	18	365	416	361	5	6	5	5	5	5	4	4	3
With an approved accommodation	14	15	12	14	15	12	97	131	88	78	79	67	78	79	67	27	31	24
IEP Students	61	60	59	71	70	69	1,476	1,464	1,463	18	17	17	20	20	19	14	14	14
With an approved accommodation	46	48	46	53	55	53	860	885	848	75	80	78	75	79	77	58	60	58
Students not tested in NECAP	18	18	19	22	22	23	653	605	677	5	5	5	6	6	6	6	5	6
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

NECAD DECILITE

						Schoo	I									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	%	%	%	%	
READING	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
МАТН	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
WRITING	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

Reading Results

School: Woonsocket High School

District: Woonsocket State: Rhode Island Code: 39-39123

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	433	19	7	407	30	7	194	48	117	29	66	16	1140
2011-12	371	8	8	355	55	15	176	50	82	23	42	12	1143
2012-13	363	12	6	345	61	18	178	52	66	19	40	12	1144
Cumulative Total	1,167	39	21	1,107	146	13	548	50	265	24	148	13	1142
District													
2010-11	442	19	9	414	30	7	195	47	117	28	72	17	1140
2011-12	379	8	10	361	55	15	176	49	85	24	45	12	1143
2012-13	377	14	8	355	61	17	179	50	68	19	47	13	1144
Cumulative Total	1,198	41	27	1,130	146	13	550	49	270	24	164	15	1142
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	Percer	nt of T	otal Po	ossible	Point	s		
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100
rd ID/Vocabulary	19								*			:
of Text												
Literary	42							*				
Informational	43					1		*				
el of Comprehension												
Initial Understanding	38							-1	•			
Analysis & Interpretation	47							→				



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

School: Woonsocket High School

District: Woonsocket **State**: Rhode Island **Code**: 39-39123

REPORTING CATEGORIES Enviroled Agrowment of Cather Cat							Scho	ool									Dist	trict					Sta	ate		
N N N N N N N N N N N N N N N N N N N		Enrolled	1	l	Tested	Lev	el 4	Lev	rel 3	Lev	rel 2	Lev	el 1		Tested				Level 1		Tested				Level 1	
Gender Male 189 9 4 176 28 16 86 49 35 20 27 15 1143 18 13 8 1146 173 19 53 18 9 1145 5,136 39 44 12 6 1150 Not Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		N	N	N	N	N	: %	N	: %	N	: %	N	%		N	%	: %	: %	%	-	N	%	%	: %	%	
Male female 199 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 from the female 174 3 2 2 169 33 20 92 54 31 18 13 8 1146 173 19 53 18 9 1145 5.156 39 44 12 6 150 Not Reactifulity Hispanic or Latino Not Hispanic or Latino Namicinar Indian or Alaskan Native Assistant Analysis A	All 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
Female Not. Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender																		! ! !							
Not Reported O O O O O O O O O	Male	189	9	4	176														17	1	5,251		48		10	
Reacethicity Hispanic or Latino Section	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
Hispanic or Latino Not Hispanic or Latino Not Hispanic or Latino American Indian or Alaskan Native Asian Black or African American 27 1 0 0 26 4 15 13 50 5 19 0 1142 Black or African American Black or African American 27 1 0 0 26 4 15 13 50 5 19 4 15 1142 Native Hewalian or Pacific Islander 17 1 0 0 16 4 22 10 13 5 0 11 143 No Race/Ethinic/Reported 0 0 0 0 11 2 18 3 27 4 36 2 18 1142 1 10 0 0 11 2 18 3 27 4 36 2 18 1142 LEP Status Current LEP Student Former LEP Students 337 8 6 323 61 19 174 54 63 20 25 8 1145 133 71 0 23 37 14 1132 LEP Students with an IEP Students with an IEP All Other Students 29 1 4 3 284 61 21 165 25 24 39 22 28 14 1142 20 17 28 31 8 1122 18 3 29 1136 All Other Students LEP Students SES Economically Disadvantaged Students 14 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Not Reported	0	0	0	0				1						0						3					
Hispanic or Latino Not Hispanic or Value 1	Race/Ethnicity																		!							
Asian American Indian or Alaskan Native 6 0 0 0 6 0	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
Asian 6 0 0 6 6 1 5 5 0 7 7 1 1 0 148 Black or African American 27 1 1 0 26 4 15 13 50 5 19 4 15 1142 26 15 50 19 15 1142 26 15 50 19 15 1142 26 15 42 85 2 16 44 24 16 1142 Native Hawaiian or Pacific Islander 17 1 0 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 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 18 0 0 2 11 1 1 6 15 83 1125 18 0 11 6 83 1125 26 8 15 15 62 1128 LEP Status Current LEP student monitoring year 1 4 0 0 0 4 Former LEP student monitoring year 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Not Hispanic or Latino						:				:						:	:								
Black or African American 27	American Indian or Alaskan Native	1	0	0	1		:		1		:				1		:	:			42	31	50	19	0	1149
Native Hawaiian or Pacific Islander White	Asian	6	0	0	6				1						6						279	37	37	16	10	1148
White Two or more races 111 0 0 0 111 2 18 3 27 4 36 17 17 8 1146 210 19 53 18 10 1145 6,930 40 47 10 4 1151 No armore races 111 0 0 0 111 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 0 0 0 0 0 0 0 0 0 0 0 0 0 0	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
Title I wo or more races 11 0 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 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Native Hawaiian or Pacific Islander	1	1	0				10					0			25			0					22	6	1146
No Race/Ethnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	White	210	3	4	203	40		111		35		17	8	1146	210	19	53	18	10	1145	6,930	40	47	; 10	4	1151
LEP Status Current LEP student	Two or more races	11	0	0	11	2	18	3	; 27	4	; 36	2	18	1142	12	17	25	; 33	25	1140	187				6	1148
Current LEP student	No Race/Ethnicity Reported	0	0	0	0		1		1		1				0		1	1	!		26	8	15	15	62	1128
Former LEP student - monitoring year 1	LEP Status																		!							
Former LEP students — monitoring year 2	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
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	Former LEP student - monitoring year 1	4	0	0	4		:				:				4		:	:			46	0	48	41	11	1138
IEP 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 SES Economically Disadvantaged 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 Migrant Migrant 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 Title Students Receiving Title Services 0 0 0 0 0 0 0 0 0	Former LEP student - monitoring year 2	0	0	0	0				1						0		:				17	0	41	53	6	1139
Students with an IEP 72 8 3 6 6 0 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 SES Economically Disadvantaged 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 Migrant 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 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	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
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 SES Economically Disadvantaged Students 149 2 3 11 105 52 45 22 28 14 1142 207 11 51 22 16 1142 3,967 18 47 22 12 1144 All Other Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	IEP						:				:															
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 SES Economically Disadvantaged Students 149 2 3 114 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 Migrant 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 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	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
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	All Other Students	291	4	3	284	61	21	163		42	15	18	6	1147	284	21		15	6	1147	8,914	38	48	11	4	1151
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 Migrant Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SES						:				:						:		!							
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 Migrant Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		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
Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				_																						
Migrant Students 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Migrant						:		1		:						:	:	!							
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 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 2	0	0	0	0				1						١ ،						0					
Students Receiving Title I Services 0 0 0 0 1143	3	1 -	1 "	1 -	_	61	18	178	52	66	19	40	12	1144	355	17	50	19	13	1144	10,390	33	46	14	8	1149
Students Receiving Title I Services 0 0 0 0 1143	Tial.								1																	
				_	0				į.						١ ,				!		2 205	10	42		16	1142
All Other Students 363 12 6 345 61 18 178 52 66 19 40 12 1144 353 17 50 19 13 1144 8,085 37 46 11 5 1150			1 -			C1	. 10	170			. 10	40	12	1111	ľ	17		10	12	1111						
	All Other Students	363	12	6	345	61	18	1/8	52	рр	19	40	12	1144	355	1/	50	19	13	1144	8,085	3/	46	11	5	1150
504 Plan	I .						:				:						:		! !							
Students with a 504 Plan 7 0 0 7 ; 7 245 30 58 10 2 1150		1	1 -						1						l '						1					
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	All Other Students	356	12	6	338	60	18	1/3	51	66	20	39	12	1144	348	1/	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



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	Lev	el 4	Leve	el 3	Leve	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School						, ,							
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
2012-13	363	10	8	345	4	1	69	20	83	24	189	55	1132
Cumulative Total	1,167	34	24	1,109	7	1	183	17	302	27	617	56	1132
District													
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
2012-13	377	12	10	355	4	1	69	19	83	23	199	56	1132
Cumulative Total	1,198	36	31	1,131	7	1	183	16	302	27	639	56	1132
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				Percei	nt of T	otal P	ossible	Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	21		: 4	● :									School
		-	:	: 1	•			:		1			▲ District
Geometry & Measurement	41		:	:	*			:	:	1	:		◆ State
Functions & Algebra	53				4	- - ◆				1			— Standard Error Bar
Data, Statistics, & Probability	21				*	•							



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

						Scho	ool									Dist	trict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	rel 4	Lev	rel 3	Lev	rel 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	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
Gender								:									1	! ! !							
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					
Race/Ethnicity					į	:		į.								:	:	! !							
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								:		:				١.		:	:				_				
American Indian or Alaskan Native	1	0	0	1										1						42	2	26	26	45	1136
Asian Black or African American	6 27	0	0	6 26	0	. 0	1	1.	1	. 15	10	69	1130	6 26		15	15	69	1130	286 858	6	34	27	34 64	1137 1130
Native Hawaiian or Pacific Islander	17	1	0	16	0	. 0	5	; 15 · 31	6	; 15 · 38	18	31	1130	16	0	31	38	31	1138	31	0	14 19	21	64 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	1133	12	0	17	. 8	75	1131	187	4	24	20	52	1135
No Race/Ethnicity Reported	0	0	0	0			-					, ,	1132	0		,			1131	26	0	0	15	85	1123
LEP Status						:		1		:							:	, ,							
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		:		:	'	:	"	. 33		4	"	:	:		1121	47	0	9	23	68	1130
Former LEP student - monitoring year 2	0	0	0	0				:						Ö		:	:			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
IEP						:		1								:	:	!							
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
SES						:		1		:							:								
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
Migrant																		!							
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
Title I								1		:															
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
						:				:						:	:			'					
504 Plan														[
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
	1	1	I		1	1	1	1			1		I	I					1	Ī	1				1

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: Woonsocket High School

District: Woonsocket State: Rhode Island Code: 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	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	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
2012-13	363	11	8	344	6	2	110	32	198	58	30	9	5.9
Cumulative Total	1,167	35	25	1,107	12	1	304	27	699	63	92	8	5.7
District		: :											
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
2012-13	377	13	10	354	6	2	110	31	203	57	35	10	5.8
Cumulative Total	1,198	37	32	1,129	12	1	305	27	705	62	107	9	5.6
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: Woonsocket High School

District: Woonsocket **State:** Rhode Island **Code:** 39-39123

Average Score C	Comparison by	y Type of	f Writing [§]
		, .,,	

		ciag	<i>-</i>		Compa		~ ,	· ypc	0	9	,						
- 6344.54				Sch	nool				C	Distri	ict				Stat	:e	
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)	344	5.9		-	+		354	5.8		-	-	10,366	6.4		-	
craft, or other elements within a piece of literature or informational text.	2011-12	40	6.5			+		40	6.5			_	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	60	6.0		-	-		63	5.8		-	-	1,705	6.4		-	
craft, or other elements within a piece of literature or informational text.	2011-12	44	5.9		_	+		46	5.8			-	1,330	6.0			
Reflective Essay 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		-4	+		48	5.9			.	1,317	6.7		4	-
Report 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		-	-
and anought on a rocated topic.	2011-12	44	6.3		-	+		44	6.3			-	1,317	6.7		4	-
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	57	5.9		-	+		59	5.9		-	-	1,726	6.7		-	-
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)	354	5.6		-			360	5.5				10,508	6.4			1
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	58	6.1		-	-		58	6.1		-	-	1,700	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	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 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.

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

School: Woonsocket High School

District: Woonsocket State: Rhode Island Code: 39-39123

Score Distribution												
Total	Score	Score	Sch	ool	Dis	trict	State					
Score	1	2	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	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: Woonsocket High School

District: Woonsocket **State:** Rhode Island **Code:** 39-39123

	School													Dist	trict			State							
REPORTING CATEGORIES	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		Level 4	Level	Level 2	Level 1	Mean Score
	N	N	N	N	N	: %	N	: %	N	: %	N	%		N	%	: %	: %	%	7	N	%	%	: %	%	
All 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
Gender																		:				1 1 1			
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		: -		1						0	_			1		3					
Race/Ethnicity						1		1										1				1			
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						:		1		:	İ									'					
American Indian or Alaskan Native	1	0	0	1		:		:		:	İ		İ	l 1		:	:			42	2	43	52	2	6.5
Asian	6	0	0	6		:		:		:	İ		İ	6		:	:			281	5	47	42	6	6.6
Black or African American	27	1 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 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		1		-						0	-					23	0	13	17	70	3.3
LEP Status						:											:	1				1	:		
Current LEP student	22	4	0	18	0	; o	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		:		;		:	İ		İ	4		:	:	;		47	0	23	68	9	5.7
Former LEP student - monitoring year 2	0	0	0	0		1		1					İ	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
IEP								-																	
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
SES						1		1																:	
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
Migrant						1		1									:	: :				!	:		
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
Title I						-		}								!	:					:	:	:	
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
504 Plan																									
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
						:								I		:	;	;	1	1		;	:	:	1

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