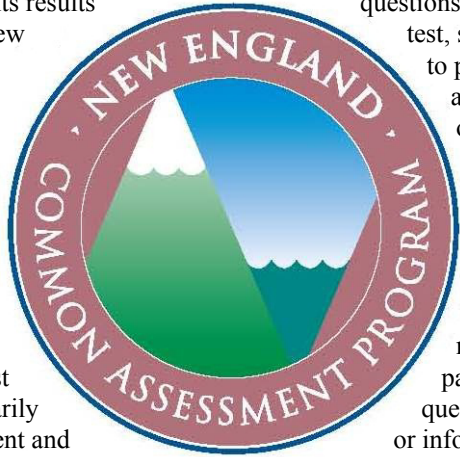


# About The New England Common Assessment Program



This report highlights results from the Fall 2013 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 2013 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

## School Results

**School:** Central Falls Sr High

**District:** Central Falls

**Code:** 04-04108



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Grade Level Summary Report

<b>School:</b>	Central Falls Sr High
<b>District:</b>	Central Falls
<b>State:</b>	Rhode Island
<b>Code:</b>	04-04108

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	220			221			10,934			100			100			100		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	195	204	194	196	205	195	10,318	10,460	10,263	89	93	88	89	93	88	94	96	94
With an approved accommodation	123	42	63	123	42	64	2,250	3,025	1,608	63	21	32	63	20	33	22	29	16
Current LEP Students	49	55	48	49	55	48	377	408	358	25	27	25	25	27	25	4	4	3
With an approved accommodation	36	25	26	36	25	26	110	159	100	73	45	54	73	45	54	29	39	28
IEP Students	39	41	39	40	42	40	1,490	1,515	1,472	20	20	20	20	20	21	14	14	14
With an approved accommodation	20	17	17	20	17	18	923	948	903	51	41	44	50	40	45	62	63	61
<b>Students not tested in NECAP</b>	25	16	26	25	16	26	616	474	671	11	7	12	11	7	12	6	4	6
State Approved	14	7	14	14	7	14	206	173	203	56	44	54	56	44	54	33	36	30
Alternate Assessment	2	2	2	2	2	2	96	96	96	14	29	14	14	29	14	47	55	47
First Year LEP	6	0	7	6	0	7	40	0	60	43	0	50	43	0	50	19	0	30
Withdrew After October 1	6	5	5	6	5	5	62	68	40	43	71	36	43	71	36	30	39	20
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	7	7	6	0	0	0	0	0	0	3	4	3
Other	11	9	12	11	9	12	410	301	468	44	56	46	44	56	46	67	64	70

### 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>	220	14	11	195	31	16	73	37	44	23	47	24	1140	196	16	37	22	24	1140	10,318	43	38	11	7	1151
<b>MATH</b>	220	7	9	204	1	<1	25	12	30	15	148	73	1128	205	<1	12	15	73	1127	10,460	3	32	28	36	1136
<b>WRITING</b>	220	14	12	194	4	2	64	33	106	55	20	10	5.8	195	2	33	54	11	5.8	10,263	11	55	32	2	7.3

**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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

### Reading Results

School: Central Falls Sr High  
 District: Central Falls  
 State: Rhode Island  
 Code: 04-04108

**Proficient with Distinction (Level 4)**  
 Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

**(Scaled Score 1154–1180)**

**Proficient (Level 3)**  
 Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

**(Scaled Score 1140–1153)**

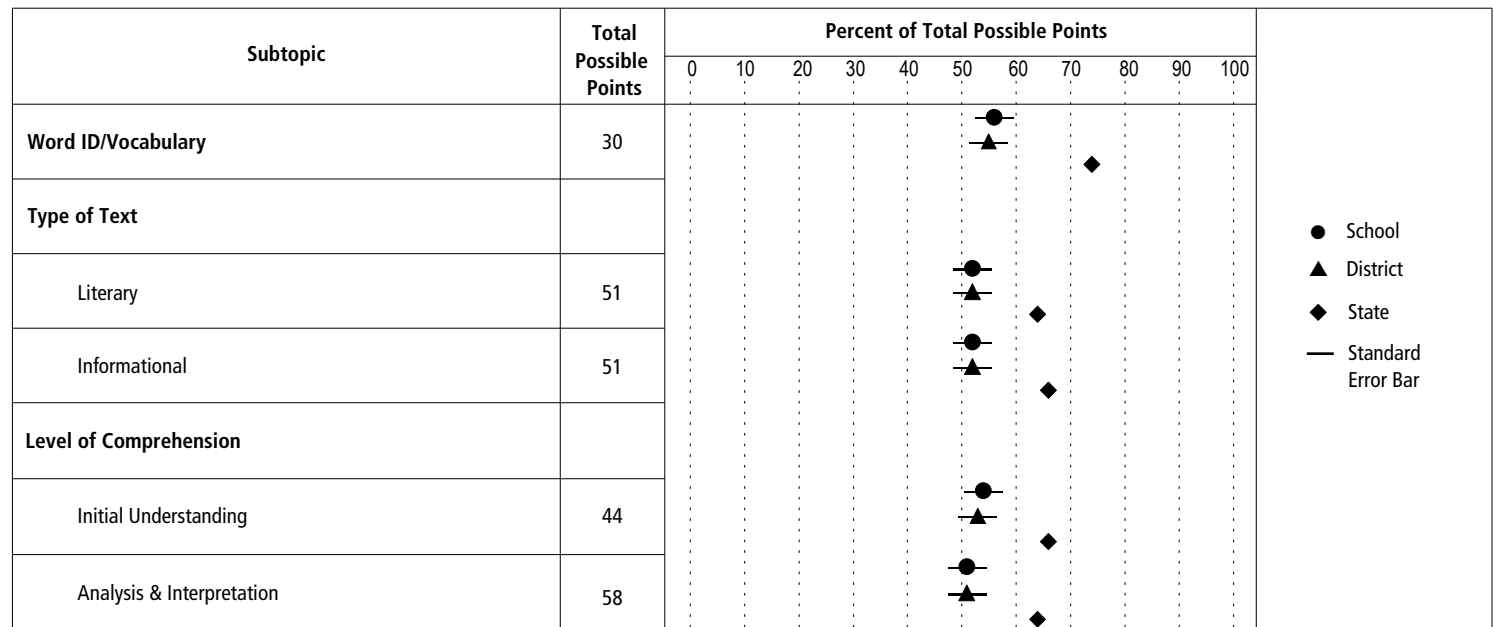
**Partially Proficient (Level 2)**  
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

**(Scaled Score 1130–1139)**

**Substantially Below Proficient (Level 1)**  
 Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

**(Scaled Score 1100–1129)**

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2011-12	234	1	13	220	20	9	71	32	61	28	68	31	1137
2012-13	207	1	23	183	24	13	62	34	43	23	54	30	1138
2013-14	220	14	11	195	31	16	73	37	44	23	47	24	1140
Cumulative Total	661	16	47	598	75	13	206	34	148	25	169	28	1138
<b>District</b>													
2011-12	236	1	14	221	20	9	71	32	61	28	69	31	1137
2012-13	211	1	24	186	24	13	62	33	44	24	56	30	1138
2013-14	221	14	11	196	31	16	73	37	44	22	48	24	1140
Cumulative Total	668	16	49	603	75	12	206	34	149	25	173	29	1138
<b>State</b>													
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
2013-14	10,934	206	410	10,318	4,449	43	3,960	38	1,176	11	733	7	1151
Cumulative Total	33,096	547	1,304	31,245	11,160	36	13,483	43	4,179	13	2,423	8	1149





# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Disaggregated Reading Results

<b>School:</b>	Central Falls Sr High
<b>District:</b>	Central Falls
<b>State:</b>	Rhode Island
<b>Code:</b>	04-04108

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	N	N	%	N	%	N	%	N	%	N	%	%	%	%	N	%	%	%	%			
<b>All Students</b>	220	14	11	195	31	16	73	37	44	23	47	24	1140	196	16	37	22	24	1140	10,318	43	38	11	7	1151
<b>Gender</b>																									
Male	116	10	5	101	12	12	37	37	25	25	27	27	1139	101	12	37	25	27	1139	5,159	37	42	12	9	1149
Female	100	4	2	94	19	20	36	38	19	20	20	21	1142	95	20	38	20	22	1142	5,128	49	35	10	5	1153
Not Reported	4	0	4	0										0						31	13	16	39	32	1137
<b>Race/Ethnicity</b>																									
Hispanic or Latino	160	11	3	146	27	18	53	36	31	21	35	24	1141	146	18	36	21	24	1141	2,158	23	44	18	15	1144
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						70	26	41	14	19	1145
Asian	0	0	0	0										0						319	48	34	12	7	1152
Black or African American	24	1	2	21	1	5	8	38	7	33	5	24	1137	22	5	36	32	27	1135	882	23	42	21	14	1144
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149
White	16	1	2	13	2	15	4	31	2	15	5	38	1137	13	15	31	15	38	1137	6,546	53	36	8	3	1154
Two or more races	15	1	0	14	1	7	7	50	4	29	2	14	1140	14	7	50	29	14	1140	270	39	41	13	7	1149
No Race/Ethnicity Reported	4	0	4	0										0						31	13	16	39	32	1137
<b>LEP Status</b>																									
Current LEP student	59	7	3	49	1	2	5	10	16	33	27	55	1130	49	2	10	33	55	1130	377	2	13	31	54	1130
Former LEP student - monitoring year 1	2	0	0	2										2						61	13	49	25	13	1142
Former LEP student - monitoring year 2	0	0	0	0										0						26	8	81	8	4	1146
All Other Students	159	7	8	144	30	21	66	46	28	19	20	14	1144	145	21	46	19	14	1143	9,854	45	39	11	5	1152
<b>IEP</b>																									
Students with an IEP	47	6	2	39	3	8	6	15	10	26	20	51	1133	40	8	15	25	53	1132	1,490	8	37	28	26	1138
All Other Students	173	8	9	156	28	18	67	43	34	22	27	17	1142	156	18	43	22	17	1142	8,828	49	39	9	4	1153
<b>SES</b>																									
Economically Disadvantaged Students	152	8	3	141	25	18	56	40	24	17	36	26	1141	141	18	40	17	26	1141	4,274	27	44	17	11	1146
All Other Students	68	6	8	54	6	11	17	31	20	37	11	20	1138	55	11	31	36	22	1137	6,044	54	34	7	4	1154
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	220	14	11	195	31	16	73	37	44	23	47	24	1140	196	16	37	22	24	1140	10,318	43	38	11	7	1151
<b>Title I</b>																									
Students Receiving Title I Services	215	14	7	194	31	16	72	37	44	23	47	24	1140	194	16	37	23	24	1140	2,238	22	42	19	16	1144
All Other Students	5	0	4	1										2						8,080	49	37	9	5	1153
<b>504 Plan</b>																									
Students with a 504 Plan	1	0	0	1										1						255	48	42	7	4	1152
All Other Students	219	14	11	194	31	16	73	38	43	22	47	24	1140	195	16	37	22	25	1140	10,063	43	38	12	7	1151

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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Disaggregated Mathematics Results

<b>School:</b>	Central Falls Sr High
<b>District:</b>	Central Falls
<b>State:</b>	Rhode Island
<b>Code:</b>	04-04108

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	%	%	%	%	
<b>All Students</b>	220	7	9	204	1	<1	25	12	30	15	148	73	1128	205	<1	12	15	73	1127	10,460	3	32	28	36	1136
<b>Gender</b>																									
Male	116	7	4	105	1	1	11	10	19	18	74	70	1128	105	1	10	18	70	1128	5,229	4	33	28	36	1136
Female	100	0	1	99	0	0	14	14	11	11	74	75	1128	100	0	14	11	75	1127	5,195	3	32	29	36	1136
Not Reported	4	0	4	0										0						36	0	6	14	81	1124
<b>Race/Ethnicity</b>																									
Hispanic or Latino	160	6	2	152	1	1	22	14	24	16	105	69	1128	152	1	14	16	69	1128	2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						70	0	23	30	47	1132
Asian	0	0	0	0										0						322	8	39	23	30	1139
Black or African American	24	0	2	22	0	0	1	5	2	9	19	86	1125	23	0	4	9	87	1124	901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	16	1	1	14	0	0	0	0	1	7	13	93	1125	14	0	0	7	93	1125	6,614	5	40	29	25	1138
Two or more races	15	0	0	15	0	0	2	13	3	20	10	67	1127	15	0	13	20	67	1127	272	3	29	27	42	1135
No Race/Ethnicity Reported	4	0	4	0										0						36	0	6	14	81	1124
<b>LEP Status</b>																									
Current LEP student	59	1	3	55	0	0	1	2	1	2	53	96	1120	55	0	2	2	96	1120	408	<1	3	6	91	1122
Former LEP student - monitoring year 1	2	0	0	2										2						61	0	13	26	61	1132
Former LEP student - monitoring year 2	0	0	0	0										0						27	0	11	48	41	1133
All Other Students	159	6	6	147	1	1	24	16	29	20	93	63	1130	148	1	16	20	64	1130	9,964	4	34	29	34	1136
<b>IEP</b>																									
Students with an IEP	47	5	1	41	0	0	0	0	1	2	40	98	1120	42	0	0	2	98	1120	1,515	<1	5	16	79	1125
All Other Students	173	2	8	163	1	1	25	15	29	18	108	66	1129	163	1	15	18	66	1129	8,945	4	37	30	29	1137
<b>SES</b>																									
Economically Disadvantaged Students	152	2	2	148	1	1	20	14	21	14	106	72	1128	148	1	14	14	72	1128	4,344	1	19	29	51	1132
All Other Students	68	5	7	56	0	0	5	9	9	16	42	75	1127	57	0	9	16	75	1126	6,116	5	42	27	25	1138
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	220	7	9	204	1	<1	25	12	30	15	148	73	1128	205	<1	12	15	73	1127	10,460	3	32	28	36	1136
<b>Title I</b>																									
Students Receiving Title I Services	215	7	5	203	1	<1	25	12	29	14	148	73	1128	203	<1	12	14	73	1128	2,283	1	15	25	59	1130
All Other Students	5	0	4	1										2						8,177	4	37	29	30	1137
<b>504 Plan</b>																									
Students with a 504 Plan	1	0	0	1										1						260	1	33	34	32	1137
All Other Students	219	7	9	203	1	<1	25	12	30	15	147	72	1128	204	<1	12	15	73	1128	10,200	4	32	28	36	1136

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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Writing Results

<b>School:</b>	Central Falls Sr High
<b>District:</b>	Central Falls
<b>State:</b>	Rhode Island
<b>Code:</b>	04-04108

**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>													
2011-12	234	1	11	222	1	<1	41	18	125	56	55	25	4.7
2012-13	207	1	25	181	0	0	40	22	103	57	38	21	5.1
<b>2013-14</b>	<b>220</b>	<b>14</b>	<b>12</b>	<b>194</b>	<b>4</b>	<b>2</b>	<b>64</b>	<b>33</b>	<b>106</b>	<b>55</b>	<b>20</b>	<b>10</b>	<b>5.8</b>
Cumulative Total	661	16	48	597	5	1	145	24	334	56	113	19	5.2
<b>District</b>													
2011-12	236	1	12	223	1	<1	41	18	125	56	56	25	4.7
2012-13	211	1	27	183	0	0	40	22	104	57	39	21	5.1
<b>2013-14</b>	<b>221</b>	<b>14</b>	<b>12</b>	<b>195</b>	<b>4</b>	<b>2</b>	<b>64</b>	<b>33</b>	<b>106</b>	<b>54</b>	<b>21</b>	<b>11</b>	<b>5.8</b>
Cumulative Total	668	16	51	601	5	1	145	24	335	56	116	19	5.2
<b>State</b>													
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
<b>2013-14</b>	<b>10,934</b>	<b>203</b>	<b>468</b>	<b>10,263</b>	<b>1,094</b>	<b>11</b>	<b>5,679</b>	<b>55</b>	<b>3,242</b>	<b>32</b>	<b>248</b>	<b>2</b>	<b>7.3</b>
Cumulative Total	33,096	535	1,424	31,137	1,935	6	15,303	49	12,342	40	1,557	5	6.7

	Types of Writing Reported in the Results Above
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.
2013-14	<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.



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Writing Results

**School:** Central Falls Sr High  
**District:** Central Falls  
**State:** Rhode Island  
**Code:** 04-04108

### Average Score Comparison by Type of Writing<sup>§</sup>

Type of Writing	Tested	School			District			State		
		Number Scored	Mean Score	0 7 12	Number Scored	Mean Score	0 7 12	Number Scored	Mean Score	0 7 12
<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.	2013-14 (C)	194	5.8	●	195	5.8	●	10,263	7.3	●
	2012-13	32	5.4	▲	33	5.2	▲	1,705	6.4	▲
<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.	2013-14	42	4.7	●	42	4.7	●	2,543	6.4	●
	2012-13 (C)	181	5.1	▲	183	5.1	▲	10,366	6.4	▲
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2013-14	51	5.9	●	51	5.9	●	2,568	7.4	●
	2012-13	27	5.6	▲	27	5.6	▲	1,732	7.1	▲
<b>Report (Not assessed in 2013)</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2013-14									
	2012-13	13	5.2	▲	13	5.2	▲	881	6.8	▲
<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.	2013-14	45	4.7	●	46	4.5	●	2,558	6.8	●
	2012-13	33	5.6	▲	33	5.6	▲	1,726	6.7	▲
<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.	2013-14	56	5.7	●	56	5.7	●	2,593	7.0	●
	2012-13	30	5.2	▲	30	5.2	▲	1,700	6.7	▲

(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 scored.





# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Writing Results

<b>School:</b>	Central Falls Sr High
<b>District:</b>	Central Falls
<b>State:</b>	Rhode Island
<b>Code:</b>	04-04108

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	3	2	3	2	10
9	5	4	7	4	7	4	13
8	4	4	28	14	28	14	28
7	4	3	29	15	29	15	14
6	3	3	50	26	50	26	20
5	3	2	23	12	23	12	6
4	2	2	33	17	33	17	6
3	2	1	12	6	12	6	1
2	1	1	7	4	8	4	1
0	0	0	1	1	1	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 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Disaggregated Writing Results

<b>School:</b>	Central Falls Sr High
<b>District:</b>	Central Falls
<b>State:</b>	Rhode Island
<b>Code:</b>	04-04108

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>	220	14	12	194	4	2	64	33	106	55	20	10	5.8	195	2	33	54	11	5.8	10,263	11	55	32	2	7.3
<b>Gender</b>																									
Male	116	10	5	101	1	1	25	25	62	61	13	13	5.4	101	1	25	61	13	5.4	5,135	8	51	37	3	7.0
Female	100	4	3	93	3	3	39	42	44	47	7	8	6.2	94	3	41	47	9	6.2	5,100	13	60	26	1	7.6
Not Reported	4	0	4	0										0						28	0	7	64	29	4.6
<b>Race/Ethnicity</b>																									
Hispanic or Latino	160	12	2	146	4	3	48	33	83	57	11	8	5.9	146	3	33	57	8	5.9	2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						68	10	38	49	3	6.7
Asian	0	0	0	0										0						315	17	57	25	1	7.7
Black or African American	24	1	3	20	0	0	5	25	12	60	3	15	5.5	21	0	24	57	19	5.3	868	4	46	45	5	6.5
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	5	69	26	0	7.4
White	16	1	2	13	0	0	3	23	6	46	4	31	5.1	13	0	23	46	31	5.1	6,536	13	60	26	1	7.6
Two or more races	15	0	1	14	0	0	7	50	5	36	2	14	5.9	14	0	50	36	14	5.9	267	11	53	34	2	7.2
No Race/Ethnicity Reported	4	0	4	0										0						28	0	7	64	29	4.6
<b>LEP Status</b>																									
Current LEP student	59	8	3	48	0	0	2	4	37	77	9	19	4.5	48	0	4	77	19	4.5	358	0	15	68	17	4.9
Former LEP student - monitoring year 1	2	0	0	2										2						61	2	57	41	0	6.9
Former LEP student - monitoring year 2	0	0	0	0										0						26	4	54	42	0	7.0
All Other Students	159	6	9	144	4	3	61	42	68	47	11	8	6.2	145	3	42	47	8	6.2	9,818	11	57	30	2	7.4
<b>IEP</b>																									
Students with an IEP	47	5	3	39	0	0	4	10	23	59	12	31	4.3	40	0	10	58	33	4.3	1,472	1	26	62	10	5.6
All Other Students	173	9	9	155	4	3	60	39	83	54	8	5	6.2	155	3	39	54	5	6.2	8,791	12	60	27	1	7.6
<b>SES</b>																									
Economically Disadvantaged Students	152	8	4	140	4	3	46	33	76	54	14	10	5.9	140	3	33	54	10	5.9	4,251	5	50	41	4	6.8
All Other Students	68	6	8	54	0	0	18	33	30	56	6	11	5.6	55	0	33	55	13	5.5	6,012	15	59	25	2	7.6
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	220	14	12	194	4	2	64	33	106	55	20	10	5.8	195	2	33	54	11	5.8	10,263	11	55	32	2	7.3
<b>Title I</b>																									
Students Receiving Title I Services	215	14	8	193	4	2	63	33	106	55	20	10	5.8	193	2	33	55	10	5.8	2,223	6	46	44	5	6.6
All Other Students	5	0	4	1										2						8,040	12	58	28	2	7.4
<b>504 Plan</b>																									
Students with a 504 Plan	1	0	0	1										1						256	7	61	31	1	7.3
All Other Students	219	14	12	193	4	2	64	33	105	54	20	10	5.8	194	2	33	54	11	5.8	10,007	11	55	32	2	7.3

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.