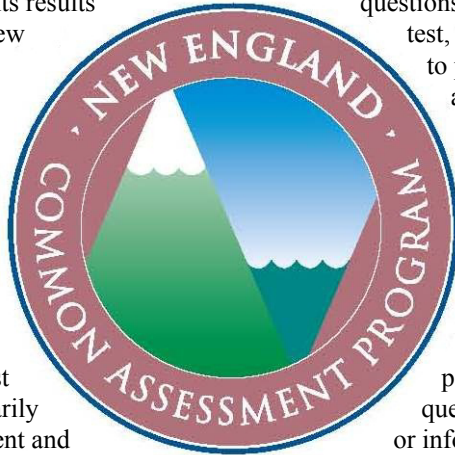


# About The New England Common Assessment Program



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:** Middletown High School

**District:** Middletown

**Code:** 19-19111



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Grade Level Summary Report

<b>School:</b>	Middletown High School
<b>District:</b>	Middletown
<b>State:</b>	Rhode Island
<b>Code:</b>	19-19111

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>169</b>			<b>176</b>			<b>10,934</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
	162	163	161	166	167	165	10,318	10,460	10,263	96	96	95	94	95	94	94	96	94
With an approved accommodation	19	19	18	20	20	19	2,250	3,025	1,608	12	12	11	12	12	12	22	29	16
Current LEP Students	0	1	0	0	1	0	377	408	358	0	1	0	0	1	0	4	4	3
With an approved accommodation	0	0	0	0	0	0	110	159	100		0			0		29	39	28
IEP Students	20	20	19	24	24	23	1,490	1,515	1,472	12	12	12	14	14	14	14	14	14
With an approved accommodation	19	19	18	20	20	19	923	948	903	95	95	95	83	83	83	62	63	61
<b>Students not tested in NECAP</b>	7	6	8	10	9	11	616	474	671	4	4	5	6	5	6	6	4	6
State Approved	6	5	6	6	5	6	206	173	203	86	83	75	60	56	55	33	36	30
Alternate Assessment	5	5	5	5	5	5	96	96	96	83	100	83	83	100	83	47	55	47
First Year LEP	1	0	1	1	0	1	40	0	60	17	0	17	17	0	17	19	0	30
Withdrew After October 1	0	0	0	0	0	0	62	68	40	0	0	0	0	0	0	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	1	1	2	4	4	5	410	301	468	14	17	25	40	44	45	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>	169	6	1	162	107	66	43	27	10	6	2	1	1158	166	64	26	7	3	1157	10,318	43	38	11	7	1151
<b>MATH</b>	169	5	1	163	7	4	92	56	40	25	24	15	1141	167	4	55	24	17	1140	10,460	3	32	28	36	1136
<b>WRITING</b>	169	6	2	161	29	18	119	74	13	8	0	0	8.3	165	18	72	8	2	8.2	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

# Disaggregated Reading Results

**School:** Middletown High School  
**District:** Middletown  
**State:** Rhode Island  
**Code:** 19-19111

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
<b>All Students</b>	169	6	1	162	107	66	43	27	10	6	2	1	1158	166	64	26	7	3	1157	10,318	43	38	11	7	1151
<b>Gender</b>																									
Male	85	3	1	81	48	59	24	30	7	9	2	2	1155	85	56	28	9	6	1154	5,159	37	42	12	9	1149
Female	84	3	0	81	59	73	19	23	3	4	0	0	1161	81	73	23	4	0	1161	5,128	49	35	10	5	1153
Not Reported	0	0	0	0										0						31	13	16	39	32	1137
<b>Race/Ethnicity</b>																									
Hispanic or Latino	16	1	0	15	9	60	4	27	1	7	1	7	1157	16	56	25	6	13	1154	2,158	23	44	18	15	1144
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						70	26	41	14	19	1145
Asian	5	0	0	5										5						319	48	34	12	7	1152
Black or African American	12	0	0	12	7	58	2	17	3	25	0	0	1153	12	58	17	25	0	1153	882	23	42	21	14	1144
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149
White	123	2	1	120	79	66	35	29	5	4	1	1	1158	123	64	28	5	2	1158	6,546	53	36	8	3	1154
Two or more races	13	3	0	10	7	70	2	20	1	10	0	0	1154	10	70	20	10	0	1154	270	39	41	13	7	1149
No Race/Ethnicity Reported	0	0	0	0										0						31	13	16	39	32	1137
<b>LEP Status</b>																									
Current LEP student	1	1	0	0										0						377	2	13	31	54	1130
Former LEP student - monitoring year 1	3	0	0	3										3						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	165	5	1	159	106	67	42	26	10	6	1	1	1158	163	65	26	7	2	1157	9,854	45	39	11	5	1152
<b>IEP</b>																									
Students with an IEP	25	5	0	20	4	20	10	50	5	25	1	5	1146	24	17	42	25	17	1142	1,490	8	37	28	26	1138
All Other Students	144	1	1	142	103	73	33	23	5	4	1	1	1160	142	73	23	4	1	1160	8,828	49	39	9	4	1153
<b>SES</b>																									
Economically Disadvantaged Students	38	2	1	35	18	51	12	34	4	11	1	3	1155	37	49	32	14	5	1153	4,274	27	44	17	11	1146
All Other Students	131	4	0	127	89	70	31	24	6	5	1	1	1159	129	69	24	5	2	1158	6,044	54	34	7	4	1154
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	169	6	1	162	107	66	43	27	10	6	2	1	1158	166	64	26	7	3	1157	10,318	43	38	11	7	1151
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,238	22	42	19	16	1144
All Other Students	169	6	1	162	107	66	43	27	10	6	2	1	1158	166	64	26	7	3	1157	8,080	49	37	9	5	1153
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	1	4										4						255	48	42	7	4	1152
All Other Students	164	6	0	158	104	66	42	27	10	6	2	1	1158	162	64	26	7	3	1157	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

### Mathematics Results

School: Middletown High School  
 District: Middletown  
 State: Rhode Island  
 Code: 19-19111

#### 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.

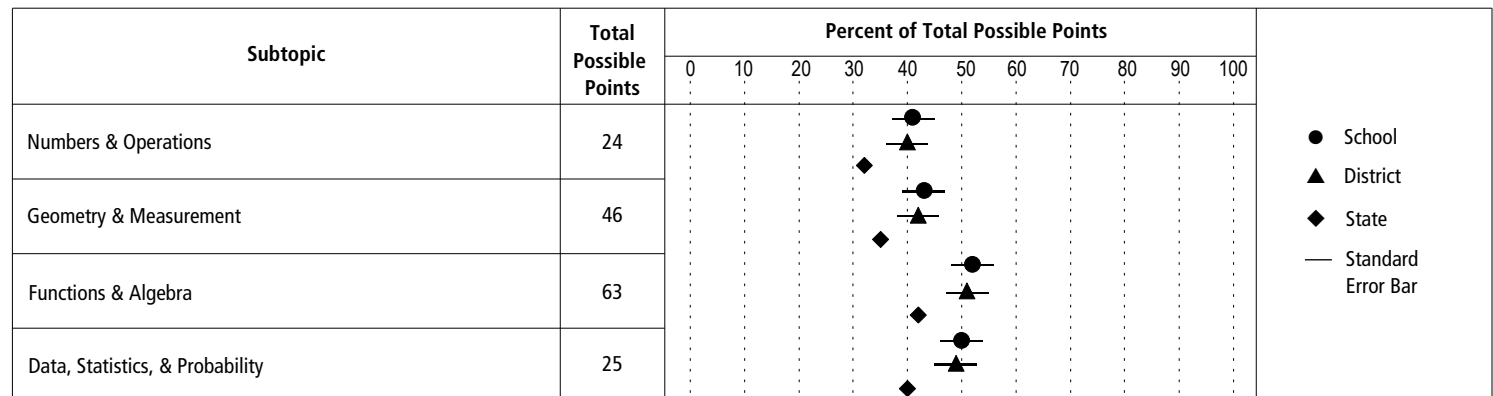
(Scaled Score 1134–1139)

#### 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>													
2011-12	160	2	2	156	6	4	78	50	36	23	36	23	1140
2012-13	185	8	3	174	7	4	84	48	51	29	32	18	1140
<b>2013-14</b>	<b>169</b>	<b>5</b>	<b>1</b>	<b>163</b>	<b>7</b>	<b>4</b>	<b>92</b>	<b>56</b>	<b>40</b>	<b>25</b>	<b>24</b>	<b>15</b>	<b>1141</b>
Cumulative Total	514	15	6	493	20	4	254	52	127	26	92	19	1140
<b>District</b>													
2011-12	166	2	2	162	6	4	78	48	37	23	41	25	1139
2012-13	187	8	3	176	7	4	84	48	51	29	34	19	1140
<b>2013-14</b>	<b>176</b>	<b>5</b>	<b>4</b>	<b>167</b>	<b>7</b>	<b>4</b>	<b>92</b>	<b>55</b>	<b>40</b>	<b>24</b>	<b>28</b>	<b>17</b>	<b>1140</b>
Cumulative Total	529	15	9	505	20	4	254	50	128	25	103	20	1140
<b>State</b>													
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
<b>2013-14</b>	<b>10,934</b>	<b>173</b>	<b>301</b>	<b>10,460</b>	<b>359</b>	<b>3</b>	<b>3,374</b>	<b>32</b>	<b>2,952</b>	<b>28</b>	<b>3,775</b>	<b>36</b>	<b>1136</b>
Cumulative Total	33,096	473	1,147	31,476	835	3	9,613	31	8,438	27	12,590	40	1135





# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Disaggregated Mathematics Results

**School:** Middletown High School  
**District:** Middletown  
**State:** Rhode Island  
**Code:** 19-19111

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>	169	5	1	163	7	4	92	56	40	25	24	15	1141	167	4	55	24	17	1140	10,460	3	32	28	36	1136
<b>Gender</b>																									
Male	85	2	1	82	3	4	51	62	16	20	12	15	1141	86	3	59	19	19	1140	5,229	4	33	28	36	1136
Female	84	3	0	81	4	5	41	51	24	30	12	15	1141	81	5	51	30	15	1141	5,195	3	32	29	36	1136
Not Reported	0	0	0	0										0						36	0	6	14	81	1124
<b>Race/Ethnicity</b>																									
Hispanic or Latino	16	0	0	16	0	0	8	50	6	38	2	13	1139	17	0	47	35	18	1138	2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						70	0	23	30	47	1132
Asian	5	0	0	5										5						322	8	39	23	30	1139
Black or African American	12	0	0	12	0	0	4	33	3	25	5	42	1135	12	0	33	25	42	1135	901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	123	2	1	120	6	5	69	58	30	25	15	13	1141	123	5	56	24	15	1141	6,614	5	40	29	25	1138
Two or more races	13	3	0	10	1	10	6	60	1	10	2	20	1140	10	10	60	10	20	1140	272	3	29	27	42	1135
No Race/Ethnicity Reported	0	0	0	0										0						36	0	6	14	81	1124
<b>LEP Status</b>																									
Current LEP student	1	0	0	1										1						408	<1	3	6	91	1122
Former LEP student - monitoring year 1	3	0	0	3										3						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	165	5	1	159	7	4	91	57	39	25	22	14	1141	163	4	56	24	16	1140	9,964	4	34	29	34	1136
<b>IEP</b>																									
Students with an IEP	25	5	0	20	0	0	4	20	6	30	10	50	1131	24	0	17	25	58	1129	1,515	<1	5	16	79	1125
All Other Students	144	0	1	143	7	5	88	62	34	24	14	10	1142	143	5	62	24	10	1142	8,945	4	37	30	29	1137
<b>SES</b>																									
Economically Disadvantaged Students	38	1	1	36	0	0	17	47	10	28	9	25	1137	38	0	45	26	29	1136	4,344	1	19	29	51	1132
All Other Students	131	4	0	127	7	6	75	59	30	24	15	12	1142	129	5	58	23	13	1141	6,116	5	42	27	25	1138
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	169	5	1	163	7	4	92	56	40	25	24	15	1141	167	4	55	24	17	1140	10,460	3	32	28	36	1136
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,283	1	15	25	59	1130
All Other Students	169	5	1	163	7	4	92	56	40	25	24	15	1141	167	4	55	24	17	1140	8,177	4	37	29	30	1137
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	1	4										4						260	1	33	34	32	1137
All Other Students	164	5	0	159	7	4	89	56	39	25	24	15	1141	163	4	55	24	17	1140	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

School: Middletown High School  
 District: Middletown  
 State: Rhode Island  
 Code: 19-19111

**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	160	1	5	154	13	8	114	74	24	16	3	2	7.7
2012-13	185	9	3	173	8	5	118	68	47	27	0	0	7.3
2013-14	169	6	2	161	29	18	119	74	13	8	0	0	8.3
Cumulative Total	514	16	10	488	50	10	351	72	84	17	3	1	7.8
<b>District</b>													
2011-12	166	1	5	160	13	8	114	71	28	18	5	3	7.5
2012-13	187	9	3	175	8	5	118	67	49	28	0	0	7.2
2013-14	176	6	5	165	29	18	119	72	14	8	3	2	8.2
Cumulative Total	529	16	13	500	50	10	351	70	91	18	8	2	7.6
<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
2013-14	10,934	203	468	10,263	1,094	11	5,679	55	3,242	32	248	2	7.3
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: Middletown High School  
 District: Middletown  
 State: Rhode Island  
 Code: 19-19111

#### 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)	161	8.3		165	8.2		10,263	7.3	
	2012-13	22	8.0		22	8.0		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	39			41	0.0		2,543	6.4	
	2012-13 (C)	173	7.3		175	7.2		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	41			41			2,568	7.4	
	2012-13	20	8.3		21	8.0		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	21	7.5		21	7.5		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	41			42	2.0		2,558	6.8	
	2012-13	22	7.5		23	7.5		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	40			41	0.0		2,593	7.0	
	2012-13	24	6.8		24	6.8		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>	Middletown High School
<b>District:</b>	Middletown
<b>State:</b>	Rhode Island
<b>Code:</b>	19-19111

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	1	1	1	1	<1
11	6	5	0	0	0	0	1
10	5	5	28	17	28	17	10
9	5	4	52	32	52	32	13
8	4	4	41	25	41	25	28
7	4	3	26	16	26	16	14
6	3	3	10	6	10	6	20
5	3	2	0	0	0	0	6
4	2	2	3	2	4	2	6
3	2	1	0	0	0	0	1
2	1	1	0	0	3	2	1
0	0	0	0	0	0	0	<1

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

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



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Disaggregated Writing Results

<b>School:</b>	Middletown High School
<b>District:</b>	Middletown
<b>State:</b>	Rhode Island
<b>Code:</b>	19-19111

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>	169	6	2	161	29	18	119	74	13	8	0	0	8.3	165	18	72	8	2	8.2	10,263	11	55	32	2	7.3
<b>Gender</b>																									
Male	85	3	1	81	11	14	59	73	11	14	0	0	8.0	85	13	69	14	4	7.7	5,135	8	51	37	3	7.0
Female	84	3	1	80	18	23	60	75	2	3	0	0	8.7	80	23	75	3	0	8.7	5,100	13	60	26	1	7.6
Not Reported	0	0	0	0										0						28	0	7	64	29	4.6
<b>Race/Ethnicity</b>																									
Hispanic or Latino	16	1	0	15	5	33	9	60	1	7	0	0	8.5	16	31	56	6	6	8.1	2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						68	10	38	49	3	6.7
Asian	5	0	0	5										5						315	17	57	25	1	7.7
Black or African American	12	0	0	12	2	17	8	67	2	17	0	0	8.1	12	17	67	17	0	8.1	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	123	2	1	120	18	15	93	78	9	8	0	0	8.4	123	15	76	8	2	8.2	6,536	13	60	26	1	7.6
Two or more races	13	3	1	9										9						267	11	53	34	2	7.2
No Race/Ethnicity Reported	0	0	0	0										0						28	0	7	64	29	4.6
<b>LEP Status</b>																									
Current LEP student	1	1	0	0										0						358	0	15	68	17	4.9
Former LEP student - monitoring year 1	3	0	0	3										3						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	165	5	2	158	29	18	116	73	13	8	0	0	8.3	162	18	72	9	2	8.2	9,818	11	57	30	2	7.4
<b>IEP</b>																									
Students with an IEP	25	5	1	19	0	0	13	68	6	32	0	0	6.9	23	0	57	30	13	6.1	1,472	1	26	62	10	5.6
All Other Students	144	1	1	142	29	20	106	75	7	5	0	0	8.5	142	20	75	5	0	8.5	8,791	12	60	27	1	7.6
<b>SES</b>																									
Economically Disadvantaged Students	38	2	1	35	4	11	26	74	5	14	0	0	7.9	37	11	70	14	5	7.6	4,251	5	50	41	4	6.8
All Other Students	131	4	1	126	25	20	93	74	8	6	0	0	8.5	128	20	73	7	1	8.4	6,012	15	59	25	2	7.6
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	169	6	2	161	29	18	119	74	13	8	0	0	8.3	165	18	72	8	2	8.2	10,263	11	55	32	2	7.3
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,223	6	46	44	5	6.6
All Other Students	169	6	2	161	29	18	119	74	13	8	0	0	8.3	165	18	72	8	2	8.2	8,040	12	58	28	2	7.4
<b>504 Plan</b>																									
Students with a 504 Plan	5	0	1	4										4						256	7	61	31	1	7.3
All Other Students	164	6	1	157	28	18	116	74	13	8	0	0	8.3	161	17	72	9	2	8.2	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.