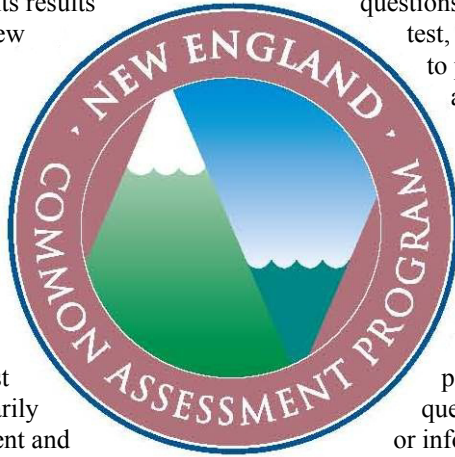


# About The New England Common Assessment Program

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:** Jacqueline M. Walsh School

**District:** Pawtucket

**Code:** 26-26109



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

### Grade Level Summary Report

School: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	51			531			10,934			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	51	51	51	494	507	495	10,318	10,460	10,263	100	100	100	93	95	93	94	96	94
With an approved accommodation	9	13	9	121	166	130	2,250	3,025	1,608	18	25	18	24	33	26	22	29	16
Current LEP Students	1	1	1	51	53	49	377	408	358	2	2	2	10	10	10	4	4	3
With an approved accommodation	0	0	0	6	28	20	110	159	100	0	0	0	12	53	41	29	39	28
IEP Students	3	3	3	78	78	80	1,490	1,515	1,472	6	6	6	16	15	16	14	14	14
With an approved accommodation	0	1	0	67	66	70	923	948	903	0	33	0	86	85	88	62	63	61
Students not tested in NECAP	0	0	0	37	24	36	616	474	671	0	0	0	7	5	7	6	4	6
State Approved	0	0	0	6	5	8	206	173	203				16	21	22	33	36	30
Alternate Assessment	0	0	0	4	4	4	96	96	96				67	80	50	47	55	47
First Year LEP	0	0	0	2	0	4	40	0	60				33	0	50	19	0	30
Withdrew After October 1	0	0	0	0	1	0	62	68	40				0	20	0	30	39	20
Enrolled After October 1	0	0	0	0	0	0	1	2	1				0	0	0	<1	1	<1
Special Consideration	0	0	0	0	0	0	7	7	6				0	0	0	3	4	3
Other	0	0	0	31	19	28	410	301	468				84	79	78	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	%													
READING	51	0	0	51	34	67	16	31	1	2	0	0	1157	494	27	43	18	12	1146	10,318	43	38	11	7	1151	
	51	0	0	51	2	4	18	35	20	39	11	22	1138	507	1	17	30	52	1132	10,460	3	32	28	36	1136	
WRITING	51	0	0	51	7	14	42	82	2	4	0	0	8.3	495	5	54	36	5	6.8	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: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

#### 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.

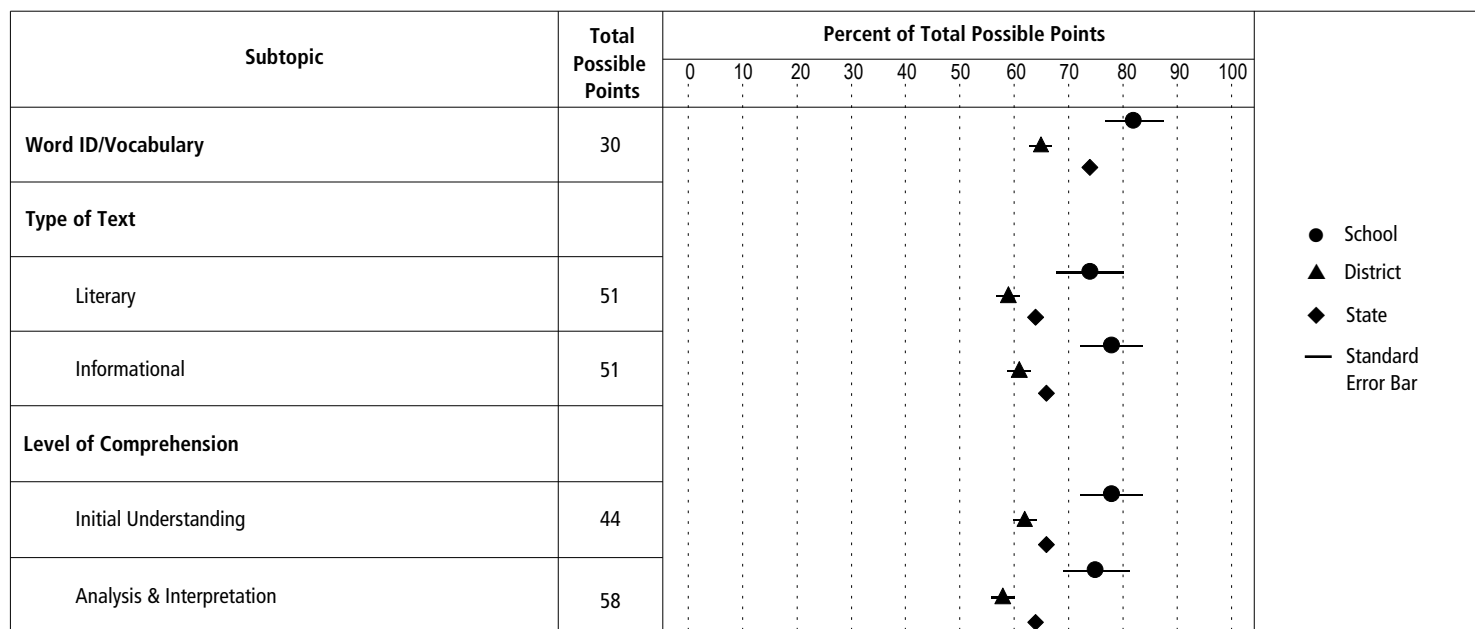
(Scaled Score 1130–1139)

#### 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	20	0	0	20	2	10	18	90	0	0	0	0	1149
2012-13	37	1	1	35	7	20	24	69	4	11	0	0	1150
<b>2013-14</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>34</b>	<b>67</b>	<b>16</b>	<b>31</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1157</b>
Cumulative Total	108	1	1	106	43	41	58	55	5	5	0	0	1153
<b>District</b>													
2011-12	580	11	51	518	63	12	250	48	136	26	69	13	1142
2012-13	526	8	17	501	70	14	220	44	125	25	86	17	1142
<b>2013-14</b>	<b>531</b>	<b>6</b>	<b>31</b>	<b>494</b>	<b>135</b>	<b>27</b>	<b>212</b>	<b>43</b>	<b>89</b>	<b>18</b>	<b>58</b>	<b>12</b>	<b>1146</b>
Cumulative Total	1,637	25	99	1,513	268	18	682	45	350	23	213	14	1143
<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
<b>2013-14</b>	<b>10,934</b>	<b>206</b>	<b>410</b>	<b>10,318</b>	<b>4,449</b>	<b>43</b>	<b>3,960</b>	<b>38</b>	<b>1,176</b>	<b>11</b>	<b>733</b>	<b>7</b>	<b>1151</b>
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

School: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

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	%	%	%	%	
All Students	51	0	0	51	34	67	16	31	1	2	0	0	1157	494	27	43	18	12	1146	10,318	43	38	11	7	1151
Gender																									
Male	19	0	0	19	11	58	7	37	1	5	0	0	1154	261	22	41	22	15	1144	5,159	37	42	12	9	1149
Female	32	0	0	32	23	72	9	28	0	0	0	0	1159	233	33	45	14	8	1148	5,128	49	35	10	5	1153
Not Reported	0	0	0	0										0						31	13	16	39	32	1137
Race/Ethnicity																									
Hispanic or Latino	17	0	0	17	8	47	8	47	1	6	0	0	1152	175	22	43	19	15	1144	2,158	23	44	18	15	1144
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						70	26	41	14	19	1145
Asian	1	0	0	1										7						319	48	34	12	7	1152
Black or African American	7	0	0	7										146	25	38	25	12	1144	882	23	42	21	14	1144
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149
White	19	0	0	19	13	68	6	32	0	0	0	0	1160	130	36	45	10	8	1150	6,546	53	36	8	3	1154
Two or more races	7	0	0	7										35	26	54	17	3	1147	270	39	41	13	7	1149
No Race/Ethnicity Reported	0	0	0	0										0						31	13	16	39	32	1137
LEP Status																									
Current LEP student	1	0	0	1										51	0	20	33	47	1131	377	2	13	31	54	1130
Former LEP student - monitoring year 1	0	0	0	0										9						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	50	0	0	50	34	68	15	30	1	2	0	0	1157	434	31	45	16	8	1147	9,854	45	39	11	5	1152
IEP																									
Students with an IEP	3	0	0	3										78	3	23	36	38	1132	1,490	8	37	28	26	1138
All Other Students	48	0	0	48	33	69	14	29	1	2	0	0	1158	416	32	47	15	7	1148	8,828	49	39	9	4	1153
SES																									
Economically Disadvantaged Students	32	0	0	32	20	63	11	34	1	3	0	0	1157	377	24	45	19	12	1145	4,274	27	44	17	11	1146
All Other Students	19	0	0	19	14	74	5	26	0	0	0	0	1158	117	37	38	15	11	1148	6,044	54	34	7	4	1154
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	51	0	0	51	34	67	16	31	1	2	0	0	1157	494	27	43	18	12	1146	10,318	43	38	11	7	1151
Title I																									
Students Receiving Title I Services	51	0	0	51	34	67	16	31	1	2	0	0	1157	483	28	43	18	11	1146	2,238	22	42	19	16	1144
All Other Students	0	0	0	0										11	0	18	27	55	1125	8,080	49	37	9	5	1153
504 Plan																									
Students with a 504 Plan	0	0	0	0										3						255	48	42	7	4	1152
All Other Students	51	0	0	51	34	67	16	31	1	2	0	0	1157	491	27	43	18	12	1146	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: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

#### 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.

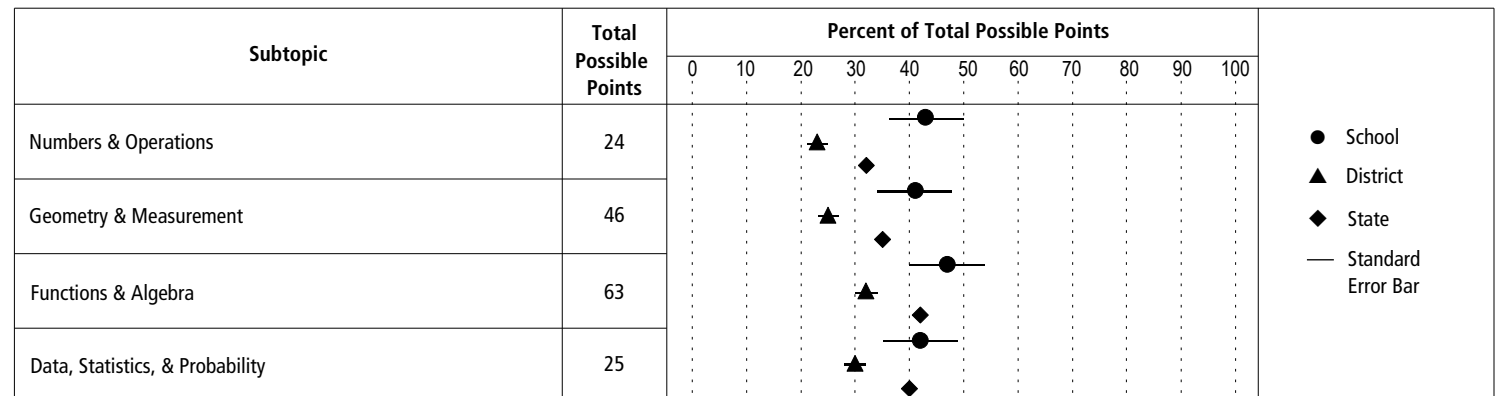
(Scaled Score 1134–1139)

#### 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	20	0	0	20	0	0	5	25	8	40	7	35	1135
2012-13	37	0	1	36	0	0	11	31	12	33	13	36	1137
<b>2013-14</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>2</b>	<b>4</b>	<b>18</b>	<b>35</b>	<b>20</b>	<b>39</b>	<b>11</b>	<b>22</b>	<b>1138</b>
Cumulative Total	108	0	1	107	2	2	34	32	40	37	31	29	1137
<b>District</b>													
2011-12	580	11	55	514	3	1	68	13	91	18	352	68	1130
2012-13	526	7	18	501	0	0	74	15	110	22	317	63	1131
<b>2013-14</b>	<b>531</b>	<b>5</b>	<b>19</b>	<b>507</b>	<b>7</b>	<b>1</b>	<b>86</b>	<b>17</b>	<b>150</b>	<b>30</b>	<b>264</b>	<b>52</b>	<b>1132</b>
Cumulative Total	1,637	23	92	1,522	10	1	228	15	351	23	933	61	1131
<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: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

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	%	%	%	%	
All Students	51	0	0	51	2	4	18	35	20	39	11	22	1138	507	1	17	30	52	1132	10,460	3	32	28	36	1136
Gender																									
Male	19	0	0	19	0	0	7	37	6	32	6	32	1137	265	1	16	28	55	1131	5,229	4	33	28	36	1136
Female	32	0	0	32	2	6	11	34	14	44	5	16	1139	242	2	18	31	49	1132	5,195	3	32	29	36	1136
Not Reported	0	0	0	0										0						36	0	6	14	81	1124
Race/Ethnicity																									
Hispanic or Latino	17	0	0	17	2	12	3	18	7	41	5	29	1138	181	1	17	24	58	1131	2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						70	0	23	30	47	1132
Asian	1	0	0	1										7						322	8	39	23	30	1139
Black or African American	7	0	0	7										149	1	10	33	56	1129	901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	19	0	0	19	0	0	9	47	6	32	4	21	1139	134	3	24	31	42	1134	6,614	5	40	29	25	1138
Two or more races	7	0	0	7										35	0	14	34	51	1133	272	3	29	27	42	1135
No Race/Ethnicity Reported	0	0	0	0										0						36	0	6	14	81	1124
LEP Status																									
Current LEP student	1	0	0	1										53	0	2	8	91	1122	408	<1	3	6	91	1122
Former LEP student - monitoring year 1	0	0	0	0										9						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	50	0	0	50	2	4	18	36	19	38	11	22	1139	445	2	19	32	47	1133	9,964	4	34	29	34	1136
IEP																									
Students with an IEP	3	0	0	3										78	0	3	3	95	1120	1,515	<1	5	16	79	1125
All Other Students	48	0	0	48	2	4	18	38	20	42	8	17	1139	429	2	20	34	44	1134	8,945	4	37	30	29	1137
SES																									
Economically Disadvantaged Students	32	0	0	32	2	6	10	31	11	34	9	28	1138	385	1	15	29	55	1131	4,344	1	19	29	51	1132
All Other Students	19	0	0	19	0	0	8	42	9	47	2	11	1139	122	2	25	31	42	1133	6,116	5	42	27	25	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	51	0	0	51	2	4	18	35	20	39	11	22	1138	507	1	17	30	52	1132	10,460	3	32	28	36	1136
Title I																									
Students Receiving Title I Services	51	0	0	51	2	4	18	35	20	39	11	22	1138	495	1	17	30	51	1132	2,283	1	15	25	59	1130
All Other Students	0	0	0	0										12	0	0	8	92	1117	8,177	4	37	29	30	1137
504 Plan																									
Students with a 504 Plan	0	0	0	0										3						260	1	33	34	32	1137
All Other Students	51	0	0	51	2	4	18	35	20	39	11	22	1138	504	1	17	30	52	1132	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: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

#### 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	20	0	0	20	1	5	14	70	5	25	0	0	7.4
2012-13	37	1	1	35	1	3	19	54	15	43	0	0	6.9
<b>2013-14</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>7</b>	<b>14</b>	<b>42</b>	<b>82</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>8.3</b>
Cumulative Total	108	1	1	106	9	8	75	71	22	21	0	0	7.7
<b>District</b>													
2011-12	580	11	51	518	4	1	153	30	303	58	58	11	5.5
2012-13	526	6	19	501	4	1	121	24	316	63	60	12	5.4
<b>2013-14</b>	<b>531</b>	<b>8</b>	<b>28</b>	<b>495</b>	<b>26</b>	<b>5</b>	<b>267</b>	<b>54</b>	<b>176</b>	<b>36</b>	<b>26</b>	<b>5</b>	<b>6.8</b>
Cumulative Total	1,637	25	98	1,514	34	2	541	36	795	53	144	10	5.9
<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: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

#### 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)	51	8.3				495	6.8				10,263	7.3			
	2012-13	7					85	5.5				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	14	6.7				122	6.2				2,543	6.4			
	2012-13 (C)	35	6.9				501	5.4				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	11	8.0				125	7.3				2,568	7.4			
	2012-13	5					88	6.0				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	3					40	6.0				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	15	9.0				128	6.7				2,558	6.8			
	2012-13	7					82	5.8				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	11	9.0				120	6.7				2,593	7.0			
	2012-13	4					82	6.2				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

**School:** Jacqueline M. Walsh School  
**District:** Pawtucket  
**State:** Rhode Island  
**Code:** 26-26109

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	%
12	6	6	0	0	1	<1	<1
11	6	5	1	2	1	<1	1
10	5	5	6	12	24	5	10
9	5	4	15	29	50	10	13
8	4	4	20	39	134	27	28
7	4	3	7	14	83	17	14
6	3	3	1	2	105	21	20
5	3	2	0	0	36	7	6
4	2	2	1	2	35	7	6
3	2	1	0	0	15	3	1
2	1	1	0	0	9	2	1
0	0	0	0	0	2	<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

School: Jacqueline M. Walsh School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26109

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	%	%	%	%	
All Students	51	0	0	51	7	14	42	82	2	4	0	0	8.3	495	5	54	36	5	6.8	10,263	11	55	32	2	7.3
Gender																									
Male	19	0	0	19	3	16	14	74	2	11	0	0	8.1	261	5	48	41	6	6.6	5,135	8	51	37	3	7.0
Female	32	0	0	32	4	13	28	88	0	0	0	0	8.5	234	5	61	30	4	7.1	5,100	13	60	26	1	7.6
Not Reported	0	0	0	0										0						28	0	7	64	29	4.6
Race/Ethnicity																									
Hispanic or Latino	17	0	0	17	2	12	13	76	2	12	0	0	7.9	175	5	51	39	5	6.7	2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						68	10	38	49	3	6.7
Asian	1	0	0	1										7						315	17	57	25	1	7.7
Black or African American	7	0	0	7										146	5	48	40	7	6.6	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	19	0	0	19	2	11	17	89	0	0	0	0	8.5	131	6	60	29	5	7.0	6,536	13	60	26	1	7.6
Two or more races	7	0	0	7										35	6	66	29	0	7.3	267	11	53	34	2	7.2
No Race/Ethnicity Reported	0	0	0	0										0						28	0	7	64	29	4.6
LEP Status																									
Current LEP student	1	0	0	1										49	0	20	61	18	5.2	358	0	15	68	17	4.9
Former LEP student - monitoring year 1	0	0	0	0										9						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	50	0	0	50	7	14	41	82	2	4	0	0	8.4	437	6	57	33	4	7.0	9,818	11	57	30	2	7.4
IEP																									
Students with an IEP	3	0	0	3										80	0	18	63	20	4.9	1,472	1	26	62	10	5.6
All Other Students	48	0	0	48	7	15	40	83	1	2	0	0	8.4	415	6	61	30	2	7.2	8,791	12	60	27	1	7.6
SES																									
Economically Disadvantaged Students	32	0	0	32	4	13	26	81	2	6	0	0	8.2	379	5	52	37	6	6.7	4,251	5	50	41	4	6.8
All Other Students	19	0	0	19	3	16	16	84	0	0	0	0	8.5	116	6	60	30	3	7.1	6,012	15	59	25	2	7.6
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	51	0	0	51	7	14	42	82	2	4	0	0	8.3	495	5	54	36	5	6.8	10,263	11	55	32	2	7.3
Title I																									
Students Receiving Title I Services	51	0	0	51	7	14	42	82	2	4	0	0	8.3	483	5	55	35	4	6.9	2,223	6	46	44	5	6.6
All Other Students	0	0	0	0										12	0	0	58	42	3.7	8,040	12	58	28	2	7.4
504 Plan																									
Students with a 504 Plan	0	0	0	0										3						256	7	61	31	1	7.3
All Other Students	51	0	0	51	7	14	42	82	2	4	0	0	8.3	492	5	54	36	5	6.8	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.