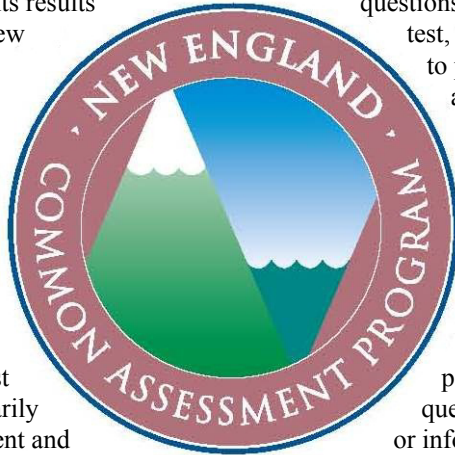


# About The New England Common Assessment Program



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:** Tiverton High School

**District:** Tiverton

**Code:** 33-33108



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Grade Level Summary Report

<b>School:</b>	Tiverton High School
<b>District:</b>	Tiverton
<b>State:</b>	Rhode Island
<b>Code:</b>	33-33108

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>127</b>			<b>134</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
With an approved accommodation	123	123	123	128	129	128	10,318	10,460	10,263	97	97	97	96	96	96	94	96	94
Current LEP Students	21	52	20	23	54	22	2,250	3,025	1,608	17	42	16	18	42	17	22	29	16
With an approved accommodation	0	0	0	0	0	0	377	408	358	0	0	0	0	0	0	4	4	3
IEP Students	0	0	0	0	0	0	110	159	100							29	39	28
With an approved accommodation	18	18	18	23	24	23	1,490	1,515	1,472	15	15	15	18	19	18	14	14	14
Other	17	17	17	19	19	19	923	948	903	94	94	94	83	79	83	62	63	61
<b>Students not tested in NECAP</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>616</b>	<b>474</b>	<b>671</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>6</b>
State Approved	3	3	1	3	3	1	206	173	203	75	75	25	50	60	17	33	36	30
Alternate Assessment	0	0	0	0	0	0	96	96	96	0	0	0	0	0	0	47	55	47
First Year LEP	0	0	0	0	0	0	40	0	60	0	0	0	0	0	0	19	0	30
Withdrew After October 1	2	2	0	2	2	0	62	68	40	67	67	0	67	67	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	1	1	1	1	1	1	7	7	6	33	33	100	33	33	100	3	4	3
Other	1	1	3	3	2	5	410	301	468	25	25	75	50	40	83	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>	127	3	1	123	60	49	52	42	10	8	1	1	1154	128	47	41	9	2	1153	10,318	43	38	11	7	1151
<b>MATH</b>	127	3	1	123	2	2	33	27	44	36	44	36	1136	129	2	26	34	39	1136	10,460	3	32	28	36	1136
<b>WRITING</b>	127	1	3	123	21	17	73	59	29	24	0	0	7.9	128	16	57	26	1	7.7	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

<b>School:</b> Tiverton High School
<b>District:</b> Tiverton
<b>State:</b> Rhode Island
<b>Code:</b> 33-33108

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>	127	3	1	123	60	49	52	42	10	8	1	1	1154	128	47	41	9	2	1153	10,318	43	38	11	7	1151
<b>Gender</b>																									
Male	62	0	0	62	30	48	27	44	5	8	0	0	1153	65	46	43	9	2	1152	5,159	37	42	12	9	1149
Female	64	3	1	60	30	50	24	40	5	8	1	2	1155	62	48	39	10	3	1154	5,128	49	35	10	5	1153
Not Reported	1	0	0	1										1						31	13	16	39	32	1137
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						2,158	23	44	18	15	1144
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						70	26	41	14	19	1145
Asian	2	0	0	2										2						319	48	34	12	7	1152
Black or African American	1	0	0	1										1						882	23	42	21	14	1144
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149
White	121	3	1	117	57	49	49	42	10	9	1	1	1154	122	47	41	10	2	1153	6,546	53	36	8	3	1154
Two or more races	0	0	0	0										0						270	39	41	13	7	1149
No Race/Ethnicity Reported	1	0	0	1										1						31	13	16	39	32	1137
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						377	2	13	31	54	1130
Former LEP student - monitoring year 1	0	0	0	0										0						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	127	3	1	123	60	49	52	42	10	8	1	1	1154	128	47	41	9	2	1153	9,854	45	39	11	5	1152
<b>IEP</b>																									
Students with an IEP	19	0	1	18	2	11	10	56	5	28	1	6	1144	23	9	48	30	13	1141	1,490	8	37	28	26	1138
All Other Students	108	3	0	105	58	55	42	40	5	5	0	0	1155	105	55	40	5	0	1155	8,828	49	39	9	4	1153
<b>SES</b>																									
Economically Disadvantaged Students	34	2	1	31	13	42	13	42	4	13	1	3	1151	31	42	42	13	3	1151	4,274	27	44	17	11	1146
All Other Students	93	1	0	92	47	51	39	42	6	7	0	0	1155	97	48	41	8	2	1154	6,044	54	34	7	4	1154
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	127	3	1	123	60	49	52	42	10	8	1	1	1154	128	47	41	9	2	1153	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	127	3	1	123	60	49	52	42	10	8	1	1	1154	128	47	41	9	2	1153	8,080	49	37	9	5	1153
<b>504 Plan</b>																									
Students with a 504 Plan	12	1	0	11	7	64	4	36	0	0	0	0	1157	11	64	36	0	0	1157	255	48	42	7	4	1152
All Other Students	115	2	1	112	53	47	48	43	10	9	1	1	1153	117	45	42	10	3	1153	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: Tiverton High School  
 District: Tiverton  
 State: Rhode Island  
 Code: 33-33108

#### 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.

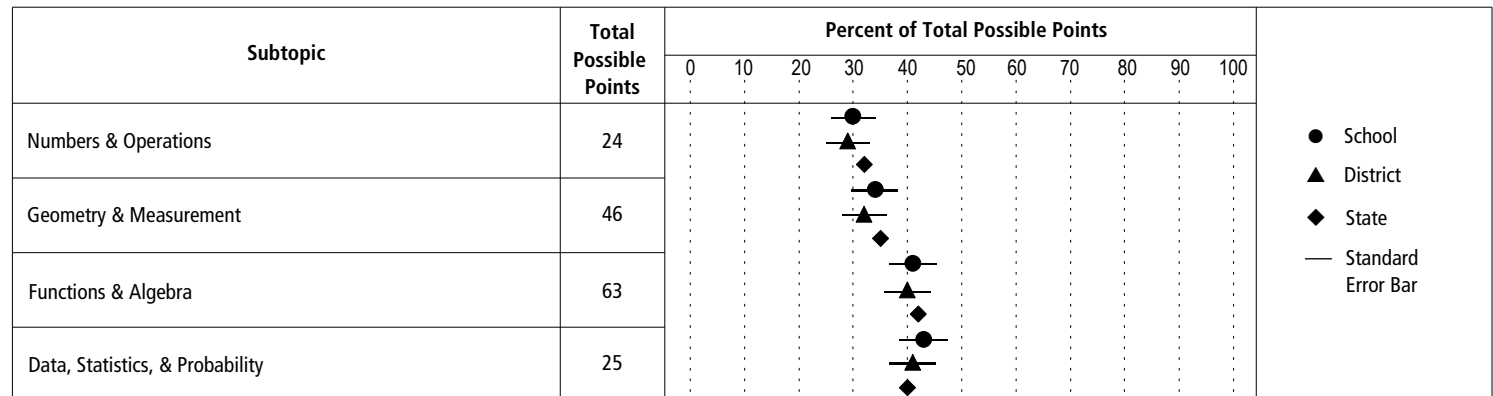
(Scaled Score 1134–1139)

#### 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	169	3	4	162	2	1	56	35	49	30	55	34	1137
2012-13	141	2	5	134	4	3	45	34	36	27	49	37	1137
2013-14	127	3	1	123	2	2	33	27	44	36	44	36	1136
Cumulative Total	437	8	10	419	8	2	134	32	129	31	148	35	1137
<b>District</b>													
2011-12	173	3	5	165	2	1	56	34	49	30	58	35	1137
2012-13	149	3	5	141	4	3	45	32	37	26	55	39	1136
2013-14	134	3	2	129	2	2	33	26	44	34	50	39	1136
Cumulative Total	456	9	12	435	8	2	134	31	130	30	163	37	1136
<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
2013-14	10,934	173	301	10,460	359	3	3,374	32	2,952	28	3,775	36	1136
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:** Tiverton High School  
**District:** Tiverton  
**State:** Rhode Island  
**Code:** 33-33108

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	%	N	%	%	%	%	N	%
<b>All Students</b>	127	3	1	123	2	2	33	27	44	36	44	36	1136	129	2	26	34	39	1136	10,460	3	32	28	36	1136
<b>Gender</b>																									
Male	62	0	0	62	2	3	18	29	22	35	20	32	1137	66	3	27	33	36	1136	5,229	4	33	28	36	1136
Female	64	3	1	60	0	0	15	25	22	37	23	38	1136	62	0	24	35	40	1135	5,195	3	32	29	36	1136
Not Reported	1	0	0	1										1						36	0	6	14	81	1124
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						70	0	23	30	47	1132
Asian	2	0	0	2										2						322	8	39	23	30	1139
Black or African American	1	0	0	1										1						901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	121	3	1	117	2	2	30	26	43	37	42	36	1136	123	2	24	35	39	1136	6,614	5	40	29	25	1138
Two or more races	0	0	0	0										0						272	3	29	27	42	1135
No Race/Ethnicity Reported	1	0	0	1										1						36	0	6	14	81	1124
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						408	<1	3	6	91	1122
Former LEP student - monitoring year 1	0	0	0	0										0						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	127	3	1	123	2	2	33	27	44	36	44	36	1136	129	2	26	34	39	1136	9,964	4	34	29	34	1136
<b>IEP</b>																									
Students with an IEP	19	0	1	18	0	0	1	6	2	11	15	83	1131	24	0	4	8	88	1128	1,515	<1	5	16	79	1125
All Other Students	108	3	0	105	2	2	32	30	42	40	29	28	1137	105	2	30	40	28	1137	8,945	4	37	30	29	1137
<b>SES</b>																									
Economically Disadvantaged Students	34	2	1	31	0	0	10	32	7	23	14	45	1136	32	0	31	22	47	1135	4,344	1	19	29	51	1132
All Other Students	93	1	0	92	2	2	23	25	37	40	30	33	1137	97	2	24	38	36	1136	6,116	5	42	27	25	1138
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	127	3	1	123	2	2	33	27	44	36	44	36	1136	129	2	26	34	39	1136	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	127	3	1	123	2	2	33	27	44	36	44	36	1136	129	2	26	34	39	1136	8,177	4	37	29	30	1137
<b>504 Plan</b>																									
Students with a 504 Plan	12	1	0	11	0	0	3	27	4	36	4	36	1136	11	0	27	36	36	1136	260	1	33	34	32	1137
All Other Students	115	2	1	112	2	2	30	27	40	36	40	36	1136	118	2	25	34	39	1136	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>	Tiverton High School
<b>District:</b>	Tiverton
<b>State:</b>	Rhode Island
<b>Code:</b>	33-33108

**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	169	3	5	161	5	3	92	57	60	37	4	2	6.8
2012-13	141	3	4	134	3	2	62	46	62	46	7	5	6.4
<b>2013-14</b>	<b>127</b>	<b>1</b>	<b>3</b>	<b>123</b>	<b>21</b>	<b>17</b>	<b>73</b>	<b>59</b>	<b>29</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>7.9</b>
Cumulative Total	437	7	12	418	29	7	227	54	151	36	11	3	7.0
<b>District</b>													
2011-12	173	3	6	164	5	3	93	57	60	37	6	4	6.8
2012-13	149	4	5	140	3	2	62	44	64	46	11	8	6.3
<b>2013-14</b>	<b>134</b>	<b>1</b>	<b>5</b>	<b>128</b>	<b>21</b>	<b>16</b>	<b>73</b>	<b>57</b>	<b>33</b>	<b>26</b>	<b>1</b>	<b>1</b>	<b>7.7</b>
Cumulative Total	456	8	16	432	29	7	228	53	157	36	18	4	6.9
<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: Tiverton High School  
 District: Tiverton  
 State: Rhode Island  
 Code: 33-33108

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)	123	7.9		●		128	7.7		●		10,263	7.3		●	
	2012-13	23	6.6		▲		26	6.3		▲		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	25	7.2		●		26	7.0		●		2,543	6.4		●	
	2012-13 (C)	134	6.4		▲		140	6.3		▲		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	31	6.6		●		33	6.3		●		2,568	7.4		●	
	2012-13	21	6.8		▲		21	6.8		▲		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	10	6.8		▲		10	6.8		▲		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	32	7.3		●		32	7.3		●		2,558	6.8		●	
	2012-13	24	7.5		▲		24	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	34	7.1		●		36	6.9		●		2,593	7.0		●	
	2012-13	22	7.4		▲		23	7.3		▲		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>	Tiverton High School
<b>District:</b>	Tiverton
<b>State:</b>	Rhode Island
<b>Code:</b>	33-33108

**Score Distribution**

Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	4	3	4	3	1
10	5	5	17	14	17	13	10
9	5	4	22	18	22	17	13
8	4	4	33	27	33	26	28
7	4	3	18	15	18	14	14
6	3	3	25	20	26	20	20
5	3	2	0	0	1	1	6
4	2	2	4	3	6	5	6
3	2	1	0	0	0	0	1
2	1	1	0	0	1	1	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

**School:** Tiverton High School  
**District:** Tiverton  
**State:** Rhode Island  
**Code:** 33-33108

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>	127	1	3	123	21	17	73	59	29	24	0	0	7.9	128	16	57	26	1	7.7	10,263	11	55	32	2	7.3
<b>Gender</b>																									
Male	62	0	0	62	10	16	39	63	13	21	0	0	7.9	65	15	60	23	2	7.7	5,135	8	51	37	3	7.0
Female	64	1	3	60	11	18	34	57	15	25	0	0	7.9	62	18	55	27	0	7.8	5,100	13	60	26	1	7.6
Not Reported	1	0	0	1										1						28	0	7	64	29	4.6
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						68	10	38	49	3	6.7
Asian	2	0	0	2										2						315	17	57	25	1	7.7
Black or African American	1	0	0	1										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	121	1	3	117	19	16	72	62	26	22	0	0	7.9	122	16	59	25	1	7.7	6,536	13	60	26	1	7.6
Two or more races	0	0	0	0										0						267	11	53	34	2	7.2
No Race/Ethnicity Reported	1	0	0	1										1						28	0	7	64	29	4.6
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						358	0	15	68	17	4.9
Former LEP student - monitoring year 1	0	0	0	0										0						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	127	1	3	123	21	17	73	59	29	24	0	0	7.9	128	16	57	26	1	7.7	9,818	11	57	30	2	7.4
<b>IEP</b>																									
Students with an IEP	19	0	1	18	1	6	8	44	9	50	0	0	6.7	23	4	35	57	4	6.1	1,472	1	26	62	10	5.6
All Other Students	108	1	2	105	20	19	65	62	20	19	0	0	8.1	105	19	62	19	0	8.1	8,791	12	60	27	1	7.6
<b>SES</b>																									
Economically Disadvantaged Students	34	1	2	31	6	19	18	58	7	23	0	0	7.7	31	19	58	23	0	7.7	4,251	5	50	41	4	6.8
All Other Students	93	0	1	92	15	16	55	60	22	24	0	0	7.9	97	15	57	27	1	7.7	6,012	15	59	25	2	7.6
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	127	1	3	123	21	17	73	59	29	24	0	0	7.9	128	16	57	26	1	7.7	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	127	1	3	123	21	17	73	59	29	24	0	0	7.9	128	16	57	26	1	7.7	8,040	12	58	28	2	7.4
<b>504 Plan</b>																									
Students with a 504 Plan	12	1	0	11	2	18	5	45	4	36	0	0	7.8	11	18	45	36	0	7.8	256	7	61	31	1	7.3
All Other Students	115	0	3	112	19	17	68	61	25	22	0	0	7.9	117	16	58	25	1	7.7	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.