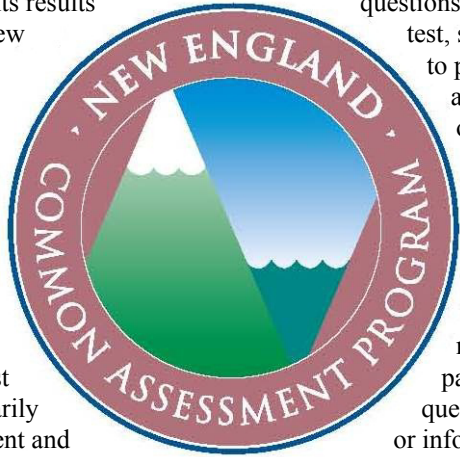


About The New England Common Assessment Program



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: Woonsocket High School

District: Woonsocket

Code: 39-39123



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Grade Level Summary Report

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

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	385			399			10,934			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	360	369	353	370	379	363	10,318	10,460	10,263	94	96	92	93	95	91	94	96	94
Current LEP Students	114	211	56	119	216	61	2,250	3,025	1,608	32	57	16	32	57	17	22	29	16
With an approved accommodation	19	20	16	19	20	16	377	408	358	5	5	5	5	5	4	4	4	3
IEP Students	8	14	3	8	14	3	110	159	100	42	70	19	42	70	19	29	39	28
With an approved accommodation	63	65	60	71	73	68	1,490	1,515	1,472	18	18	17	19	19	19	14	14	14
Other	51	56	48	56	61	53	923	948	903	81	86	80	79	84	78	62	63	61
Students not tested in NECAP	25	16	32	29	20	36	616	474	671	6	4	8	7	5	9	6	4	6
State Approved	11	10	13	13	12	15	206	173	203	44	63	41	45	60	42	33	36	30
Alternate Assessment	8	8	8	10	10	10	96	96	96	73	80	62	77	83	67	47	55	47
First Year LEP	1	0	4	1	0	4	40	0	60	9	0	31	8	0	27	19	0	30
Withdrew After October 1	2	2	1	2	2	1	62	68	40	18	20	8	15	17	7	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	14	6	19	16	8	21	410	301	468	56	38	59	55	40	58	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	%	%	%	%	
READING	385	11	14	360	99	28	155	43	64	18	42	12	1146	370	27	42	18	13	1145	10,318	43	38	11	7	1151
MATH	385	10	6	369	3	1	73	20	98	27	195	53	1132	379	1	19	26	54	1132	10,460	3	32	28	36	1136
WRITING	385	13	19	353	11	3	171	48	160	45	11	3	6.6	363	3	47	45	4	6.5	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: Woonsocket High School
 District: Woonsocket
 State: Rhode Island
 Code: 39-39123

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

(Scaled Score 1154–1180)

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

(Scaled Score 1140–1153)

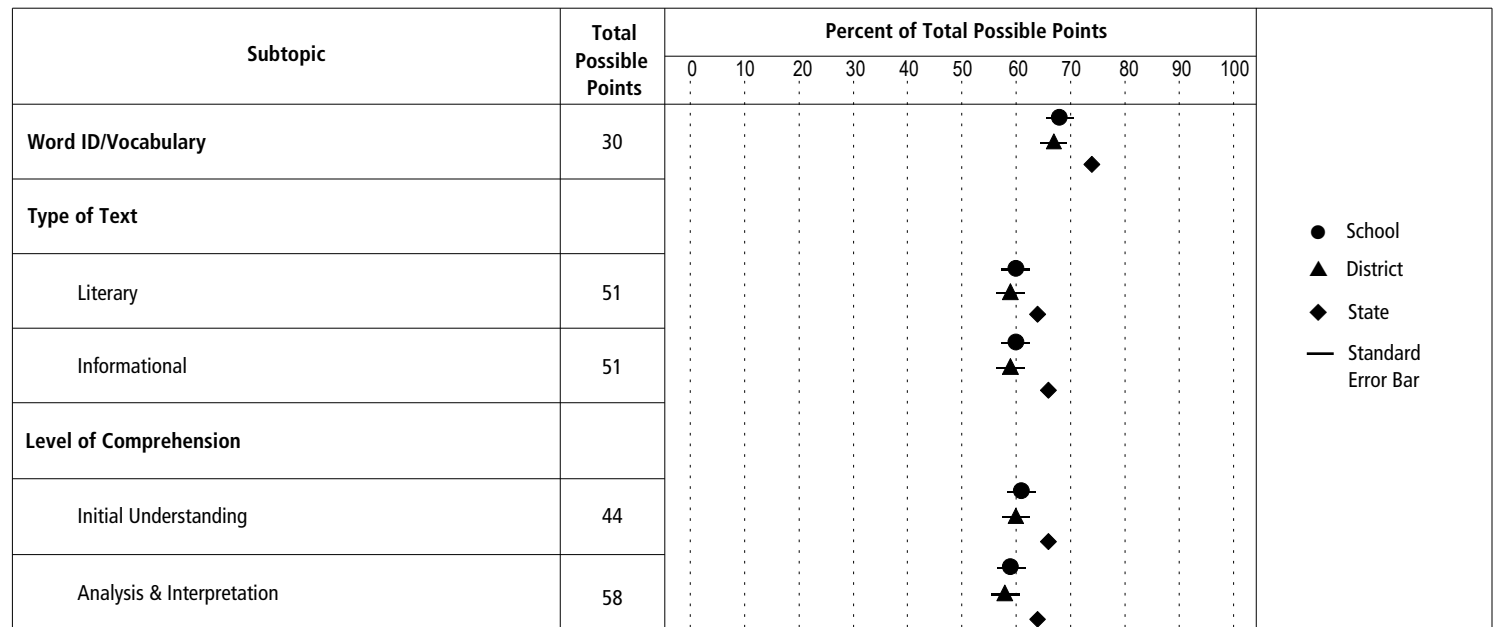
Partially Proficient (Level 2)
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge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

(Scaled Score 1130–1139)

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

(Scaled Score 1100–1129)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2011-12	371	8	8	355	55	15	176	50	82	23	42	12	1143
2012-13	363	12	6	345	61	18	178	52	66	19	40	12	1144
2013-14	385	11	14	360	99	28	155	43	64	18	42	12	1146
Cumulative Total	1,119	31	28	1,060	215	20	509	48	212	20	124	12	1144
District													
2011-12	379	8	10	361	55	15	176	49	85	24	45	12	1143
2012-13	377	14	8	355	61	17	179	50	68	19	47	13	1144
2013-14	399	13	16	370	99	27	157	42	66	18	48	13	1145
Cumulative Total	1,155	35	34	1,086	215	20	512	47	219	20	140	13	1144
State													
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

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

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	385	11	14	360	99	28	155	43	64	18	42	12	1146	370	27	42	18	13	1145	10,318	43	38	11	7	1151
Gender																									
Male	205	5	9	191	45	24	83	43	37	19	26	14	1144	197	23	43	19	15	1144	5,159	37	42	12	9	1149
Female	180	6	5	169	54	32	72	43	27	16	16	9	1147	173	31	42	16	10	1147	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	102	1	0	101	14	14	44	44	25	25	18	18	1141	105	13	43	24	20	1140	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	30	0	0	30	10	33	14	47	5	17	1	3	1149	30	33	47	17	3	1149	319	48	34	12	7	1152
Black or African American	45	2	3	40	9	23	19	48	4	10	8	20	1144	43	21	44	12	23	1142	882	23	42	21	14	1144
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149
White	189	8	11	170	59	35	70	41	29	17	12	7	1148	173	34	41	17	8	1148	6,546	53	36	8	3	1154
Two or more races	18	0	0	18	6	33	8	44	1	6	3	17	1147	18	33	44	6	17	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	21	2	0	19	0	0	0	0	7	37	12	63	1128	19	0	0	37	63	1128	377	2	13	31	54	1130
Former LEP student - monitoring year 1	11	0	1	10	0	0	3	30	4	40	3	30	1134	10	0	30	40	30	1134	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	353	9	13	331	99	30	152	46	53	16	27	8	1147	341	29	45	16	10	1146	9,854	45	39	11	5	1152
IEP																									
Students with an IEP	75	8	4	63	4	6	15	24	19	30	25	40	1135	71	6	23	28	44	1134	1,490	8	37	28	26	1138
All Other Students	310	3	10	297	95	32	140	47	45	15	17	6	1148	299	32	47	15	6	1148	8,828	49	39	9	4	1153
SES																									
Economically Disadvantaged Students	245	9	11	225	61	27	94	42	36	16	34	15	1145	231	26	41	16	16	1144	4,274	27	44	17	11	1146
All Other Students	140	2	3	135	38	28	61	45	28	21	8	6	1148	139	27	45	20	8	1147	6,044	54	34	7	4	1154
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	385	11	14	360	99	28	155	43	64	18	42	12	1146	370	27	42	18	13	1145	10,318	43	38	11	7	1151
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,238	22	42	19	16	1144
All Other Students	384	11	14	359	99	28	154	43	64	18	42	12	1146	369	27	42	18	13	1145	8,080	49	37	9	5	1153
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						255	48	42	7	4	1152
All Other Students	381	11	14	356	99	28	151	42	64	18	42	12	1146	366	27	42	18	13	1145	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:	Woonsocket High School
District:	Woonsocket
State:	Rhode Island
Code:	39-39123

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 1152–1180)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 1140–1151)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

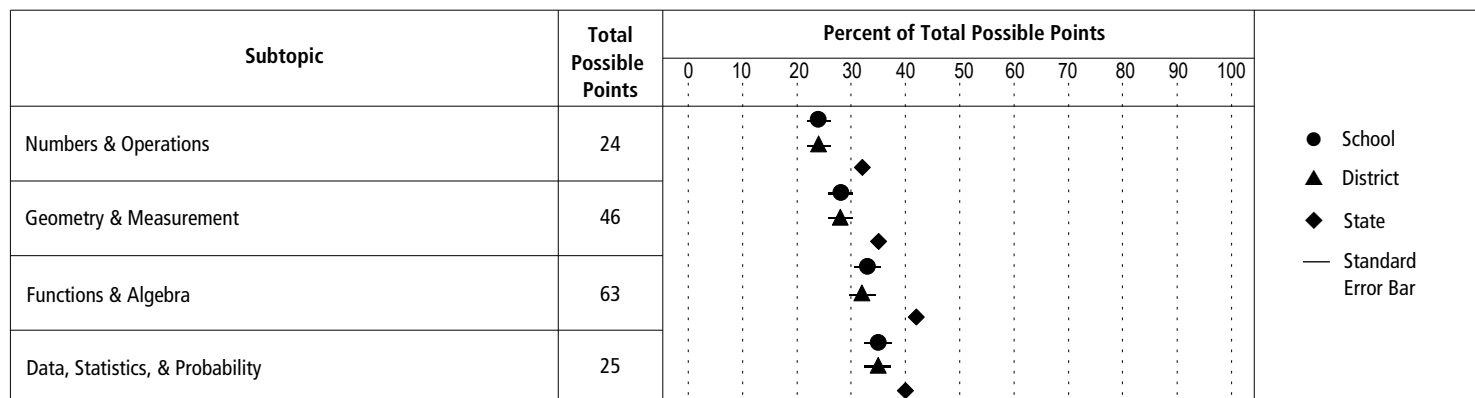
(Scaled Score 1134–1139)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 1100–1133)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2011-12	371	8	8	355	2	1	54	15	96	27	203	57	1132
2012-13	363	10	8	345	4	1	69	20	83	24	189	55	1132
2013-14	385	10	6	369	3	1	73	20	98	27	195	53	1132
Cumulative Total	1,119	28	22	1,069	9	1	196	18	277	26	587	55	1132
District													
2011-12	379	8	11	360	2	1	54	15	96	27	208	58	1132
2012-13	377	12	10	355	4	1	69	19	83	23	199	56	1132
2013-14	399	12	8	379	3	1	73	19	99	26	204	54	1132
Cumulative Total	1,155	32	29	1,094	9	1	196	18	278	25	611	56	1132
State													
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: Woonsocket High School
District: Woonsocket
State: Rhode Island
Code: 39-39123

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	385	10	6	369	3	1	73	20	98	27	195	53	1132	379	1	19	26	54	1132	10,460	3	32	28	36	1136
Gender																									
Male	205	5	4	196	1	1	35	18	55	28	105	54	1132	202	<1	17	28	54	1132	5,229	4	33	28	36	1136
Female	180	5	2	173	2	1	38	22	43	25	90	52	1133	177	1	21	24	53	1133	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	102	1	1	100	0	0	12	12	23	23	65	65	1130	104	0	12	23	65	1129	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	30	0	0	30	1	3	8	27	8	27	13	43	1136	30	3	27	27	43	1136	322	8	39	23	30	1139
Black or African American	45	1	1	43	0	0	3	7	10	23	30	70	1127	46	0	7	22	72	1126	901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	189	8	4	177	2	1	44	25	54	31	77	44	1135	180	1	24	30	44	1134	6,614	5	40	29	25	1138
Two or more races	18	0	0	18	0	0	6	33	2	11	10	56	1136	18	0	33	11	56	1136	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	21	1	0	20	0	0	0	0	0	0	20	100	1123	20	0	0	0	100	1123	408	<1	3	6	91	1122
Former LEP student - monitoring year 1	11	0	1	10	0	0	0	0	3	30	7	70	1128	10	0	0	30	70	1128	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	353	9	5	339	3	1	73	22	95	28	168	50	1133	349	1	21	28	51	1133	9,964	4	34	29	34	1136
IEP																									
Students with an IEP	75	8	2	65	0	0	2	3	6	9	57	88	1124	73	0	3	10	88	1123	1,515	<1	5	16	79	1125
All Other Students	310	2	4	304	3	1	71	23	92	30	138	45	1134	306	1	23	30	46	1134	8,945	4	37	30	29	1137
SES																									
Economically Disadvantaged Students	245	9	6	230	1	<1	37	16	60	26	132	57	1131	236	<1	16	26	58	1131	4,344	1	19	29	51	1132
All Other Students	140	1	0	139	2	1	36	26	38	27	63	45	1134	143	1	25	27	47	1133	6,116	5	42	27	25	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	385	10	6	369	3	1	73	20	98	27	195	53	1132	379	1	19	26	54	1132	10,460	3	32	28	36	1136
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,283	1	15	25	59	1130
All Other Students	384	10	6	368	3	1	73	20	98	27	194	53	1132	378	1	19	26	54	1132	8,177	4	37	29	30	1137
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						260	1	33	34	32	1137
All Other Students	381	10	6	365	3	1	73	20	97	27	192	53	1132	375	1	19	26	54	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:	Woonsocket High School
District:	Woonsocket
State:	Rhode Island
Code:	39-39123

Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.
(Raw Score 10–12)

Proficient (Level 3)
 Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.
(Raw Score 7–9)

Partially Proficient (Level 2)
 Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.
(Raw Score 4–6)

Substantially Below Proficient (Level 1)
 Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.
(Raw Score 2–3)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2011-12	371	8	9	354	6	2	98	28	216	61	34	10	5.6
2012-13	363	11	8	344	6	2	110	32	198	58	30	9	5.9
2013-14	385	13	19	353	11	3	171	48	160	45	11	3	6.6
Cumulative Total	1,119	32	36	1,051	23	2	379	36	574	55	75	7	6.0
District													
2011-12	379	8	11	360	6	2	98	27	217	60	39	11	5.5
2012-13	377	13	10	354	6	2	110	31	203	57	35	10	5.8
2013-14	399	15	21	363	11	3	171	47	165	45	16	4	6.5
Cumulative Total	1,155	36	42	1,077	23	2	379	35	585	54	90	8	5.9
State													
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	Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.
2012-13	Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.
2013-14	Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

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

Average Score Comparison by Type of Writing[§]

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
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2013-14 (C)	353	6.6		363	6.5		10,263	7.3	
	2012-13	60	6.0		63	5.8		1,705	6.4	
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2013-14	93	6.0		95	5.9		2,543	6.4	
	2012-13 (C)	344	5.9		354	5.8		10,366	6.4	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2013-14	92	6.8		94	6.6		2,568	7.4	
	2012-13	54	6.8		56	6.7		1,732	7.1	
Report (Not assessed in 2013) Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2013-14									
	2012-13	30	6.4		30	6.4		881	6.8	
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2013-14	76	6.1		77	6.0		2,558	6.8	
	2012-13	57	5.9		59	5.9		1,726	6.7	
Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps 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	92	7.2		97	7.0		2,593	7.0	
	2012-13	58	6.1		58	6.1		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:	Woonsocket High School
District:	Woonsocket
State:	Rhode Island
Code:	39-39123

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	0	0	0	0	1
10	5	5	11	3	11	3	10
9	5	4	27	8	27	7	13
8	4	4	81	23	81	22	28
7	4	3	63	18	63	17	14
6	3	3	102	29	103	28	20
5	3	2	25	7	27	7	6
4	2	2	33	9	35	10	6
3	2	1	8	2	11	3	1
2	1	1	2	1	3	1	1
0	0	0	1	<1	2	1	<1

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

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



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Writing Results

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

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	%	
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	%	N	%	%	%	%		
All Students	385	13	19	353	11	3	171	48	160	45	11	3	6.6	363	3	47	45	4	6.5	10,263	11	55	32	2	7.3
Gender																									
Male	205	6	12	187	5	3	71	38	103	55	8	4	6.3	193	3	37	54	6	6.2	5,135	8	51	37	3	7.0
Female	180	7	7	166	6	4	100	60	57	34	3	2	7.0	170	4	59	35	2	7.0	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	102	2	0	100	1	1	43	43	51	51	5	5	6.2	104	1	41	51	7	6.1	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	30	0	0	30	2	7	19	63	9	30	0	0	7.2	30	7	63	30	0	7.2	315	17	57	25	1	7.7
Black or African American	45	4	4	37	0	0	11	30	23	62	3	8	6.0	40	0	28	63	10	5.9	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	189	7	15	167	7	4	88	53	69	41	3	2	6.9	170	4	52	41	3	6.8	6,536	13	60	26	1	7.6
Two or more races	18	0	0	18	1	6	9	50	8	44	0	0	6.7	18	6	50	44	0	6.7	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	21	5	0	16	0	0	1	6	9	56	6	38	4.1	16	0	6	56	38	4.1	358	0	15	68	17	4.9
Former LEP student - monitoring year 1	11	0	1	10	0	0	3	30	7	70	0	0	5.9	10	0	30	70	0	5.9	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	353	8	18	327	11	3	167	51	144	44	5	2	6.8	337	3	50	44	3	6.7	9,818	11	57	30	2	7.4
IEP																									
Students with an IEP	75	8	7	60	0	0	10	17	44	73	6	10	5.3	68	0	15	71	15	5.1	1,472	1	26	62	10	5.6
All Other Students	310	5	12	293	11	4	161	55	116	40	5	2	6.9	295	4	55	40	2	6.9	8,791	12	60	27	1	7.6
SES																									
Economically Disadvantaged Students	245	10	15	220	4	2	109	50	100	45	7	3	6.5	226	2	48	46	4	6.5	4,251	5	50	41	4	6.8
All Other Students	140	3	4	133	7	5	62	47	60	45	4	3	6.8	137	5	45	45	5	6.7	6,012	15	59	25	2	7.6
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	385	13	19	353	11	3	171	48	160	45	11	3	6.6	363	3	47	45	4	6.5	10,263	11	55	32	2	7.3
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,223	6	46	44	5	6.6
All Other Students	384	13	19	352	11	3	171	49	159	45	11	3	6.6	362	3	47	45	4	6.5	8,040	12	58	28	2	7.4
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						256	7	61	31	1	7.3
All Other Students	381	13	19	349	11	3	169	48	158	45	11	3	6.6	359	3	47	45	4	6.5	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.