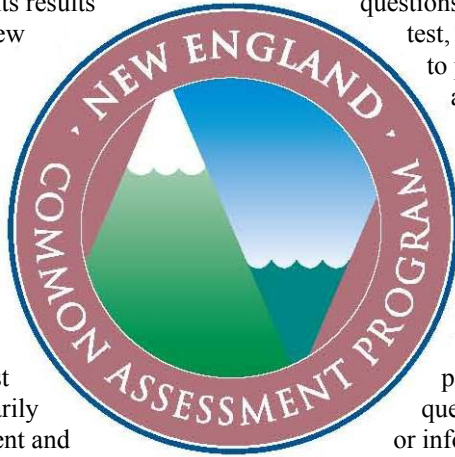


About The New England Common Assessment Program

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: Sheila Skip Nowell Leadership

District: Sheila Skip Nowell Leadership

Code: 42-04603



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Grade Level Summary Report

School: Sheila Skip Nowell Leadership
 District: Sheila Skip Nowell Leadership
 State: Rhode Island
 Code: 42-04603

| PARTICIPATION in NECAP | Number | | | | | | | | | Percentage | | | | | | | | |
|---|---------|------|---------|----------|------|---------|---------|--------|---------|------------|------|---------|----------|------|---------|---------|------|---------|
| | School | | | District | | | State | | | School | | | District | | | State | | |
| Students enrolled on or after October 1 | 59 | | | 98 | | | 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 | 46 | 46 | 36 | 74 | 80 | 62 | 10,318 | 10,460 | 10,263 | 78 | 78 | 61 | 76 | 82 | 63 | 94 | 96 | 94 |
| With an approved accommodation | 22 | 26 | 16 | 29 | 35 | 20 | 2,250 | 3,025 | 1,608 | 48 | 57 | 44 | 39 | 44 | 32 | 22 | 29 | 16 |
| Current LEP Students | 2 | 3 | 2 | 5 | 6 | 4 | 377 | 408 | 358 | 4 | 7 | 6 | 7 | 8 | 6 | 4 | 4 | 3 |
| With an approved accommodation | 1 | 2 | 1 | 3 | 4 | 2 | 110 | 159 | 100 | 50 | 67 | 50 | 60 | 67 | 50 | 29 | 39 | 28 |
| IEP Students | 11 | 12 | 7 | 13 | 16 | 11 | 1,490 | 1,515 | 1,472 | 24 | 26 | 19 | 18 | 20 | 18 | 14 | 14 | 14 |
| With an approved accommodation | 10 | 10 | 7 | 11 | 11 | 9 | 923 | 948 | 903 | 91 | 83 | 100 | 85 | 69 | 82 | 62 | 63 | 61 |
| Students not tested in NECAP | 13 | 13 | 23 | 24 | 18 | 36 | 616 | 474 | 671 | 22 | 22 | 39 | 24 | 18 | 37 | 6 | 4 | 6 |
| State Approved | 2 | 2 | 3 | 2 | 2 | 4 | 206 | 173 | 203 | 15 | 15 | 13 | 8 | 11 | 11 | 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 | 1 | 0 | 0 | 2 | 40 | 0 | 60 | 0 | 0 | 33 | 0 | 0 | 50 | 19 | 0 | 30 |
| Withdrew After October 1 | 2 | 2 | 2 | 2 | 2 | 2 | 62 | 68 | 40 | 100 | 100 | 67 | 100 | 100 | 50 | 30 | 39 | 20 |
| Enrolled After October 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | <1 | 1 | <1 |
| Special Consideration | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 3 |
| Other | 11 | 11 | 20 | 22 | 16 | 32 | 410 | 301 | 468 | 85 | 85 | 87 | 92 | 89 | 89 | 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 | 59 | 2 | 11 | 46 | 4 | 9 | 8 | 17 | 17 | 37 | 17 | 37 | 1134 | 74 | 7 | 24 | 39 | 30 | 1136 | 10,318 | 43 | 38 | 11 | 7 | 1151 | |
| | 59 | 2 | 11 | 46 | 0 | 0 | 0 | 0 | 5 | 11 | 41 | 89 | 1121 | 80 | 0 | 1 | 10 | 89 | 1122 | 10,460 | 3 | 32 | 28 | 36 | 1136 | |
| WRITING | 59 | 3 | 20 | 36 | 0 | 0 | 7 | 19 | 24 | 67 | 5 | 14 | 4.9 | 62 | 0 | 23 | 68 | 10 | 5.3 | 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: Sheila Skip Nowell Leadership
 District: Sheila Skip Nowell Leadership
 State: Rhode Island
 Code: 42-04603

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.

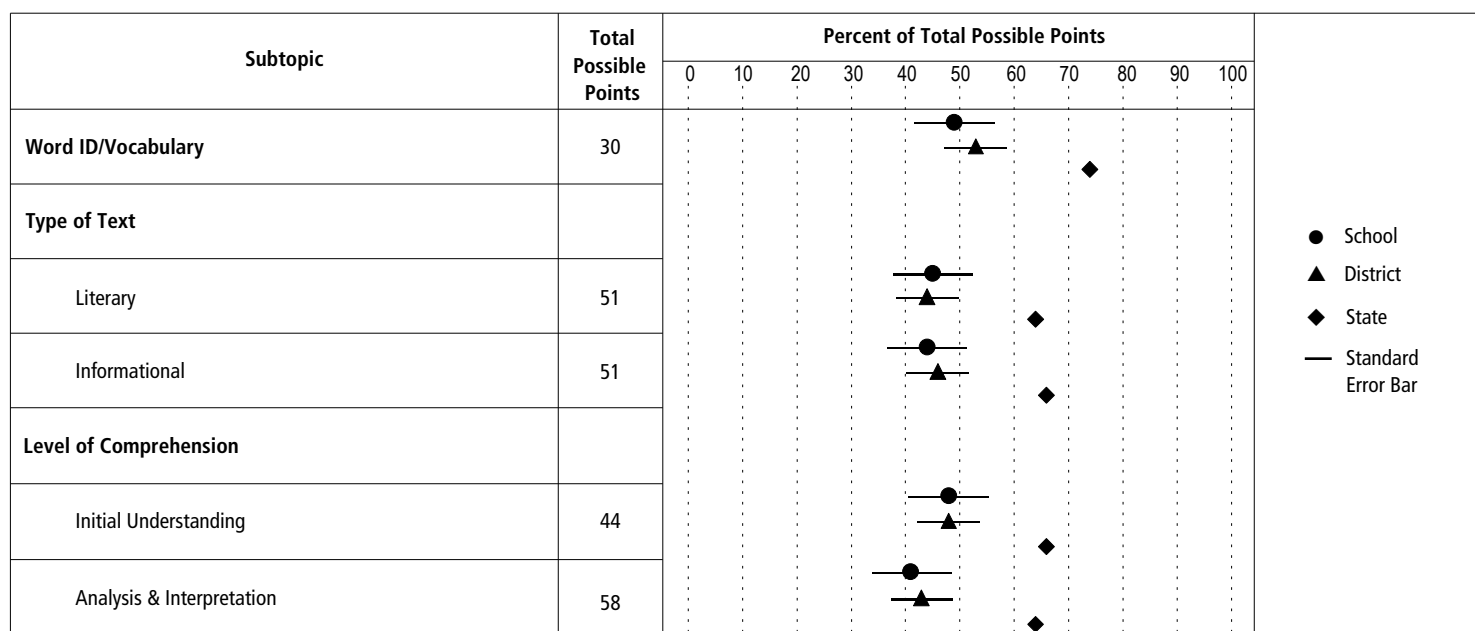
(Scaled Score 1130–1139)

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 | | | | | | | | | | | | | |
| 2012-13 | | | | | | | | | | | | | |
| 2013-14 | 59 | 2 | 11 | 46 | 4 | 9 | 8 | 17 | 17 | 37 | 17 | 37 | 1134 |
| Cumulative Total | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | |
| 2011-12 | | | | | | | | | | | | | |
| 2012-13 | | | | | | | | | | | | | |
| 2013-14 | 98 | 2 | 22 | 74 | 5 | 7 | 18 | 24 | 29 | 39 | 22 | 30 | 1136 |
| Cumulative Total | | | | | | | | | | | | | |
| 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: Sheila Skip Nowell Leadership
 District: Sheila Skip Nowell Leadership
 State: Rhode Island
 Code: 42-04603

| 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 | 59 | 2 | 11 | 46 | 4 | 9 | 8 | 17 | 17 | 37 | 17 | 37 | 1134 | 74 | 7 | 24 | 39 | 30 | 1136 | 10,318 | 43 | 38 | 11 | 7 | 1151 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 11 | 1 | 3 | 7 | | | | | | | | | | 15 | 0 | 20 | 33 | 47 | 1135 | 5,159 | 37 | 42 | 12 | 9 | 1149 |
| Female | 48 | 1 | 8 | 39 | 4 | 10 | 7 | 18 | 16 | 41 | 12 | 31 | 1135 | 59 | 8 | 25 | 41 | 25 | 1136 | 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 | 27 | 0 | 5 | 22 | 2 | 9 | 3 | 14 | 9 | 41 | 8 | 36 | 1133 | 33 | 6 | 18 | 45 | 30 | 1134 | 2,158 | 23 | 44 | 18 | 15 | 1144 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | 5 | 1 | 0 | 4 | | | | | | | | | | 4 | | | | | | 70 | 26 | 41 | 14 | 19 | 1145 |
| Asian | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 319 | 48 | 34 | 12 | 7 | 1152 |
| Black or African American | 12 | 0 | 2 | 10 | 1 | 10 | 2 | 20 | 3 | 30 | 4 | 40 | 1137 | 12 | 8 | 25 | 33 | 33 | 1138 | 882 | 23 | 42 | 21 | 14 | 1144 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 42 | 38 | 48 | 12 | 2 | 1149 |
| White | 13 | 1 | 4 | 8 | | | | | | | | | | 22 | 5 | 36 | 36 | 23 | 1138 | 6,546 | 53 | 36 | 8 | 3 | 1154 |
| Two or more races | 2 | 0 | 0 | 2 | | | | | | | | | | 3 | | | | | | 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 | 6 | 0 | 4 | 2 | | | | | | | | | | 5 | | | | | | 377 | 2 | 13 | 31 | 54 | 1130 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 1 | | | | | | 61 | 13 | 49 | 25 | 13 | 1142 |
| Former LEP student - monitoring year 2 | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 26 | 8 | 81 | 8 | 4 | 1146 |
| All Other Students | 52 | 2 | 7 | 43 | 4 | 9 | 7 | 16 | 17 | 40 | 15 | 35 | 1134 | 67 | 7 | 24 | 42 | 27 | 1136 | 9,854 | 45 | 39 | 11 | 5 | 1152 |
| IEP | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 13 | 0 | 2 | 11 | 0 | 0 | 2 | 18 | 3 | 27 | 6 | 55 | 1130 | 13 | 0 | 15 | 38 | 46 | 1131 | 1,490 | 8 | 37 | 28 | 26 | 1138 |
| All Other Students | 46 | 2 | 9 | 35 | 4 | 11 | 6 | 17 | 14 | 40 | 11 | 31 | 1136 | 61 | 8 | 26 | 39 | 26 | 1137 | 8,828 | 49 | 39 | 9 | 4 | 1153 |
| SES | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 18 | 1 | 3 | 14 | 0 | 0 | 3 | 21 | 5 | 36 | 6 | 43 | 1132 | 35 | 0 | 37 | 34 | 29 | 1137 | 4,274 | 27 | 44 | 17 | 11 | 1146 |
| All Other Students | 41 | 1 | 8 | 32 | 4 | 13 | 5 | 16 | 12 | 38 | 11 | 34 | 1135 | 39 | 13 | 13 | 44 | 31 | 1136 | 6,044 | 54 | 34 | 7 | 4 | 1154 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| All Other Students | 59 | 2 | 11 | 46 | 4 | 9 | 8 | 17 | 17 | 37 | 17 | 37 | 1134 | 74 | 7 | 24 | 39 | 30 | 1136 | 10,318 | 43 | 38 | 11 | 7 | 1151 |
| Title I | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 22 | 2 | 1 | 19 | 1 | 5 | 3 | 16 | 5 | 26 | 10 | 53 | 1131 | 24 | 4 | 25 | 25 | 46 | 1133 | 2,238 | 22 | 42 | 19 | 16 | 1144 |
| All Other Students | 37 | 0 | 10 | 27 | 3 | 11 | 5 | 19 | 12 | 44 | 7 | 26 | 1136 | 50 | 8 | 24 | 46 | 22 | 1138 | 8,080 | 49 | 37 | 9 | 5 | 1153 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 255 | 48 | 42 | 7 | 4 | 1152 |
| All Other Students | 59 | 2 | 11 | 46 | 4 | 9 | 8 | 17 | 17 | 37 | 17 | 37 | 1134 | 74 | 7 | 24 | 39 | 30 | 1136 | 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: Sheila Skip Nowell Leadership
 District: Sheila Skip Nowell Leadership
 State: Rhode Island
 Code: 42-04603

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.

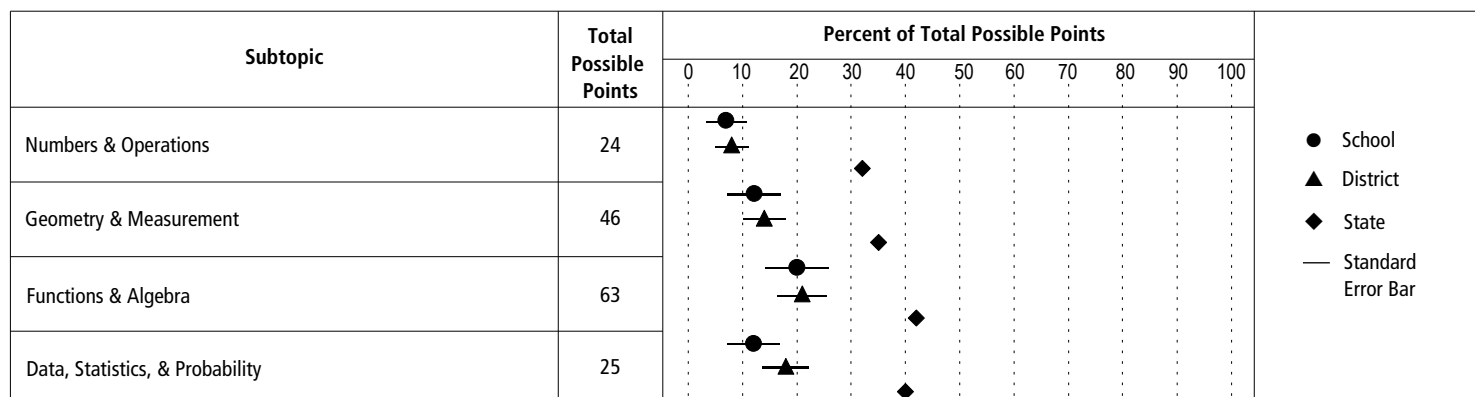
(Scaled Score 1134–1139)

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 | | | | | | | | | | | | | |
| 2012-13 | | | | | | | | | | | | | |
| 2013-14 | 59 | 2 | 11 | 46 | 0 | 0 | 0 | 0 | 5 | 11 | 41 | 89 | 1121 |
| Cumulative Total | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | |
| 2011-12 | | | | | | | | | | | | | |
| 2012-13 | | | | | | | | | | | | | |
| 2013-14 | 98 | 2 | 16 | 80 | 0 | 0 | 1 | 1 | 8 | 10 | 71 | 89 | 1122 |
| Cumulative Total | | | | | | | | | | | | | |
| 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: Sheila Skip Nowell Leadership
 District: Sheila Skip Nowell Leadership
 State: Rhode Island
 Code: 42-04603

| 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 | 59 | 2 | 11 | 46 | 0 | 0 | 0 | 0 | 5 | 11 | 41 | 89 | 1121 | 80 | 0 | 1 | 10 | 89 | 1122 | 10,460 | 3 | 32 | 28 | 36 | 1136 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 11 | 1 | 2 | 8 | | | | | | | | | | 17 | 0 | 6 | 6 | 88 | 1123 | 5,229 | 4 | 33 | 28 | 36 | 1136 |
| Female | 48 | 1 | 9 | 38 | 0 | 0 | 0 | 0 | 4 | 11 | 34 | 89 | 1121 | 63 | 0 | 0 | 11 | 89 | 1122 | 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 | 27 | 0 | 5 | 22 | 0 | 0 | 0 | 0 | 2 | 9 | 20 | 91 | 1120 | 37 | 0 | 3 | 5 | 92 | 1121 | 2,203 | 1 | 16 | 27 | 57 | 1131 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | 5 | 1 | 0 | 4 | | | | | | | | | | 4 | | | | | | 70 | 0 | 23 | 30 | 47 | 1132 |
| Asian | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 322 | 8 | 39 | 23 | 30 | 1139 |
| Black or African American | 12 | 0 | 2 | 10 | 0 | 0 | 0 | 0 | 1 | 10 | 9 | 90 | 1123 | 12 | 0 | 0 | 8 | 92 | 1124 | 901 | <1 | 13 | 26 | 61 | 1129 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 42 | 0 | 31 | 40 | 29 | 1136 |
| White | 13 | 1 | 4 | 8 | | | | | | | | | | 24 | 0 | 0 | 17 | 83 | 1124 | 6,614 | 5 | 40 | 29 | 25 | 1138 |
| Two or more races | 2 | 0 | 0 | 2 | | | | | | | | | | 3 | | | | | | 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 | 6 | 0 | 3 | 3 | | | | | | | | | | 6 | | | | | | 408 | <1 | 3 | 6 | 91 | 1122 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 1 | | | | | | 61 | 0 | 13 | 26 | 61 | 1132 |
| Former LEP student - monitoring year 2 | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 27 | 0 | 11 | 48 | 41 | 1133 |
| All Other Students | 52 | 2 | 8 | 42 | 0 | 0 | 0 | 0 | 5 | 12 | 37 | 88 | 1122 | 72 | 0 | 1 | 11 | 88 | 1123 | 9,964 | 4 | 34 | 29 | 34 | 1136 |
| IEP | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 13 | 0 | 1 | 12 | 0 | 0 | 0 | 0 | 1 | 8 | 11 | 92 | 1121 | 16 | 0 | 0 | 6 | 94 | 1121 | 1,515 | <1 | 5 | 16 | 79 | 1125 |
| All Other Students | 46 | 2 | 10 | 34 | 0 | 0 | 0 | 0 | 4 | 12 | 30 | 88 | 1121 | 64 | 0 | 2 | 11 | 88 | 1123 | 8,945 | 4 | 37 | 30 | 29 | 1137 |
| SES | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 18 | 1 | 3 | 14 | 0 | 0 | 0 | 0 | 1 | 7 | 13 | 93 | 1124 | 39 | 0 | 3 | 10 | 87 | 1125 | 4,344 | 1 | 19 | 29 | 51 | 1132 |
| All Other Students | 41 | 1 | 8 | 32 | 0 | 0 | 0 | 0 | 4 | 13 | 28 | 88 | 1120 | 41 | 0 | 0 | 10 | 90 | 1120 | 6,116 | 5 | 42 | 27 | 25 | 1138 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| All Other Students | 59 | 2 | 11 | 46 | 0 | 0 | 0 | 0 | 5 | 11 | 41 | 89 | 1121 | 80 | 0 | 1 | 10 | 89 | 1122 | 10,460 | 3 | 32 | 28 | 36 | 1136 |
| Title I | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 22 | 2 | 3 | 17 | 0 | 0 | 0 | 0 | 3 | 18 | 14 | 82 | 1122 | 25 | 0 | 0 | 12 | 88 | 1123 | 2,283 | 1 | 15 | 25 | 59 | 1130 |
| All Other Students | 37 | 0 | 8 | 29 | 0 | 0 | 0 | 0 | 2 | 7 | 27 | 93 | 1121 | 55 | 0 | 2 | 9 | 89 | 1122 | 8,177 | 4 | 37 | 29 | 30 | 1137 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 260 | 1 | 33 | 34 | 32 | 1137 |
| All Other Students | 59 | 2 | 11 | 46 | 0 | 0 | 0 | 0 | 5 | 11 | 41 | 89 | 1121 | 80 | 0 | 1 | 10 | 89 | 1122 | 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: Sheila Skip Nowell Leadership
District: Sheila Skip Nowell Leadership
State: Rhode Island
Code: 42-04603

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 | | | | | | | | | | | | | |
| 2012-13 | | | | | | | | | | | | | |
| 2013-14 | 59 | 3 | 20 | 36 | 0 | 0 | 7 | 19 | 24 | 67 | 5 | 14 | 4.9 |
| Cumulative Total | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | |
| 2011-12 | | | | | | | | | | | | | |
| 2012-13 | | | | | | | | | | | | | |
| 2013-14 | 98 | 4 | 32 | 62 | 0 | 0 | 14 | 23 | 42 | 68 | 6 | 10 | 5.3 |
| Cumulative Total | | | | | | | | | | | | | |
| 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: Sheila Skip Nowell Leadership
 District: Sheila Skip Nowell Leadership
 State: Rhode Island
 Code: 42-04603

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) | 36 | 4.9 | | | | 62 | 5.3 | | | | 10,263 | 7.3 | | | |
| | 2012-13 | | | | | | | | | | | 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 | 8 | | | | | 14 | 4.4 | | | | 2,543 | 6.4 | | | |
| | 2012-13 (C) | | | | | | | | | | | 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 | 8 | | | | | 14 | 4.3 | | | | 2,568 | 7.4 | | | |
| | 2012-13 | | | | | | | | | | | 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 | | | | | | | | | | | 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 | 8 | | | | | 14 | 4.8 | | | | 2,558 | 6.8 | | | |
| | 2012-13 | | | | | | | | | | | 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 | 12 | 5.4 | | | | 20 | 5.4 | | | | 2,593 | 7.0 | | | |
| | 2012-13 | | | | | | | | | | | 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: Sheila Skip Nowell Leadership
District: Sheila Skip Nowell Leadership
State: Rhode Island
Code: 42-04603

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 | 0 | 0 | 0 | 0 | 10 |
| 9 | 5 | 4 | 1 | 3 | 1 | 2 | 13 |
| 8 | 4 | 4 | 2 | 6 | 5 | 8 | 28 |
| 7 | 4 | 3 | 4 | 11 | 8 | 13 | 14 |
| 6 | 3 | 3 | 7 | 19 | 17 | 27 | 20 |
| 5 | 3 | 2 | 4 | 11 | 11 | 18 | 6 |
| 4 | 2 | 2 | 13 | 36 | 14 | 23 | 6 |
| 3 | 2 | 1 | 1 | 3 | 2 | 3 | 1 |
| 2 | 1 | 1 | 3 | 8 | 3 | 5 | 1 |
| 0 | 0 | 0 | 1 | 3 | 1 | 2 | <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: Sheila Skip Nowell Leadership
 District: Sheila Skip Nowell Leadership
 State: Rhode Island
 Code: 42-04603

| 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 | 59 | 3 | 20 | 36 | 0 | 0 | 7 | 19 | 24 | 67 | 5 | 14 | 4.9 | 62 | 0 | 23 | 68 | 10 | 5.3 | 10,263 | 11 | 55 | 32 | 2 | 7.3 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 11 | 2 | 3 | 6 | | | | | | | | | | 15 | 0 | 13 | 67 | 20 | 4.7 | 5,135 | 8 | 51 | 37 | 3 | 7.0 |
| Female | 48 | 1 | 17 | 30 | 0 | 0 | 7 | 23 | 20 | 67 | 3 | 10 | 5.2 | 47 | 0 | 26 | 68 | 6 | 5.5 | 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 | 27 | 0 | 8 | 19 | 0 | 0 | 5 | 26 | 11 | 58 | 3 | 16 | 4.9 | 30 | 0 | 27 | 60 | 13 | 5.2 | 2,139 | 5 | 46 | 45 | 4 | 6.6 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | 5 | 1 | 2 | 2 | | | | | | | | | | 2 | | | | | | 68 | 10 | 38 | 49 | 3 | 6.7 |
| Asian | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 315 | 17 | 57 | 25 | 1 | 7.7 |
| Black or African American | 12 | 1 | 2 | 9 | | | | | | | | | | 11 | 0 | 9 | 82 | 9 | 5.2 | 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 | 13 | 1 | 7 | 5 | | | | | | | | | | 17 | 0 | 24 | 76 | 0 | 5.7 | 6,536 | 13 | 60 | 26 | 1 | 7.6 |
| Two or more races | 2 | 0 | 1 | 1 | | | | | | | | | | 2 | | | | | | 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 | 6 | 1 | 3 | 2 | | | | | | | | | | 4 | | | | | | 358 | 0 | 15 | 68 | 17 | 4.9 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 1 | | | | | | 61 | 2 | 57 | 41 | 0 | 6.9 |
| Former LEP student - monitoring year 2 | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 26 | 4 | 54 | 42 | 0 | 7.0 |
| All Other Students | 52 | 2 | 17 | 33 | 0 | 0 | 7 | 21 | 22 | 67 | 4 | 12 | 5.0 | 56 | 0 | 25 | 66 | 9 | 5.4 | 9,818 | 11 | 57 | 30 | 2 | 7.4 |
| IEP | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 13 | 0 | 6 | 7 | | | | | | | | | | 11 | 0 | 9 | 73 | 18 | 4.8 | 1,472 | 1 | 26 | 62 | 10 | 5.6 |
| All Other Students | 46 | 3 | 14 | 29 | 0 | 0 | 7 | 24 | 19 | 66 | 3 | 10 | 5.0 | 51 | 0 | 25 | 67 | 8 | 5.4 | 8,791 | 12 | 60 | 27 | 1 | 7.6 |
| SES | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 18 | 2 | 3 | 13 | 0 | 0 | 2 | 15 | 9 | 69 | 2 | 15 | 4.5 | 32 | 0 | 25 | 66 | 9 | 5.4 | 4,251 | 5 | 50 | 41 | 4 | 6.8 |
| All Other Students | 41 | 1 | 17 | 23 | 0 | 0 | 5 | 22 | 15 | 65 | 3 | 13 | 5.1 | 30 | 0 | 20 | 70 | 10 | 5.3 | 6,012 | 15 | 59 | 25 | 2 | 7.6 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| All Other Students | 59 | 3 | 20 | 36 | 0 | 0 | 7 | 19 | 24 | 67 | 5 | 14 | 4.9 | 62 | 0 | 23 | 68 | 10 | 5.3 | 10,263 | 11 | 55 | 32 | 2 | 7.3 |
| Title I | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 22 | 3 | 4 | 15 | 0 | 0 | 4 | 27 | 9 | 60 | 2 | 13 | 5.3 | 21 | 0 | 29 | 62 | 10 | 5.5 | 2,223 | 6 | 46 | 44 | 5 | 6.6 |
| All Other Students | 37 | 0 | 16 | 21 | 0 | 0 | 3 | 14 | 15 | 71 | 3 | 14 | 4.6 | 41 | 0 | 20 | 71 | 10 | 5.2 | 8,040 | 12 | 58 | 28 | 2 | 7.4 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 256 | 7 | 61 | 31 | 1 | 7.3 |
| All Other Students | 59 | 3 | 20 | 36 | 0 | 0 | 7 | 19 | 24 | 67 | 5 | 14 | 4.9 | 62 | 0 | 23 | 68 | 10 | 5.3 | 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.