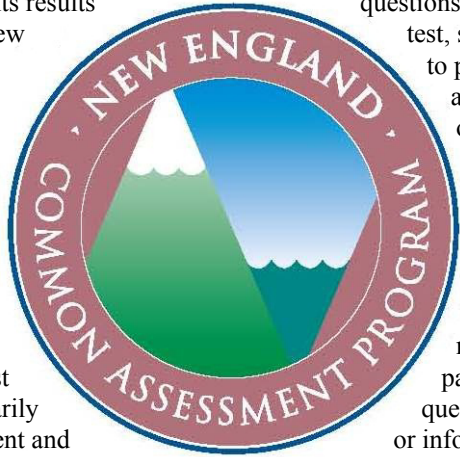


# About The New England Common Assessment Program



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:** Chariho High School

**District:** Chariho

**Code:** 98-98101



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Grade Level Summary Report

<b>School:</b>	Chariho High School
<b>District:</b>	Chariho
<b>State:</b>	Rhode Island
<b>Code:</b>	98-98101

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>303</b>			<b>313</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	299	299	298	309	309	308	10,318	10,460	10,263	99	99	98	99	99	98	94	96	94
Current LEP Students	88	162	39	98	172	49	2,250	3,025	1,608	29	54	13	32	56	16	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	19	19	19	24	24	24	1,490	1,515	1,472	6	6	6	8	8	8	14	14	14
Other	19	18	18	24	23	23	923	948	903	100	95	95	100	96	96	62	63	61
<b>Students not tested in NECAP</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>616</b>	<b>474</b>	<b>671</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>6</b>
State Approved	3	3	3	3	3	3	206	173	203	75	75	60	75	75	60	33	36	30
Alternate Assessment	3	3	3	3	3	3	96	96	96	100	100	100	100	100	100	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	0	0	0	0	0	0	62	68	40	0	0	0	0	0	0	30	39	20
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	<1	1	<1
Special Consideration	0	0	0	0	0	0	7	7	6	0	0	0	0	0	0	3	4	3
Other	1	1	2	1	1	2	410	301	468	25	25	40	25	25	40	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>	303	3	1	299	178	60	105	35	13	4	3	1	1157	309	58	36	5	2	1156	10,318	43	38	11	7	1151
<b>MATH</b>	303	3	1	299	13	4	140	47	98	33	48	16	1140	309	4	46	32	18	1139	10,460	3	32	28	36	1136
<b>WRITING</b>	303	3	2	298	44	15	169	57	84	28	1	<1	7.7	308	14	56	30	<1	7.6	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>	Chariho High School
<b>District:</b>	Chariho
<b>State:</b>	Rhode Island
<b>Code:</b>	98-98101

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	N	N	%	N	%	N	%	N	%	N	%	%	%	%	%	N	%	%	%	%	N	%
<b>All Students</b>	303	3	1	299	178	60	105	35	13	4	3	1	1157	309	58	36	5	2	1156	10,318	43	38	11	7	1151
<b>Gender</b>																									
Male	157	3	1	153	81	53	64	42	7	5	1	1	1155	161	50	42	5	2	1154	5,159	37	42	12	9	1149
Female	146	0	0	146	97	66	41	28	6	4	2	1	1159	148	66	28	4	2	1158	5,128	49	35	10	5	1153
Not Reported	0	0	0	0									0	0					0	31	13	16	39	32	1137
<b>Race/Ethnicity</b>																									
Hispanic or Latino	6	0	0	6									7						2,158	23	44	18	15	1144	
Not Hispanic or Latino																									
American Indian or Alaskan Native	8	0	1	7									7						70	26	41	14	19	1145	
Asian	2	0	0	2									2						319	48	34	12	7	1152	
Black or African American	2	0	0	2									2						882	23	42	21	14	1144	
Native Hawaiian or Pacific Islander	0	0	0	0									0						42	38	48	12	2	1149	
White	281	3	0	278	167	60	98	35	10	4	3	1	1157	286	58	36	4	2	1157	6,546	53	36	8	3	1154
Two or more races	4	0	0	4									5						270	39	41	13	7	1149	
No Race/Ethnicity Reported	0	0	0	0									0						31	13	16	39	32	1137	
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0						377	2	13	31	54	1130	
Former LEP student - monitoring year 1	1	0	0	1									1						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	302	3	1	298	178	60	104	35	13	4	3	1	1157	308	58	35	5	2	1156	9,854	45	39	11	5	1152
<b>IEP</b>																									
Students with an IEP	23	3	1	19	1	5	12	63	5	26	1	5	1143	24	4	58	25	13	1142	1,490	8	37	28	26	1138
All Other Students	280	0	0	280	177	63	93	33	8	3	2	1	1158	285	62	34	3	1	1157	8,828	49	39	9	4	1153
<b>SES</b>																									
Economically Disadvantaged Students	68	1	1	66	33	50	22	33	8	12	3	5	1152	68	49	35	12	4	1152	4,274	27	44	17	11	1146
All Other Students	235	2	0	233	145	62	83	36	5	2	0	0	1158	241	60	36	2	2	1158	6,044	54	34	7	4	1154
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0						
All Other Students	303	3	1	299	178	60	105	35	13	4	3	1	1157	309	58	36	5	2	1156	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	303	3	1	299	178	60	105	35	13	4	3	1	1157	309	58	36	5	2	1156	8,080	49	37	9	5	1153
<b>504 Plan</b>																									
Students with a 504 Plan	10	0	0	10	5	50	4	40	0	0	1	10	1154	12	42	33	0	25	1148	255	48	42	7	4	1152
All Other Students	293	3	1	289	173	60	101	35	13	4	2	1	1157	297	58	36	5	1	1157	10,063	43	38	12	7	1151

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

### Mathematics Results

School: Chariho High School  
 District: Chariho  
 State: Rhode Island  
 Code: 98-98101

#### 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.

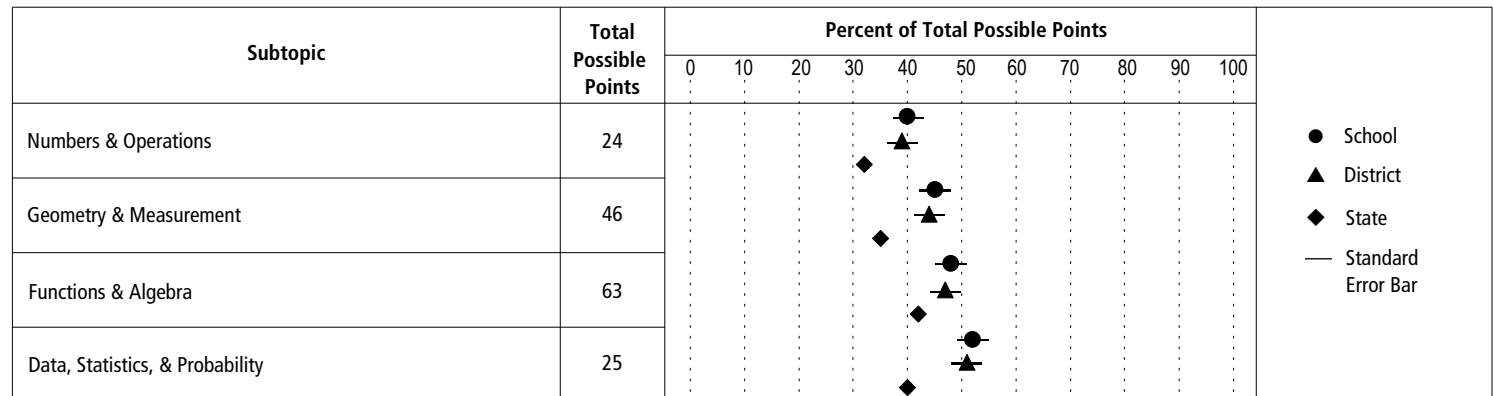
(Scaled Score 1134–1139)

#### 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	291	1	5	285	9	3	142	50	80	28	54	19	1140
2012-13	290	6	1	283	9	3	127	45	80	28	67	24	1139
2013-14	303	3	1	299	13	4	140	47	98	33	48	16	1140
Cumulative Total	884	10	7	867	31	4	409	47	258	30	169	19	1140
<b>District</b>													
2011-12	300	1	5	294	9	3	143	49	82	28	60	20	1140
2012-13	299	7	2	290	9	3	127	44	84	29	70	24	1139
2013-14	313	3	1	309	13	4	141	46	99	32	56	18	1139
Cumulative Total	912	11	8	893	31	3	411	46	265	30	186	21	1139
<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: Chariho High School  
 District: Chariho  
 State: Rhode Island  
 Code: 98-98101

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>	303	3	1	299	13	4	140	47	98	33	48	16	1140	309	4	46	32	18	1139	10,460	3	32	28	36	1136
<b>Gender</b>																									
Male	157	3	1	153	7	5	68	44	53	35	25	16	1139	161	4	43	34	19	1139	5,229	4	33	28	36	1136
Female	146	0	0	146	6	4	72	49	45	31	23	16	1140	148	4	49	30	17	1140	5,195	3	32	29	36	1136
Not Reported	0	0	0	0										0						36	0	6	14	81	1124
<b>Race/Ethnicity</b>																									
Hispanic or Latino	6	0	0	6										7						2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	8	0	1	7										7						70	0	23	30	47	1132
Asian	2	0	0	2										2						322	8	39	23	30	1139
Black or African American	2	0	0	2										2						901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	281	3	0	278	13	5	130	47	91	33	44	16	1140	286	5	46	32	17	1140	6,614	5	40	29	25	1138
Two or more races	4	0	0	4										5						272	3	29	27	42	1135
No Race/Ethnicity Reported	0	0	0	0										0						36	0	6	14	81	1124
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						408	<1	3	6	91	1122
Former LEP student - monitoring year 1	1	0	0	1										1						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	302	3	1	298	13	4	140	47	97	33	48	16	1140	308	4	46	32	18	1139	9,964	4	34	29	34	1136
<b>IEP</b>																									
Students with an IEP	23	3	1	19	0	0	1	5	7	37	11	58	1130	24	0	4	29	67	1128	1,515	<1	5	16	79	1125
All Other Students	280	0	0	280	13	5	139	50	91	33	37	13	1140	285	5	49	32	14	1140	8,945	4	37	30	29	1137
<b>SES</b>																									
Economically Disadvantaged Students	68	1	1	66	1	2	20	30	30	45	15	23	1137	68	1	29	46	24	1137	4,344	1	19	29	51	1132
All Other Students	235	2	0	233	12	5	120	52	68	29	33	14	1141	241	5	50	28	17	1140	6,116	5	42	27	25	1138
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	303	3	1	299	13	4	140	47	98	33	48	16	1140	309	4	46	32	18	1139	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	303	3	1	299	13	4	140	47	98	33	48	16	1140	309	4	46	32	18	1139	8,177	4	37	29	30	1137
<b>504 Plan</b>																									
Students with a 504 Plan	10	0	0	10	0	0	3	30	3	30	4	40	1135	12	0	25	25	50	1131	260	1	33	34	32	1137
All Other Students	293	3	1	289	13	4	137	47	95	33	44	15	1140	297	4	46	32	17	1140	10,200	4	32	28	36	1136

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Writing Results

<b>School:</b>	Chariho High School
<b>District:</b>	Chariho
<b>State:</b>	Rhode Island
<b>Code:</b>	98-98101

**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	291	1	7	283	28	10	167	59	85	30	3	1	7.4
2012-13	290	6	0	284	14	5	168	59	99	35	3	1	7.1
<b>2013-14</b>	<b>303</b>	<b>3</b>	<b>2</b>	<b>298</b>	<b>44</b>	<b>15</b>	<b>169</b>	<b>57</b>	<b>84</b>	<b>28</b>	<b>1</b>	<b>&lt;1</b>	<b>7.7</b>
Cumulative Total	884	10	9	865	86	10	504	58	268	31	7	1	7.4
<b>District</b>													
2011-12	300	1	7	292	28	10	168	58	93	32	3	1	7.3
2012-13	299	7	1	291	14	5	170	58	103	35	4	1	7.1
<b>2013-14</b>	<b>313</b>	<b>3</b>	<b>2</b>	<b>308</b>	<b>44</b>	<b>14</b>	<b>171</b>	<b>56</b>	<b>92</b>	<b>30</b>	<b>1</b>	<b>&lt;1</b>	<b>7.6</b>
Cumulative Total	912	11	10	891	86	10	509	57	288	32	8	1	7.3
<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: Chariho High School  
 District: Chariho  
 State: Rhode Island  
 Code: 98-98101

### 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)	298	7.7		●		308	7.6		●		10,263	7.3		●	
	2012-13	48	7.2		▲		48	7.2		▲		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	76	7.1		●		77	7.0		●		2,543	6.4		●	
	2012-13 (C)	284	7.1		▲		291	7.1		▲		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	69	7.3		●		72	7.1		●		2,568	7.4		●	
	2012-13	45	7.4		▲		47	7.3		▲		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	24	6.9		▲		25	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	78	7.4		●		81	7.1		●		2,558	6.8		●	
	2012-13	50	7.3		▲		51	7.2		▲		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	75	7.7		●		78	7.7		●		2,593	7.0		●	
	2012-13	46	7.2		▲		48	7.2		▲		1,700	6.7		▲	

(C) This type of writing was administered to all students.

The ● shows this year's score and the black bar ( — ) shows the range where most students in this sample scored.

The ▲ shows last year's score and the gray bar ( — ) shows the range where most students in this sample scored.

§ The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric. The score of 7 represents the score required to be proficient.

**Note:** Some numbers may have been left blank because fewer than ten (10) students were scored.





# Fall 2013 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2013-2014

# Writing Results

<b>School:</b>	Chariho High School
<b>District:</b>	Chariho
<b>State:</b>	Rhode Island
<b>Code:</b>	98-98101

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	1	<1	1	<1	<1
11	6	5	3	1	3	1	1
10	5	5	40	13	40	13	10
9	5	4	45	15	45	15	13
8	4	4	91	31	92	30	28
7	4	3	33	11	34	11	14
6	3	3	61	20	63	20	20
5	3	2	14	5	14	5	6
4	2	2	9	3	15	5	6
3	2	1	0	0	0	0	1
2	1	1	1	<1	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

<b>School:</b>	Chariho High School
<b>District:</b>	Chariho
<b>State:</b>	Rhode Island
<b>Code:</b>	98-98101

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>	303	3	2	298	44	15	169	57	84	28	1	<1	7.7	308	14	56	30	<1	7.6	10,263	11	55	32	2	7.3
<b>Gender</b>																									
Male	157	3	1	153	16	10	82	54	54	35	1	1	7.3	161	10	52	38	1	7.2	5,135	8	51	37	3	7.0
Female	146	0	1	145	28	19	87	60	30	21	0	0	8.0	147	19	60	21	0	8.0	5,100	13	60	26	1	7.6
Not Reported	0	0	0	0										0						28	0	7	64	29	4.6
<b>Race/Ethnicity</b>																									
Hispanic or Latino	6	0	0	6										7						2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	8	0	2	6										6						68	10	38	49	3	6.7
Asian	2	0	0	2										2						315	17	57	25	1	7.7
Black or African American	2	0	0	2										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	281	3	0	278	42	15	160	58	75	27	1	<1	7.7	286	15	57	28	<1	7.6	6,536	13	60	26	1	7.6
Two or more races	4	0	0	4										5						267	11	53	34	2	7.2
No Race/Ethnicity Reported	0	0	0	0										0						28	0	7	64	29	4.6
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						358	0	15	68	17	4.9
Former LEP student - monitoring year 1	1	0	0	1										1						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	302	3	2	297	44	15	169	57	83	28	1	<1	7.7	307	14	56	30	<1	7.6	9,818	11	57	30	2	7.4
<b>IEP</b>																									
Students with an IEP	23	3	1	19	0	0	2	11	17	89	0	0	5.7	24	0	13	88	0	5.5	1,472	1	26	62	10	5.6
All Other Students	280	0	1	279	44	16	167	60	67	24	1	<1	7.8	284	15	59	25	<1	7.8	8,791	12	60	27	1	7.6
<b>SES</b>																									
Economically Disadvantaged Students	68	1	1	66	3	5	33	50	29	44	1	2	6.9	68	4	51	43	1	7.0	4,251	5	50	41	4	6.8
All Other Students	235	2	1	232	41	18	136	59	55	24	0	0	7.9	240	17	57	26	0	7.8	6,012	15	59	25	2	7.6
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	303	3	2	298	44	15	169	57	84	28	1	<1	7.7	308	14	56	30	<1	7.6	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	303	3	2	298	44	15	169	57	84	28	1	<1	7.7	308	14	56	30	<1	7.6	8,040	12	58	28	2	7.4
<b>504 Plan</b>																									
Students with a 504 Plan	10	0	0	10	0	0	7	70	3	30	0	0	7.3	12	0	58	42	0	6.8	256	7	61	31	1	7.3
All Other Students	293	3	2	288	44	15	162	56	81	28	1	<1	7.7	296	15	55	29	<1	7.6	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.