About The New England Common Assessment Program

ENGLAN

ASSESSMENT

This report highlights results from the Fall 2008 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 multiplechoice 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 schooland/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 2008 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

School Results

School: Rogers High School

District: Newport

Code: 21-21111



Grade Level Summary Report

School: Rogers High School

District: Newport **State:** Rhode Island

Code: 21-21111

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled

in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

DADTICIDATION :- NECAD					Number	•							Pe	ercentag	je			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		128			130			11,203			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	122	121	122	124	123	124	10,684	10,699	10,669	95	95	95	95	95	95	95	96	95
Students not tested in NECAP																		
State Approved	6	7	6	6	7	6	179	161	156	5	5	5	5	5	5	2	1	1
Alternate Assessment	3	3	3	3	3	3	76	76	76	2	2	2	2	2	2	1	1	1
First Year LEP	0	0	0	0	0	0	23	0	23	0	0	0	0	0	0	0	0	0
Withdrew After October 1	3	4	3	3	4	3	46	52	37	2	3	2	2	3	2	0	0	0
Enrolled After October 1	0	0	0	0	0	0	9	7	7	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	25	26	13	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	340	343	378	0	0	0	0	0	0	3	3	3

NECAP RESULTS

						School										Dis	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Le	vel 2	Lev	el 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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	128	6	0	122	16	13	66	54	31	25	9	7	1143	124	13	53	25	9	1143	10,684	18	51	20	11	1145
МАТН	128	7	0	121	1	1	27	22	34	28	59	49	1132	123	1	22	28	50	1132	10,699	1	26	28	45	1134
WRITING	128	6	0	122	3	2	51	42	55	45	13	11	6.0	124	2	41	44	12	6.0	10,669	4	38	50	9	6.1



Reading Results

School: Rogers High School

District: Newport **State:** Rhode Island

Code: 21-21111

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.

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.

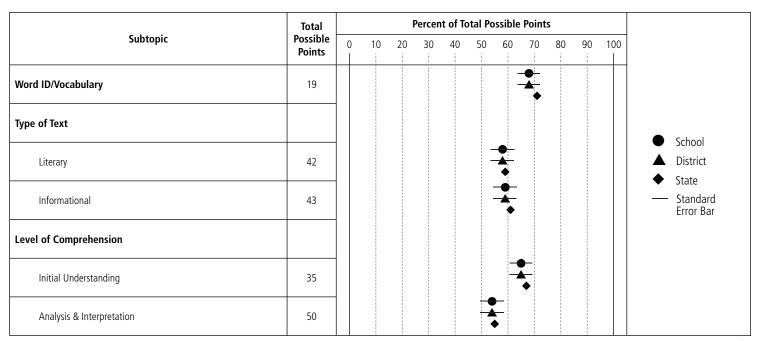
Partially Proficient (Level 2)

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.

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.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	133 128	5 6	1 0	127 122	21 16	17 13	54 66	43 54	37 31	29 25	15 9	12 7	1143 1143
Cumulative Total	261	11	1	249	37	15	120	48	68	27	24	10	1143
DISTRICT 2007-08 2008-09	139 130	5 6	2 0	132 124	21 16	16 13	54 66	41 53	38 31	29 25	19 11	14 9	1142 1143
Cumulative Total	269	11	2	256	37	14	120	47	69	27	30	12	1142
STATE 2007-08 2008-09	11661 11203	192 179	324 340	11,145 10,684	1,827 1,909	16 18	5,056 5,498	45 51	2,726 2,125	24 20	1,536 1,152	14 11	1143 1145
Cumulative Total	22864	371	664	21,829	3,736	17	10,554	48	4,851	22	2,688	12	1144





Disaggregated Reading Results

School: Rogers High School

District: Newport **State:** Rhode Island

Code: 21-21111

N N N N N N N N N N N N N N N N N N N							Scho	ol									Dist	rict					Sta	te		
All Students N		Enrolled			Tested	Lev	el 4	Lev	rel 3	Lev	el 2	Lev	el 1		Tested						Tested					Mean Score
Gender Male 61 2 0 59 8 14 34 58 17 20 5 8 1144 61 13 56 20 11 1142 5,347 13 52 21 14 1146 Fernial 67 4 0 0 63 8 13 32 51 19 30 4 6 1143 63 13 51 30 6 1143 5,336 23 51 19 8 1148 NOR Reported NOR Reported NOR Reported O 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	1
Male	All Students	128	6	0	122	16	13	66	54	31	25	9	7	1143	124	13	53	25	9	1143	10,684	18	51	20	11	1145
Female No. Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender																									
Not Reported Not Reported O	Male	61	2	0	59	8	14	34	58	12	20	5	8	1144	61	13	56	20	11	1142	5,347	13	52	21	14	1143
Primary Race/Ethnicity	Female	67	4	0	63	8	13	32	51	19	30	4	6	1143	63		51	30	6	1143		23		19	8	1146
American Indian or Alisakan Native 2 0 0 0 2 2 7 10 34 13 45 4 14 1138 29 7 38 20 52 19 17 114 Black or African American 131 2 0 0 29 2 7 10 34 13 45 4 14 1138 29 7 34 45 45 14 1138 992 7 43 31 19 13 Black or African American 199 0 0 0 19 0 0 7 37 11 58 1 5 139 20 0 0 35 55 10 1138 16.17 7 43 23 11 19 13 Notive Hawakian or Padific Islander 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Not Reported	0	0	0	0										0						1					
Asian 2 0 0 0 2 7 10 34 13 49 14 14 1188 29 7 34 45 14 1188 29 7 4 34 35 14 1188 29 7 4 34 45 14 1188 29 7 7 43 28 20 52 19 10 114 1188 113 11 13 118 113 113	Primary Race/Ethnicity																									
Black or Afficial American Hispanic	American Indian or Alaskan Native	2	0	0	2										2						63	13		24	17	1142
Hispanic or Lafino Native Havasian or Pacific Islander 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Asian	2	0	0	2										2						328	20	52	19	10	1146
Native Hawaiian or Pacific Islander White from Hispanic) No Primary RaceEthnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Black or African American	31	2	0	29		7	10		13		4	14	1138	29	7			14	1138		7	43	31	19	1139
White from-Hispanic No Primary Race/Ethnicity Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Hispanic or Latino	19	0	0	19	0	0	7	37	11	58	1	5	1139	20	0	35	55	10	1138	1,617	7	43	28	21	1139
No Primary Receiving LEP Status	Native Hawaiian or Pacific Islander	0	0	0	0				1		1				0											
No Primary Receiving LEP Status	White (non-Hispanic)	74	4	0	70	14	20	47	67	6	9	3	4	1147	71	20	66	8	6	1147	7,739	21	54	17	8	1147
Currently receiving LEP services 0 0 0 0 0 0 0 0 1 1 1 0 0 0 1 1 1 0 0 0 0 1 1 1 0 0 0 0 1 1 1 0 0 0 0 1 1 1 0 0 0 0 1 1 1 0 0 0 0 1 1 1 0 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 0 1 1 0	No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
Former LEP Student - monitoring year 2 2 0 0 0 119 16 13 66 55 28 24 9 8 1144 121 13 55 23 9 1143 10,552 18 53 19 9 1144 1147 7,459 125 13 10,669 12 14 114 121 13 15 13 14 14 114 121 13 15 13 14 14 114 121 13 15 13 15 14 14 114 121 13 15 14 14 114 121 13 15 14 14 114 121 13 15 14 14 114 121 13 15 14 14 114 121 13 15 14 14 114 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 15 14 14 121 13 14 14 121 13 15 14 14 121 13 15 14 14 14 14 14 14 14 14 14 14 14 14 14	LEP Status																									
From ELP Student monitoring year 2 2 0 0 0 2 113 6 13 66 55 28 24 9 8 1144 121 13 55 23 9 1143 10,352 18 53 19 9 1144 1145 115 13 55 23 9 1143 10,352 18 53 19 9 1144 1145 115 13 55 23 9 1143 10,352 18 53 19 9 1144 1145 1145 1145 1145 1145 1145	Currently receiving LEP services	0	0	0	0						1				0						214	0	7	26	66	1126
All Other Students	Former LEP student - monitoring year 1	1	0	0	1										1						45	0	24	42		1135
Figure F	Former LEP student - monitoring year 2	2	0	0	2										2						73	4	22	49	25	1136
Students with an IEP	All Other Students	125	6	0	119	16	13	66	55	28	24	9	8	1144	121	13	55	23	9	1143	10,352	18	53	19	9	1145
All Other Students 108 3 0 105 16 15 63 60 22 21 4 14 7 1145 105 15 60 21 4 1145 9,075 21 56 17 6 114 SES Economically Disadvantaged Students 73 2 0 71 13 18 46 65 10 14 2 3 1147 72 18 64 14 4 1147 7,459 22 54 16 7 114 Migrant Students 128 6 0 122 16 13 66 54 31 25 9 7 1143 124 13 53 25 9 1143 10,684 18 51 20 11 114 Title I Students Receiving Title I Services 128 6 0 122 16 13 66 54 31 25 9 7 1143 124 13 53 25 9 1143 8,460 20 53 19 9 114 Students with a 504 Plan 0 0 0 0 0 0 0 0 0 122 16 13 66 54 31 25 9 7 1143 124 13 53 25 9 1143 8,460 20 53 19 9 1144 Students with a 504 Plan 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	IEP																									
All Other Students 108 3 0 105 16 15 63 60 22 21 4 4 145 105 15 60 21 4 1145 9,075 21 56 17 6 114	Students with an IEP	20	3	0	17	0	0	3	18	9	53	5	29	1131	19	0	16	47	37	1129	1,609	2	27	34	36	1133
Economically Disadvantaged Students 55 4 0 51 3 6 20 39 21 41 7 14 1138 52 6 38 40 15 1137 3,225 8 45 28 19 114 All Other Students 73 2 0 0 71 13 18 46 65 10 14 2 3 1147 72 18 64 14 4 1147 7,459 22 54 16 7 114	All Other Students	108		0	105		15	63		22		4			105	15		21							6	1147
All Other Students 73 2 0 71 13 18 46 65 10 14 2 3 1147 72 18 64 14 4 1147 7,459 22 54 16 7 114 Migrant Migrant Students All Other Students Receiving Title I Services	SES																									
Migrant Students	Economically Disadvantaged Students	55	4	0	51	3	6	20	39	21	41	7	14	1138	52	6	38	40	15	1137	3,225	8	45	28	19	1140
Migrant Students	All Other Students	73	2	0	71	13	18	46	65	10	14	2	3	1147	72	18	64	14	4	1147	7,459	22	54	16	7	1147
Migrant Students	Migrant																									
Title I Students Receiving Title I Services 0 0 0 0 0 0 0 0 0 122 16 13 66 54 31 25 9 7 1143 124 13 53 25 9 1143 224 10 47 25 19 114 504 Plan Students with a 504 Plan 0		0	0	0	0										0						0					
Students Receiving Title I Services 0 0 0 0 0 0 122 16 13 66 54 31 25 9 7 1143 0 124 13 53 25 9 1143 8,460 20 53 19 9 114 504 Plan Students with a 504 Plan 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	All Other Students	128	6	0	122	16	13	66	54	31	25	9	7	1143	124	13	53	25	9	1143	10,684	18	51	20	11	1145
All Other Students 128 6 0 122 16 13 66 54 31 25 9 7 1143 124 13 53 25 9 1143 8,460 20 53 19 9 114 504 Plan Students with a 504 Plan 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Title I																									
All Other Students 128 6 0 122 16 13 66 54 31 25 9 7 1143 124 13 53 25 9 1143 8,460 20 53 19 9 114 504 Plan Students with a 504 Plan 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Students Receiving Title I Services	0	0	0	0						1				0						2,224	10	47	25	19	1141
Students with a 504 Plan 0 0 0 0 1 0 1 1 1 1 248 20 60 17 4 114		128	6	0	122	16	13	66	54	31	25	9	7	1143	124	13	53	25	9	1143						1146
	504 Plan																									
All Other Students 128 6 0 122 16 13 66 54 31 25 9 7 1143 124 13 53 25 9 1143 10,436 18 51 20 11 114	Students with a 504 Plan	0	0	0	0	1									0						248	20	60	17	4	1147
	All Other Students	128	6	0	122	16	13	66	54	31	25	9	7	1143	124	13	53	25	9	1143	10,436				11	1145

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



Mathematics Results

School: Rogers High School

District: Newport **State:** Rhode Island

Code: 21-21111

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.

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.

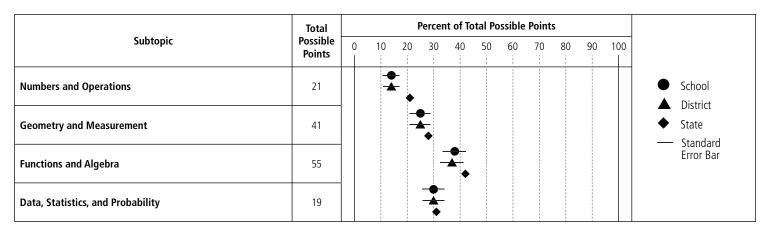
Partially Proficient (Level 2)

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.

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.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL													
2007-08	133	2	1	130	0	0	33	25	35	27	62	48	1132
2008-09	128	7	0	121	1	1	27	22	34	28	59	49	1132
Cumulative Total	261	9	1	251	1	0	60	24	69	27	121	48	1132
DISTRICT													
2007-08	139	2	2	135	0	0	33	24	35	26	67	50	1132
2008-09	130	7	0	123	1	1	27	22	34	28	61	50	1132
Cumulative	269	9	2	258	1	0	60	23	69	27	128	50	1132
Total													
STATE													
2007-08	11661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133





Disaggregated Mathematics Results

School: Rogers High School

District: Newport **State:** Rhode Island

Code: 21-21111

						Scho	ol									Dist	rict					Sta	ite		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	vel 3	Lev	rel 2	Lev	el 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mear Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	1
All Students	128	7	0	121	1	1	27	22	34	28	59	49	1132	123	1	22	28	50	1132	10,699	1	26	28	45	113
Gender																									
Male	61	2	0	59	1	2	14	24	15	25	29	49	1133	61	2	23	25	51	1133	5,357	2	28	27	44	113
Female	67	5	0	62	0	0	13	21	19	31	30	48	1131	62	0	21	31	48	1131	5,341	1	24	29	46	113
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2		1								2				1		62	0	11	21	68	113
Asian	2	0	0	2										2						330	4	28	31	36	113
Black or African American	31	2	0	29	0	0	1	3	6	21	22	76	1126	29	0	3	21	76	1126	928	0	7	19	73	112
Hispanic or Latino	19	0	0	19	0	0	0	0	3	16	16	84	1126	20	0	0	15	85	1125	1,631	0	9	21	70	112
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	74	5	0	69	1	1	25	36	24	35	19	28	1136	70	1	36	34	29	1136	7,742	2	31	31	36	113
No Primary Race/Ethnicity Reported	0	0	0	0										0						6					
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						237	0	2	9	89	112
Former LEP student - monitoring year 1	1	0	0	1										1						45	0	4	24	71	112
Former LEP student - monitoring year 2	2	0	0	2		1								2			1	1		73	0	3	16	81	112
All Other Students	125	7	0	118	1	1	27	23	34	29	56	47	1132	120	1	23	28	48	1132	10,344	1	26	29	43	1134
IEP																									
Students with an IEP	20	3	0	17	0	0	1	6	0	0	16	94	1120	19	0	5	0	95	1120	1,607	0	5	14	81	112
All Other Students	108	4	0	104	1	1	26	25	34	33	43	41	1134	104	1	25	33	41	1134	9,092	2	29	31	39	113!
SES																									
Economically Disadvantaged Students	55	4	0	51	0	0	3	6	9	18	39	76	1126	52	0	6	17	77	1126	3,237	0	12	22	66	1129
All Other Students	73	3	0	70	1	1	24	34	25	36	20	29	1137	71	1	34	35	30	1136	7,462	2	32	31	36	113
Migrant																									
Migrant Students	0	0	0	0										0			į			0		į	į		
All Other Students	128	7	0	121	1	1	27	22	34	28	59	49	1132	123	1	22	28	50	1132	10,699	1	26	28	45	113
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,238	0	13	22	64	112
All Other Students	128	7	0	121	1	1	27	22	34	28	59	49	1132	123	1	22	28	50	1132	8,461	2	29	30	40	113
504 Plan												:													
Students with a 504 Plan	0	0	0	0										0						249	2	28	35	35	113
All Other Students	128	7	0	121	1	1	27	22	34	28	59	49	1132	123	1	22	28	50	1132	10,450	1	26	28	45	113
										1		1		l			1	1							

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



Writing Results

School: Rogers High School

District: Newport **State:** Rhode Island **Code:** 21-21111

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.

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.

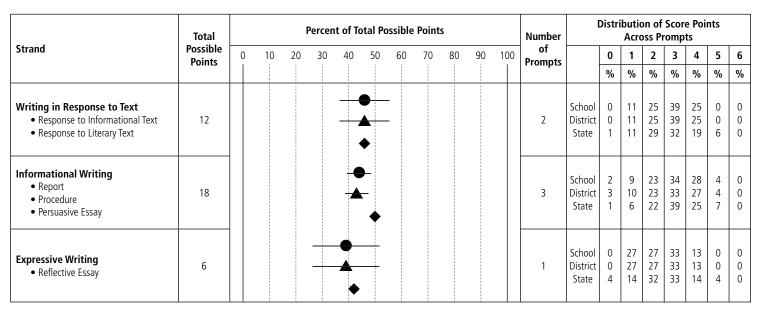
Partially Proficient (Level 2)

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.

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.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09	133 128	5 6	1 0	127 122	2 3	2 2	46 51	36 42	62 55	49 45	17 13	13 11	5.7 6.0
Cumulative Total	261	11	1	249	5	2	97	39	117	47	30	12	5.8
DISTRICT 2007-08 2008-09	139 130	5 6	2 0	132 124	2 3	2 2	46 51	35 41	64 55	48 44	20 15	15 12	5.6 6.0
Cumulative Total	269	11	2	256	5	2	97	38	119	46	35	14	5.8
STATE 2007-08 2008-09 Cumulative	11661 11203 22864	165 156 321	365 378 743	11,131 10,669 21,800	357 403 760	3 4 3	3,744 4,023	34 38 36	5,495 5,322	49 50 50	1,535 921	14 9 11	5.7 6.1 5.9
Total	22804	321	/43	21,800	/60	3	7,767	30	10,817	50	2,456	11	5.9





Disaggregated Writing Results

School: Rogers High School

District: Newport **State:** Rhode Island

Code: 21-21111

NT Approved N 6 2 4 0 0 0 2 0 0 4 0 0 0 0 0 0 0 0 0 0	NT Other N 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Tested N 122 59 63 0 2 2 29 19 0 70 0	Lev N 3 1 2 0 0 0 3	vel 4 % 2 2 3 0 0 4	Le N 51 21 30	yel 3 42 36 48 38 37 44	N 55 29 26 13 9 32	9 49 41 45 47 46	N 13 8 5 5 3 4	vel 1 % 11 14 8 17 16 6	Mean Score 6.0 5.8 6.3	Tested N 124 61 63 0 2 2 2 9 0 71 0	Level 4 % 2 2 3 0 0 0 4	Level 3 % 41 34 48 38 35 44	Level 2 % 44 48 41 45 45 45 45	Level 1 % 12 16 8 17 20 7	Mean Score 6.0 5.7 6.3	Tested N 10,669 5,334 5,334 1 63 327 933 1,618 0 7,723	Level 4 % 4 3 4 1 1 1 5 5	Level 3 % 38 32 43 30 39 26 25	Level 2 % 50 53 47 62 45 58 59	Level 1 % 9 12 5 8 10 16 15	Mei Sco 6. 5.: 6.: 5.: 5.: 5.: 5.: 5.: 5.: 5.: 5.: 5.: 5
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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient