About The New England **Common Assessment Program**

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This report highlights results from the Fall 2009 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to \square students in New MMO Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment ASSESSMEN 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.

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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 2009 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

District Results

District: Lincoln

Code: 17



Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Grade Level Summary Report

District:LincolnState:Rhode IslandCode:17

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, 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).

PARTICIPATION in NECAP					Number								Pe	ercentag	je			
		School			District			State			School			District			State	
Students enrolled on or after October 1					244			11,189						100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				239	241	239	10,742	10,716	10,679				98	99	98	96	96	95
Students not tested in NECAP																		
State Approved				4	2	3	223	195	221				2	1	1	2	2	2
Alternate Assessment				2	2	2	114	114	114				1	1	1	1	1	1
First Year LEP				2	0	1	48	0	46				1	0	0	0	0	0
Withdrew After October 1				0	0	0	41	46	37				0	0	0	0	0	0
Enrolled After October 1				0	0	0	1	2	1				0	0	0	0	0	0
Special Consideration				0	0	0	19	33	23				0	0	0	0	0	0
Other				1	1	2	224	278	289				0	0	1	2	2	3

NECAP RESULTS

					I	District	:									Sta	ate								
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 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	Ν	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	244	4	1	239	98	41	101	42	29	12	11	5	1151	10,742	23	50	17	9	1146						
MATH	244	2	1	241	17	7	108	45	57	24	59	24	1139	10,716	2	26	28	45	1134						
WRITING	244	3	2	239	31	13	136	57	65	27	7	3	7.4	10,679	7	48	40	5	6.7						

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.



Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010

Reading Results

District:LincolnState:Rhode IslandCode:17

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 gradeappropriate 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	Ν	N	%	N	%	Ν	%	Ν	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	294 240 244 778	5 2 4 11	6 5 1 12	283 233 239 755	83 63 98 244	29 27 41 32	128 125 101 354	45 54 42 47	40 31 29 100	14 13 12 13	32 14 11 57	11 6 5 8	1147 1148 1151 1149
STATE 2007-08 2008-09 2009-2010 Cumulative Total	11,661 11,203 11,189 34,053	192 179 223 594	324 340 224 888	11,145 10,684 10,742 32,571	1,827 1,909 2,466 6,202	16 18 23 19	5,056 5,498 5,416 15,970	45 51 50 49	2,726 2,125 1,875 6,726	24 20 17 21	1,536 1,152 985 3,673	14 11 9 11	1143 1145 1146 1145

	Total			F	Percen	t of To	otal Po	ssible	Point	s					
Subtopic	Possible Points	0 	10	20	30	40	50	60	70	80	90	100 			
Word ID/Vocabulary	20								•						
Type of Text														School	
Literary	42							•						District	
Informational	42							\$					_		ł r
Level of Comprehension															
Initial Understanding	31								•	F					
Analysis & Interpretation	53							•							



Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Disaggregated Reading Results

District: Lincoln State: Rhode Island Code: 17

REPORTING CATEGORIES Impart Impa						l	Distr	ict									Sta	te								
AB sudents: 244 4 1 29 98 41 101 42 29 12 11 5 150 107.42 28 50 17 9 1146 10 1146 10 113 20 116 116 5 151 107.41 119 5 116 107.41 10 114 10 1147 10 116 5 116 100 101 116 5 116 100 100 116 5 116 100 100 116 5 116 116 5 117 114 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 3 300 30 30 100 1111 100 300 300 30 1150 1510 100 111 100 300 300 30 30 130 1130 111 100 111 100 300 30 130 1130 111 100 110		Enrolled			Tested	Lev	el 4	Lev	el 3	Lev	vel 2	Lev	el 1		Tested				Level 1		Tested				Level 1	Mear Score
Gender Male fernale wont Reported 128 2 1 128 2 1 128 5 1 <th></th> <th>N</th> <th>N</th> <th>N</th> <th>N</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>Ν</th> <th>%</th> <th>Ν</th> <th>%</th> <th>1</th> <th>N</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th></th> <th>N</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>7</th>		N	N	N	N	N	%	N	%	Ν	%	Ν	%	1	N	%	%	%	%		N	%	%	%	%	7
Mele Fernale Nor. Reported 126 2 1 123 45 76 50 44 12 14 10 9 1189 52.2 15 51 21 13 144 144 Primary Andrean Halan Antenen Halan 118 0 0 0 13 44 12 14 12 44 12 130 53 21 21 13 144 144 Primary Andrean Halan 0 0 0 0 0 0 13 30 33 30 33 30 138 130 144 141 <	ll Students	244	4	1	239	98	41	101	42	29	12	11	5	1151	10,742	23	50	17	9	1146						
Mele Fernale Nor. Reported 126 2 1 123 45 76 50 44 12 14 10 9 1189 52.2 15 51 21 13 144 144 Primary Andrean Halan Antenen Halan 118 0 0 0 13 44 12 14 12 44 12 130 53 21 21 13 144 144 Primary Andrean Halan 0 0 0 0 0 0 13 30 33 30 33 30 138 130 144 141 <	ender																									
Not Reported 0 <t< td=""><td></td><td>126</td><td>2</td><td>1</td><td>123</td><td>45</td><td>37</td><td>50</td><td>41</td><td>17</td><td>14</td><td>11</td><td>9</td><td>1149</td><td>5,292</td><td>15</td><td>51</td><td>21</td><td>13</td><td>1144</td><td></td><td></td><td></td><td></td><td></td><td></td></t<>		126	2	1	123	45	37	50	41	17	14	11	9	1149	5,292	15	51	21	13	1144						
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Current LEP student - monitoring year 1 2 1 0 1 0 1 0 1 40 49 133 9 1133 133																										
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Former LEP student - monitoring year 2 0					0																					
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Students Receiving Title I Services 0 0 0 0 0 0 239 98 41 101 42 29 12 11 5 1151 2,616 14 49 23 14 1143 504 Plan 6 0 0 6 0 6 0 6 0 6 101 42 29 12 11 5 1151 2,616 14 49 23 14 1143 1143 504 Plan 6 0 0 6 0 6 0 6 101 42 29 12 11 5 1151 2,616 14 49 23 14 1143 1143 504 Plan 6 0 0 6 0 6 14 49 23 18 60 17 6 1147	241-1																									
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504 Plan Students with a 504 Plan 6 0 0 6 230 18 60 17 6 1147			-		-			101	10	20	4.2		-	4454												
Students with a 504 Plan 6 0 6 6 1 6 1147	All Uther Students	244	4	1	239	98	41	101	42	29	12	11	5	1151	8,126	26	51	16	/	114/						
All Other Students 238 4 1 233 97 42 98 42 27 12 11 5 1152 10,512 23 50 17 9 1146																				1						
	All Other Students	238	4	1	233	97	42	98	42	27	12	11	5	1152	10,512	23	50	17	9	1146						

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



Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Mathematics Results

District: Lincoln State: Rhode Island Code: 17

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
	Ν	N	Ν	N	N	%	Ν	%	N	%	Ν	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	294 240 244 778	5 2 2 9	7 5 1 13	282 233 241 756	5 4 17 26	2 2 7 3	93 95 108 296	33 41 45 39	79 65 57 201	28 28 24 27	105 69 59 233	37 30 24 31	1135 1137 1139 1137
STATE 2007-08 2008-09 2009-2010 Cumulative Total	11,661 11,203 11,189 34,053	147 161 195 503	340 343 278 961	11,174 10,699 10,716 32,589	123 155 181 459	1 1 2 1	2,340 2,739 2,748 7,827	21 26 26 24	3,032 3,007 2,958 8,997	27 28 28 28 28	5,679 4,798 4,829 15,306	51 45 45 47	1132 1134 1134 1133

	Total				Perce	nt of To	otal Po	ossible	Point	s				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100 		
Numbers & Operations	19			•		-							•	School
Geometry & Measurement	41				•	-								District State
Functions & Algebra	55				•	•		-						Standard Error Bar
Data, Statistics, & Probability	21				•	-	⊾							



Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010

Disaggregated Mathematics Results

District:LincolnState:Rhode IslandCode:17

						Distr	ict									Sta	te								
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	vel 3	Lev	vel 2	Lev	vel 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	%	1	N	%	%	%	%		N	%	%	%	%	
All Students	244	2	1	241	17	7	108	45	57	24	59	24	1139	10,716	2	26	28	45	1134						
Gender																									
Male	126	1	1	124	13	10	66	53	19	15	26	21	1141	5,272	2	28	26	44	1134						
Female	118	1	0	117	4	3	42	36	38	32	33	28	1138	5,444	1	24	29	46	1134						
Not Reported	0	0	0	0										0											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										75	0	16	17	67	1129						
Asian	9	0	0	9										336	4	30	26	40	1136						
Black or African American	3	0	0	3										981	0	7	22	71	1128						
Hispanic or Latino	11	0	0	11	0	0	3	27	1	9	7	64	1130	1,821	<1	9	20	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	221	2	1	218	15	7	98	45	55	25	50	23	1139	7,503	2	32	30	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	2	0	0	2										219	0	<1	5	94	1121						
Former LEP student - monitoring year 1	0	0	0 0	0										72	Ő	1	18	81	1128						
Former LEP student - monitoring year 2	Ő	Ő	Ő	0										45	Ő	2	24	73	1127						
All Other Students	242	2	1	239	17	7	108	45	57	24	57	24	1139	10,380	2	26	28	44	1134						
IEP																									
Students with an IEP	34	2	1	31	0	0	1	3	4	13	26	84	1124	1,652	0	4	10	86	1124						
All Other Students	210	0	0	210	17	8	107	51	53	25	33	16	1141	9,064	2	30	31	38	1136						
656																									
SES Economically Disadvantaged Students	46	0	0	46	1	2	12	26	12	26	21	46	1133	3,742	<1	12	23	65	1130						
All Other Students	198	2	1	195	16	8	96	49	45	23	38	19	1141	6,974	2	33	30	34	1136						
Migrant																									
Migrant Students	0	0	0	0										0									1		
All Other Students	244	2	1	241	17	7	108	45	57	24	59	24	1139	10,716	2	26	28	45	1134						
Title I																									
Students Receiving Title I Services	0	0	0	0						1		1	1	2,625	<1	12	22	66	1129				1		1
All Other Students	244	2	1	241	17	7	108	45	57	24	59	24	1139	8,091	2	30	22	38	1129				1		1
An other students	244	<u> </u>	· ·	241			100	45		24		24	1139	0,031		50	25	50	1150						
504 Plan																									
Students with a 504 Plan	6	0	0	6						1		1	1	228	3	29	32	36	1136				1		1
All Other Students	238	2	1	235	16	7	107	46	55	23	57	24	1139	10,488	2	26	27	45	1134						1
																	!					!	!	!	<u> </u>

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



Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Writing Results

District: Lincoln State: Rhode Island Code: 17

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
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	294 240 244 778	5 1 3 9	8 5 2 15	281 234 239 754	14 9 31 54	5 4 13 7	123 120 136 379	44 51 57 50	110 93 65 268	39 40 27 36	34 12 7 53	12 5 3 7	6.2 6.7 7.4 7.0
STATE 2007-08 2008-09 2009-2010 Cumulative Total	11,661 11,203 11,189 34,053	165 156 221 542	365 378 289 1,032	11,131 10,669 10,679 32,479	357 403 742 1,502	3 4 7 5	3,744 4,023 5,124 12,891	34 38 48 40	5,495 5,322 4,253 15,070	49 50 40 46	1,535 921 560 3,016	14 9 5 9	5.7 6.1 6.7 6.0

Total				P	Percen	t of To	otal Po	ossible	e Point	S			Number		Distr		on of oss Pi			nts	
ossible Points	0	1() 2	0	30	40	50	60	70	80	90	100			0	1	2	3	4	5	6
															%	%	%	%	%	%	%
12							•		-				2	School District State	2 1	7 8	12 20	28 31	24 27	24 10	3 1
18								◆	•				3	School District State	0 1	2 4	10 14	24 35	39 33	22 12	2
6								•	—				1	School District State	0 2	4 4	18 15	32 36	18 32	29 10	0 1
	12 18	oints 0 12 1 18 1	oints 0 10 12 12 13 13	oints 0 10 2 12 1 1 1 1 18 1 1 1 1 1	0 10 20 12 1 1 1 18 1 1 1 1	0 10 20 30 12 1 1 1 1 18 1 1 1 1 1	oints 0 10 20 30 40 12 12 1 <td< td=""><td>oints 0 10 20 30 40 50 12 12 13 14 14 14 14</td><td>0 10 20 30 40 50 60 12 18 • • • •</td><td>0 10 20 30 40 50 60 70 12 18 • <t< td=""><td>0 10 20 30 40 50 60 70 80 12 12 • <</td><td>0 10 20 30 40 50 60 70 80 90 12 12 •</td><td>0 10 20 30 40 50 60 70 80 90 100 12 12 •</td><td>oints 0 10 20 30 40 50 60 70 80 90 100 of 12 12 12 12 12 12 12 13 14</td><td>oints 0 10 20 30 40 50 60 70 80 90 100 of Prompts 12 12 12 12 12 12 12 12 12 12 12 13 14</td><td>oints 0 10 20 30 40 50 60 70 80 90 100 of Prompts 0 12 12 1 1 1 1 1 1 2 School District 2 18 1 1 1 1 1 1 1 1 0 6 1 1 1 1 1 1 1 0</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td></t<></td></td<>	oints 0 10 20 30 40 50 12 12 13 14 14 14 14	0 10 20 30 40 50 60 12 18 • • • •	0 10 20 30 40 50 60 70 12 18 • <t< td=""><td>0 10 20 30 40 50 60 70 80 12 12 • <</td><td>0 10 20 30 40 50 60 70 80 90 12 12 •</td><td>0 10 20 30 40 50 60 70 80 90 100 12 12 •</td><td>oints 0 10 20 30 40 50 60 70 80 90 100 of 12 12 12 12 12 12 12 13 14</td><td>oints 0 10 20 30 40 50 60 70 80 90 100 of Prompts 12 12 12 12 12 12 12 12 12 12 12 13 14</td><td>oints 0 10 20 30 40 50 60 70 80 90 100 of Prompts 0 12 12 1 1 1 1 1 1 2 School District 2 18 1 1 1 1 1 1 1 1 0 6 1 1 1 1 1 1 1 0</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td><td>$\begin{array}{c ccccccccccccccccccccccccccccccccccc$</td></t<>	0 10 20 30 40 50 60 70 80 12 12 • <	0 10 20 30 40 50 60 70 80 90 12 12 •	0 10 20 30 40 50 60 70 80 90 100 12 12 •	oints 0 10 20 30 40 50 60 70 80 90 100 of 12 12 12 12 12 12 12 13 14	oints 0 10 20 30 40 50 60 70 80 90 100 of Prompts 12 12 12 12 12 12 12 12 12 12 12 13 14	oints 0 10 20 30 40 50 60 70 80 90 100 of Prompts 0 12 12 1 1 1 1 1 1 2 School District 2 18 1 1 1 1 1 1 1 1 0 6 1 1 1 1 1 1 1 0	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$				



Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Disaggregated Writing Results

District:LincolnState:Rhode IslandCode:17

					ļ	Distr	ict									Sta	te								
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	vel 3	Lev	el 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	%	1	N	%	%	%	%	1	N	%	%	%	%	
All Students	244	3	2	239	31	13	136	57	65	27	7	3	7.4	10,679	7	48	40	5	6.7						
Gender																									
Male Female Not Reported	126 118 0	1 2 0	2 0 0	123 116 0	18 13	15 11	62 74	50 64	38 27	31 23	5 2	4 2	7.2 7.5	5,248 5,431 0	5 9	43 53	45 35	7 3	6.4 7.0						
Primary Race/Ethnicity														76	_	24	40								
American Indian or Alaskan Native Asian Black or African American Hispanic or Latino	0 9 3 11	0 0 0 1	0 0 0 0	0 9 3 10	0	0	4	40	5	50	1	10	5.9	76 340 972 1,790	7 9 3 4	34 54 38 38	49 35 49 50	11 3 10 9	6.2 7.0 6.0 6.1						
Native Hawaiian or Pacific Islander White (non-Hispanic) No Primary Race/Ethnicity Reported	0 221 0	0 2 0	0 2 0	0 217 0	29	13	124	57	58	27	6	3	7.4	0 7,501 0	8	52	36	4	7.0						
LEP Status Current LEP student Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 All Other Students	2 0 0 242	1 0 0 2	0 0 0 2	1 0 0 238	31	13	136	57	64	27	7	3	7.4	181 72 43 10,383	0 0 2 7	10 26 33 49	57 68 58 39	32 6 7 5	4.2 5.7 5.9 6.8						
IEP Students with an IEP All Other Students	34 210	2	2	30 209	0 31	0 15	6 130	20 62	19 46	63 22	5 2	17 1	4.7 7.7	1,637 9,042	<1 8	20 53	61 36	19 3	5.0 7.0						
SES Economically Disadvantaged Students All Other Students	46 198	1 2	0 2	45 194	1 30	2 15	23 113	51 58	18 47	40 24	3 4	7 2	6.5 7.6	3,710 6,969	4 9	39 53	49 35	8 4	6.2 7.0						
Migrant Migrant Students All Other Students	0 244	0 3	0 2	0 239	31	13	136	57	65	27	7	3	7.4	0 10,679	7	48	40	5	6.7						
Title I Students Receiving Title I Services All Other Students	0 244	0 3	0 2	0 239	31	13	136	57	65	27	7	3	7.4	2,588 8,091	4 8	40 51	47 37	9 4	6.2 6.9						
504 Plan Students with a 504 Plan All Other Students	6 238	0 3	0 2	6 233	30	13	132	57	64	27	7	3	7.3	227 10,452	4 7	47 48	47 40	3 5	6.6 6.7						

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