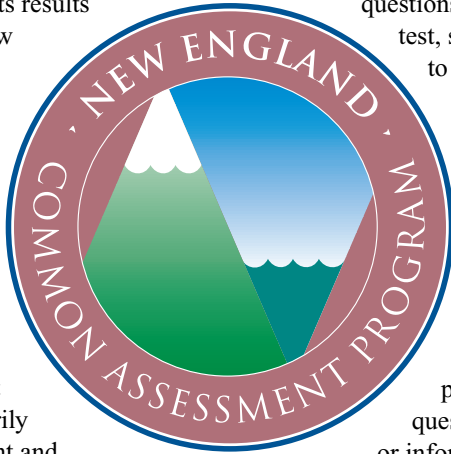


About The New England Common Assessment Program

This report highlights results from the Fall 2009 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 2009 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

District Results

District: Westerly

Code: 36



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Grade Level Summary Report

District: Westerly
State: Rhode Island
Code: 36

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									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1				274			11,189						100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
				266	265	265	10,742	10,716	10,679				97	97	97	96	96	95
Students not tested in NECAP																		
State Approved				5	5	5	223	195	221				2	2	2	2	2	2
Alternate Assessment				4	4	4	114	114	114				1	1	1	1	1	1
First Year LEP				0	0	0	48	0	46				0	0	0	0	0	0
Withdrew After October 1				1	1	1	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				3	4	4	224	278	289				1	1	1	2	2	3

NECAP RESULTS

	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	274	5	3	266	77	29	139	52	29	11	21	8	1148	10,742	23	50	17	9	1146						
MATH	274	5	4	265	6	2	93	35	87	33	79	30	1137	10,716	2	26	28	45	1134						
WRITING	274	5	4	265	25	9	132	50	97	37	11	4	7.0	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: Westerly
State: Rhode Island
Code: 36

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.

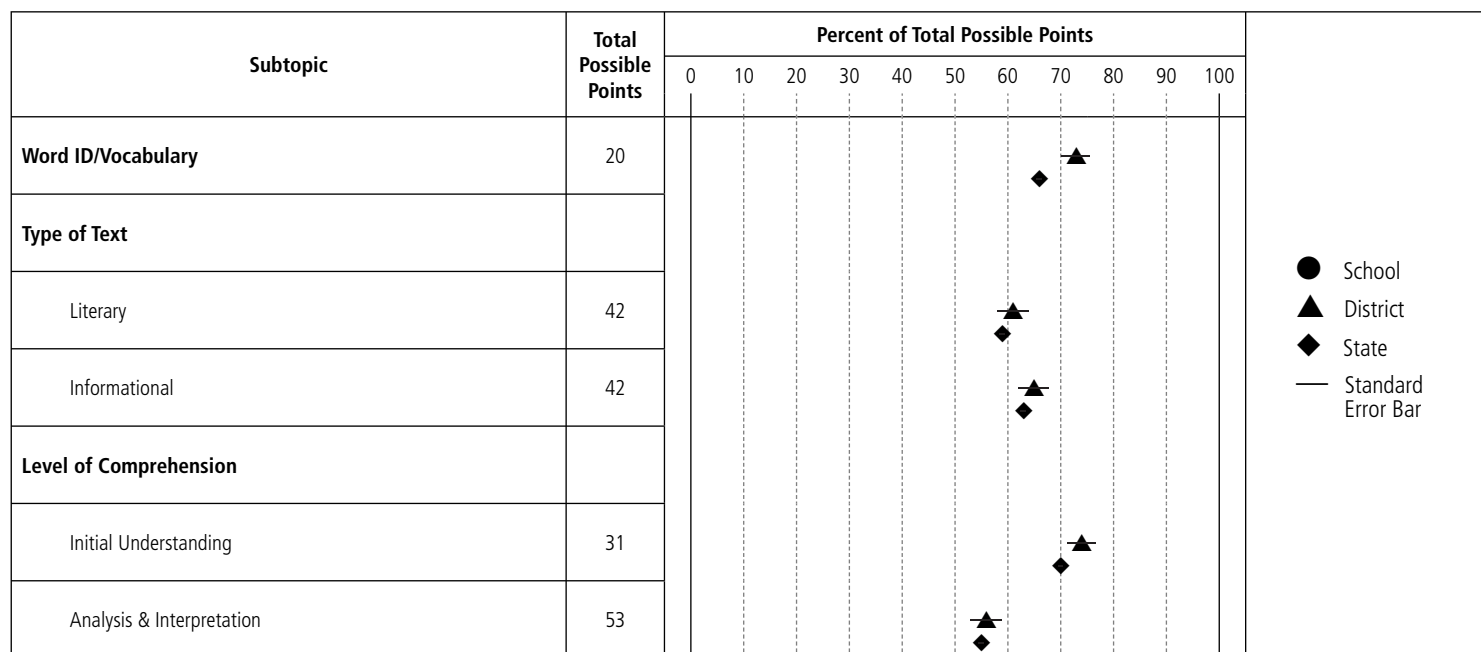
Partially Proficient (Level 2)

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	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	279 249 274 802	8 4 5 17	2 0 3 5	269 245 266 780	70 48 77 195	26 20 29 25	123 140 139 402	46 57 52 52	50 39 29 118	19 16 11 15	26 18 21 65	10 7 8 8	1146 1146 1148 1147
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





Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Reading Results

District: Westerly
State: Rhode Island
Code: 36

REPORTING CATEGORIES	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	274	5	3	266	77	29	139	52	29	11	21	8	1148	10,742	23	50	17	9	1146						
Gender																									
Male	143	5	2	136	32	24	68	50	21	15	15	11	1146	5,292	15	51	21	13	1144						
Female	131	0	1	130	45	35	71	55	8	6	6	5	1151	5,450	30	50	14	6	1149						
Not Reported	0	0	0	0										0											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	6	0	0	6										77	17	44	22	17	1141						
Asian	9	0	0	9										339	29	45	18	8	1147						
Black or African American	10	2	0	8										985	12	48	22	18	1142						
Hispanic or Latino	7	0	0	7										1,811	12	47	25	15	1142						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	242	3	3	236	73	31	125	53	23	10	15	6	1149	7,530	27	52	15	6	1148						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	3	0	0	3										183	0	11	40	49	1130						
Former LEP student - monitoring year 1	0	0	0	0										72	0	47	35	18	1139						
Former LEP student - monitoring year 2	0	0	0	0										45	4	53	33	9	1141						
All Other Students	271	5	3	263	77	29	137	52	28	11	21	8	1148	10,442	24	51	17	8	1147						
IEP																									
Students with an IEP	47	4	3	40	1	3	14	35	12	30	13	33	1135	1,674	2	30	33	35	1134						
All Other Students	227	1	0	226	76	34	125	55	17	8	8	4	1151	9,068	27	54	15	4	1149						
SES																									
Economically Disadvantaged Students	66	4	3	59	3	5	31	53	14	24	11	19	1139	3,744	13	48	24	15	1142						
All Other Students	208	1	0	207	74	36	108	52	15	7	10	5	1151	6,998	29	52	14	6	1149						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	274	5	3	266	77	29	139	52	29	11	21	8	1148	10,742	23	50	17	9	1146						
Title I																									
Students Receiving Title I Services	1	0	0	1										2,616	14	49	23	14	1143						
All Other Students	273	5	3	265	77	29	138	52	29	11	21	8	1148	8,126	26	51	16	7	1147						
504 Plan																									
Students with a 504 Plan	8	0	0	8										230	18	60	17	6	1147						
All Other Students	266	5	3	258	76	29	134	52	29	11	19	7	1148	10,512	23	50	17	9	1146						

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Mathematics Results

District: Westerly
State: Rhode Island
Code: 36

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.

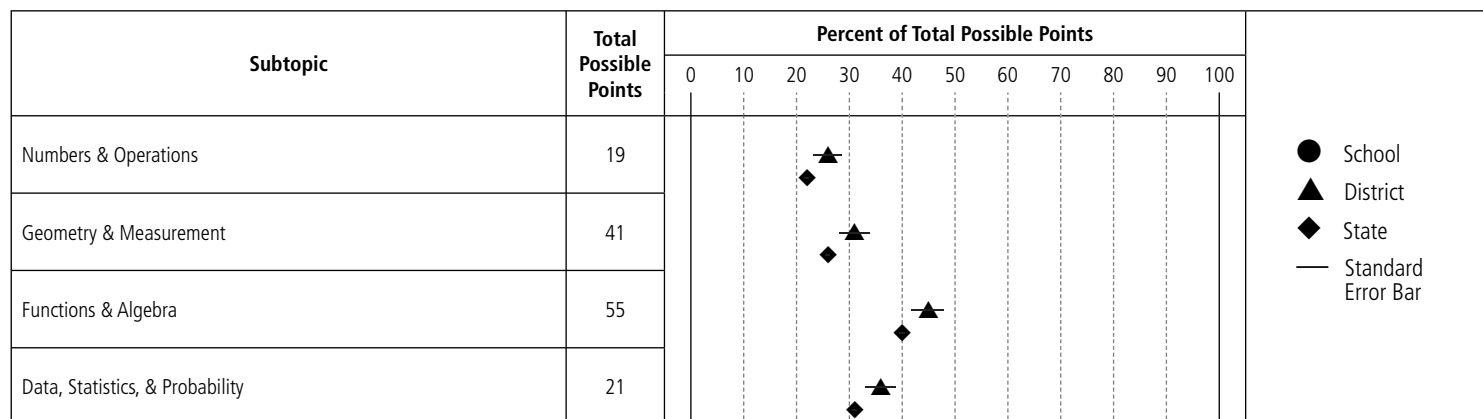
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	279 249 274 802	8 3 5 16	2 0 4 6	269 246 265 780	2 2 6 10	1 1 2 1	72 78 93 243	27 32 35 31	84 83 87 254	31 34 33 33	111 83 79 273	41 34 30 35	1134 1135 1137 1135
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	5,679 4,798 4,829 15,306	51 45 45 47	1132 1134 1134 1133

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.





Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Mathematics Results

District: Westerly
State: Rhode Island
Code: 36

REPORTING CATEGORIES	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	274	5	4	265	6	2	93	35	87	33	79	30	1137	10,716	2	26	28	45	1134						
Gender																									
Male	143	5	2	136	4	3	47	35	43	32	42	31	1137	5,272	2	28	26	44	1134						
Female	131	0	2	129	2	2	46	36	44	34	37	29	1136	5,444	1	24	29	46	1134						
Not Reported	0	0	0	0										0											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	6	0	0	6										75	0	16	17	67	1129						
Asian	9	0	0	9										336	4	30	26	40	1136						
Black or African American	10	2	0	8										981	0	7	22	71	1128						
Hispanic or Latino	7	0	0	7										1,821	<1	9	20	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	242	3	4	235	6	3	88	37	76	32	65	28	1137	7,503	2	32	30	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	3	0	0	3										219	0	<1	5	94	1121						
Former LEP student - monitoring year 1	0	0	0	0										72	0	1	18	81	1128						
Former LEP student - monitoring year 2	0	0	0	0										45	0	2	24	73	1127						
All Other Students	271	5	4	262	6	2	93	35	86	33	77	29	1137	10,380	2	26	28	44	1134						
IEP																									
Students with an IEP	47	4	3	40	0	0	3	8	2	5	35	88	1125	1,652	0	4	10	86	1124						
All Other Students	227	1	1	225	6	3	90	40	85	38	44	20	1139	9,064	2	30	31	38	1136						
SES																									
Economically Disadvantaged Students	66	4	3	59	0	0	7	12	17	29	35	59	1130	3,742	<1	12	23	65	1130						
All Other Students	208	1	1	206	6	3	86	42	70	34	44	21	1139	6,974	2	33	30	34	1136						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	274	5	4	265	6	2	93	35	87	33	79	30	1137	10,716	2	26	28	45	1134						
Title I																									
Students Receiving Title I Services	1	0	0	1										2,625	<1	12	22	66	1129						
All Other Students	273	5	4	264	6	2	92	35	87	33	79	30	1137	8,091	2	30	29	38	1136						
504 Plan																									
Students with a 504 Plan	8	0	0	8										228	3	29	32	36	1136						
All Other Students	266	5	4	257	6	2	92	36	83	32	76	30	1137	10,488	2	26	27	45	1134						

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Writing Results

District: Westerly
State: Rhode Island
Code: 36

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.

	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 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	279 249 274 802	6 5 5 16	2 0 4 6	271 244 265 780	21 13 25 59	8 5 9 8	116 116 132 364	43 48 50 47	105 105 97 307	39 43 37 39	29 10 11 50	11 4 4 6	6.5 6.6 7.0 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

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.

Strand	Total Possible Points	Percent of Total Possible Points											Number of Prompts	Distribution of Score Points Across Prompts							
		0	10	20	30	40	50	60	70	80	90	100			0	1	2	3	4	5	6
															%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12												2	School District State	21	108	1620	3231	2927	1010	31
Informational Writing • Report • Procedure • Persuasive Essay	18												3	School District State	11	34	1214	3335	3433	1612	21
Expressive Writing • Reflective Essay	6												1	School District State	32	04	2215	2536	2532	1610	91

● School ▲ District ◆ State — Standard Error Bar



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Writing Results

District: Westerly
State: Rhode Island
Code: 36

REPORTING CATEGORIES	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	274	5	4	265	25	9	132	50	97	37	11	4	7.0	10,679	7	48	40	5	6.7						
Gender																									
Male	143	5	3	135	12	9	57	42	59	44	7	5	6.7	5,248	5	43	45	7	6.4						
Female	131	0	1	130	13	10	75	58	38	29	4	3	7.3	5,431	9	53	35	3	7.0						
Not Reported	0	0	0	0										0											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	6	0	0	6										76	7	34	49	11	6.2						
Asian	9	0	0	9										340	9	54	35	3	7.0						
Black or African American	10	2	0	8										972	3	38	49	10	6.0						
Hispanic or Latino	7	0	0	7										1,790	4	38	50	9	6.1						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	242	3	4	235	24	10	124	53	80	34	7	3	7.1	7,501	8	52	36	4	7.0						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	3	0	0	3										181	0	10	57	32	4.2						
Former LEP student - monitoring year 1	0	0	0	0										72	0	26	68	6	5.7						
Former LEP student - monitoring year 2	0	0	0	0										43	2	33	58	7	5.9						
All Other Students	271	5	4	262	25	10	131	50	95	36	11	4	7.0	10,383	7	49	39	5	6.8						
IEP																									
Students with an IEP	47	4	3	40	0	0	6	15	30	75	4	10	5.1	1,637	<1	20	61	19	5.0						
All Other Students	227	1	1	225	25	11	126	56	67	30	7	3	7.3	9,042	8	53	36	3	7.0						
SES																									
Economically Disadvantaged Students	66	4	3	59	0	0	14	24	37	63	8	14	5.4	3,710	4	39	49	8	6.2						
All Other Students	208	1	1	206	25	12	118	57	60	29	3	1	7.4	6,969	9	53	35	4	7.0						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	274	5	4	265	25	9	132	50	97	37	11	4	7.0	10,679	7	48	40	5	6.7						
Title I																									
Students Receiving Title I Services	1	0	0	1										2,588	4	40	47	9	6.2						
All Other Students	273	5	4	264	25	9	132	50	96	36	11	4	7.0	8,091	8	51	37	4	6.9						
504 Plan																									
Students with a 504 Plan	8	0	0	8										227	4	47	47	3	6.6						
All Other Students	266	5	4	257	24	9	129	50	93	36	11	4	7.0	10,452	7	48	40	5	6.7						

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.