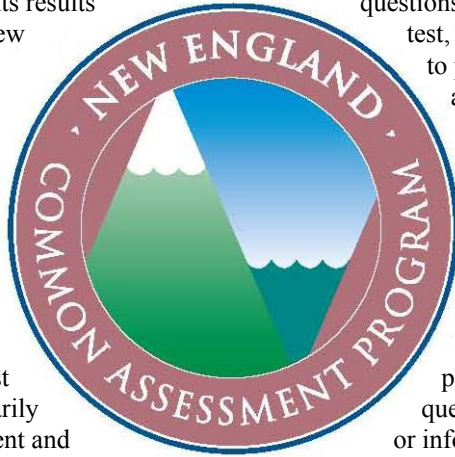


# About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

## School Results

**School:** Shea High School

**District:** Pawtucket

**Code:** 26-26118



# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Grade Level Summary Report

<b>School:</b>	Shea High School
<b>District:</b>	Pawtucket
<b>State:</b>	Rhode Island
<b>Code:</b>	26-26118

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>227</b>			<b>526</b>			<b>11,043</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	221	221	222	501	501	501	10,390	10,438	10,366	97	97	98	95	95	95	94	95	94
Current LEP Students	71	115	54	119	163	102	1,967	2,729	1,275	32	52	24	24	33	20	19	26	12
With an approved accommodation	60	61	60	62	64	62	365	416	361	27	28	27	12	13	12	4	4	3
IEP Students	27	46	26	28	47	27	97	131	88	45	75	43	45	73	44	27	31	24
With an approved accommodation	26	26	27	77	77	78	1,476	1,464	1,463	12	12	12	15	15	16	14	14	14
Other	21	22	20	69	70	68	860	885	848	81	85	74	90	91	87	58	60	58
<b>Students not tested in NECAP</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>653</b>	<b>605</b>	<b>677</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>
State Approved	3	2	1	8	7	6	225	181	216	50	33	20	32	28	24	34	30	32
Alternate Assessment	0	0	0	4	4	4	125	125	125	0	0	0	50	57	67	56	69	58
First Year LEP	1	0	1	2	0	2	54	0	52	33	0	100	25	0	33	24	0	24
Withdrew After October 1	2	2	0	2	3	0	31	36	28	67	100	0	25	43	0	14	20	13
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	14	18	10	0	0	0	0	0	0	6	10	5
Other	3	4	4	17	18	19	428	424	461	50	67	80	68	72	76	66	70	68

### 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>	227	3	3	221	32	14	80	36	63	29	46	21	1140	501	14	44	25	17	1142	10,390	33	46	14	8	1149
<b>MATH</b>	227	2	4	221	0	0	31	14	39	18	151	68	1130	501	0	15	22	63	1131	10,438	2	32	26	40	1135
<b>WRITING</b>	227	1	4	222	1	<1	48	22	145	65	28	13	5.3	501	1	24	63	12	5.4	10,366	4	46	44	6	6.4

**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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Reading Results

School: Shea High School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26118

**Proficient with Distinction (Level 4)**  
 Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

**(Scaled Score 1154–1180)**

**Proficient (Level 3)**  
 Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

**(Scaled Score 1140–1153)**

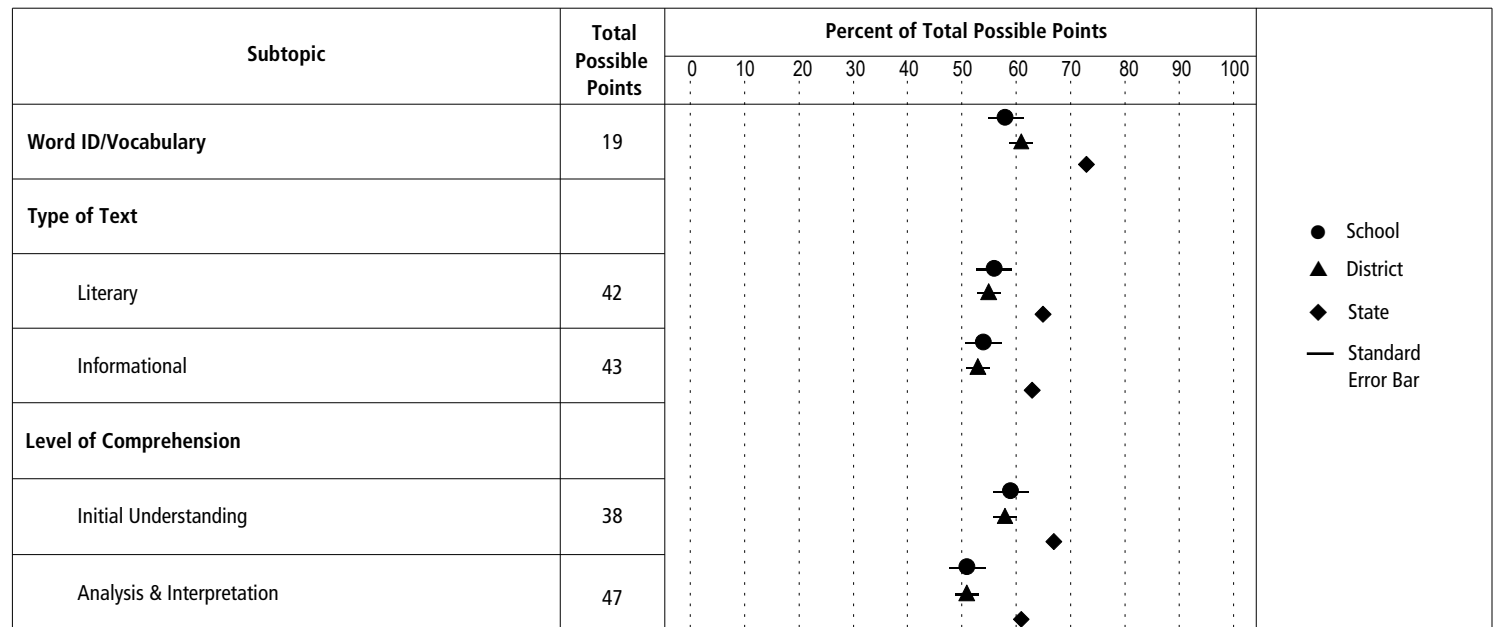
**Partially Proficient (Level 2)**  
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

**(Scaled Score 1130–1139)**

**Substantially Below Proficient (Level 1)**  
 Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

**(Scaled Score 1100–1129)**

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	224	4	0	220	24	11	95	43	68	31	33	15	1141
2011-12	257	3	27	227	29	13	94	41	68	30	36	16	1140
<b>2012-13</b>	<b>227</b>	<b>3</b>	<b>3</b>	<b>221</b>	<b>32</b>	<b>14</b>	<b>80</b>	<b>36</b>	<b>63</b>	<b>29</b>	<b>46</b>	<b>21</b>	<b>1140</b>
Cumulative Total	708	10	30	668	85	13	269	40	199	30	115	17	1140
<b>District</b>													
2010-11	566	15	14	537	55	10	265	49	148	28	69	13	1142
2011-12	580	11	51	518	63	12	250	48	136	26	69	13	1142
<b>2012-13</b>	<b>526</b>	<b>8</b>	<b>17</b>	<b>501</b>	<b>70</b>	<b>14</b>	<b>220</b>	<b>44</b>	<b>125</b>	<b>25</b>	<b>86</b>	<b>17</b>	<b>1142</b>
Cumulative Total	1,672	34	82	1,556	188	12	735	47	409	26	224	14	1142
<b>State</b>													
2010-11	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147
2011-12	11,119	116	466	10,537	3,289	31	4,782	45	1,571	15	895	8	1148
<b>2012-13</b>	<b>11,043</b>	<b>225</b>	<b>428</b>	<b>10,390</b>	<b>3,422</b>	<b>33</b>	<b>4,741</b>	<b>46</b>	<b>1,432</b>	<b>14</b>	<b>795</b>	<b>8</b>	<b>1149</b>
Cumulative Total	33,326	536	1,235	31,555	9,675	31	14,649	46	4,691	15	2,540	8	1148





# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Disaggregated Reading Results

<b>School:</b>	Shea High School
<b>District:</b>	Pawtucket
<b>State:</b>	Rhode Island
<b>Code:</b>	26-26118

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
<b>All Students</b>	227	3	3	221	32	14	80	36	63	29	46	21	1140	501	14	44	25	17	1142	10,390	33	46	14	8	1149
<b>Gender</b>																									
Male	119	1	2	116	12	10	40	34	37	32	27	23	1138	267	9	42	29	21	1139	5,251	27	48	16	10	1147
Female	108	2	1	105	20	19	40	38	26	25	19	18	1142	234	20	46	21	13	1144	5,136	39	44	12	6	1150
Not Reported	0	0	0	0										0						3					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	71	0	1	70	5	7	32	46	20	29	13	19	1139	165	10	48	25	16	1141	2,042	16	43	23	18	1142
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										2						42	31	50	19	0	1149
Asian	3	0	0	3										11	36	45	18	0	1152	279	37	37	16	10	1148
Black or African American	107	1	1	105	14	13	33	31	29	28	29	28	1139	143	13	32	29	26	1139	852	16	44	24	16	1142
Native Hawaiian or Pacific Islander	0	0	0	0										1						32	19	53	22	6	1146
White	35	1	1	33	7	21	10	30	13	39	3	9	1142	152	16	49	22	13	1143	6,930	40	47	10	4	1151
Two or more races	10	1	0	9										27	19	56	15	11	1144	187	28	50	17	6	1148
No Race/Ethnicity Reported	0	0	0	0										0						26	8	15	15	62	1128
<b>LEP Status</b>																									
Current LEP student	61	1	0	60	1	2	3	5	18	30	38	63	1127	62	2	5	29	65	1127	365	1	8	24	67	1126
Former LEP student - monitoring year 1	8	0	0	8										10	0	60	40	0	1141	46	0	48	41	11	1138
Former LEP student - monitoring year 2	3	0	0	3										6						17	0	41	53	6	1139
All Other Students	155	2	3	150	31	21	70	47	41	27	8	5	1145	423	16	49	24	11	1144	9,962	34	47	13	5	1149
<b>IEP</b>																									
Students with an IEP	27	1	0	26	1	4	4	15	10	38	11	42	1131	77	1	18	31	49	1130	1,476	4	34	33	29	1136
All Other Students	200	2	3	195	31	16	76	39	53	27	35	18	1141	424	16	49	24	11	1144	8,914	38	48	11	4	1151
<b>SES</b>																									
Economically Disadvantaged Students	203	3	2	198	27	14	69	35	57	29	45	23	1139	371	11	42	27	20	1140	3,967	18	47	22	12	1144
All Other Students	24	0	1	23	5	22	11	48	6	26	1	4	1146	130	22	49	19	9	1146	6,423	42	45	8	5	1151
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	227	3	3	221	32	14	80	36	63	29	46	21	1140	501	14	44	25	17	1142	10,390	33	46	14	8	1149
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,305	19	43	22	16	1143
All Other Students	227	3	3	221	32	14	80	36	63	29	46	21	1140	501	14	44	25	17	1142	8,085	37	46	11	5	1150
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										1						245	30	58	10	2	1150
All Other Students	227	3	3	221	32	14	80	36	63	29	46	21	1140	500	14	44	25	17	1142	10,145	33	45	14	8	1148

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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Mathematics Results

School: Shea High School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26118

#### 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.

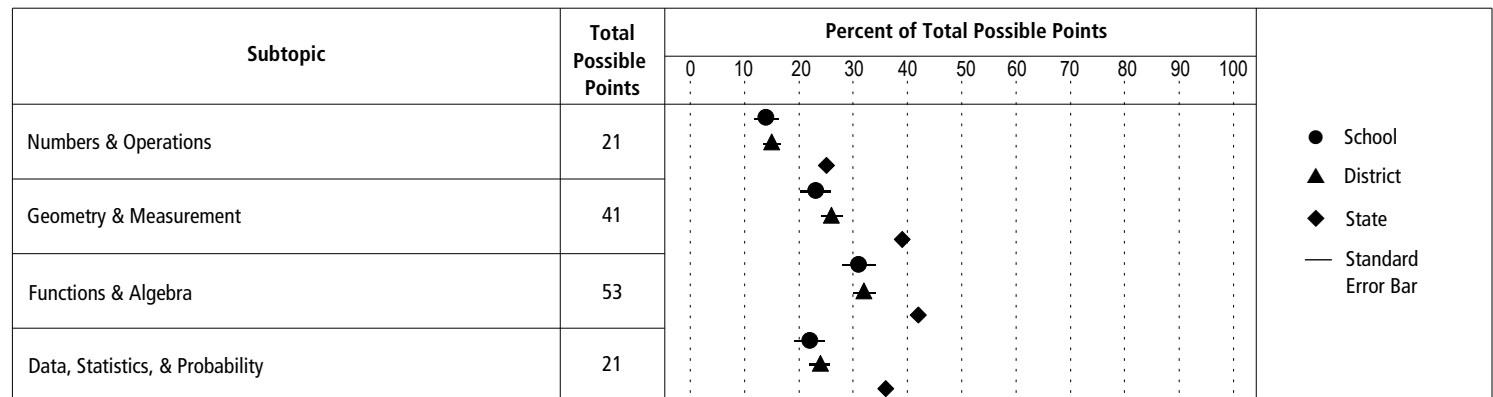
(Scaled Score 1134–1139)

#### 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>													
2010-11	224	2	0	222	0	0	35	16	63	28	124	56	1131
2011-12	257	3	27	227	1	<1	29	13	37	16	160	70	1129
<b>2012-13</b>	<b>227</b>	<b>2</b>	<b>4</b>	<b>221</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>14</b>	<b>39</b>	<b>18</b>	<b>151</b>	<b>68</b>	<b>1130</b>
Cumulative Total	708	7	31	670	1	<1	95	14	139	21	435	65	1130
<b>District</b>													
2010-11	566	13	18	535	3	1	87	16	148	28	297	56	1132
2011-12	580	11	55	514	3	1	68	13	91	18	352	68	1130
<b>2012-13</b>	<b>526</b>	<b>7</b>	<b>18</b>	<b>501</b>	<b>0</b>	<b>0</b>	<b>74</b>	<b>15</b>	<b>110</b>	<b>22</b>	<b>317</b>	<b>63</b>	<b>1131</b>
Cumulative Total	1,672	31	91	1,550	6	<1	229	15	349	23	966	62	1131
<b>State</b>													
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
2011-12	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135
<b>2012-13</b>	<b>11,043</b>	<b>181</b>	<b>424</b>	<b>10,438</b>	<b>250</b>	<b>2</b>	<b>3,298</b>	<b>32</b>	<b>2,731</b>	<b>26</b>	<b>4,159</b>	<b>40</b>	<b>1135</b>
Cumulative Total	33,326	456	1,182	31,688	748	2	9,463	30	8,580	27	12,897	41	1135





# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Disaggregated Mathematics Results

<b>School:</b>	Shea High School
<b>District:</b>	Pawtucket
<b>State:</b>	Rhode Island
<b>Code:</b>	26-26118

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	%
<b>All Students</b>	227	2	4	221	0	0	31	14	39	18	151	68	1130	501	0	15	22	63	1131	10,438	2	32	26	40	1135	
<b>Gender</b>																										
Male	119	1	3	115	0	0	13	11	20	17	82	71	1129	267	0	13	21	65	1130	5,271	3	33	24	39	1136	
Female	108	1	1	106	0	0	18	17	19	18	69	65	1131	234	0	16	23	61	1131	5,162	2	30	28	40	1135	
Not Reported	0	0	0	0										0						5						
<b>Race/Ethnicity</b>																										
Hispanic or Latino	71	0	1	70	0	0	5	7	16	23	49	70	1130	167	0	11	27	62	1131	2,082	<1	13	23	64	1130	
Not Hispanic or Latino																										
American Indian or Alaskan Native	1	0	0	1										2						42	2	26	26	45	1136	
Asian	3	0	0	3										11	0	73	0	27	1139	286	6	34	27	34	1137	
Black or African American	107	0	2	105	0	0	15	14	17	16	73	70	1128	144	0	13	15	72	1128	858	0	14	21	64	1130	
Native Hawaiian or Pacific Islander	0	0	0	0										1						31	0	19	35	45	1136	
White	35	1	1	33	0	0	5	15	5	15	23	70	1131	149	0	16	24	60	1132	6,926	3	40	28	29	1138	
Two or more races	10	1	0	9										27	0	19	30	52	1133	187	4	24	20	52	1135	
No Race/Ethnicity Reported	0	0	0	0										0						26	0	0	15	85	1123	
<b>LEP Status</b>																										
Current LEP student	61	0	0	61	0	0	0	0	3	5	58	95	1122	64	0	0	5	95	1122	416	<1	3	6	90	1122	
Former LEP student - monitoring year 1	8	0	0	8										11	0	9	18	73	1131	47	0	9	23	68	1130	
Former LEP student - monitoring year 2	3	0	0	3										6						17	0	6	24	71	1129	
All Other Students	155	2	4	149	0	0	31	21	34	23	84	56	1133	420	0	17	25	58	1132	9,958	3	33	27	38	1136	
<b>IEP</b>																										
Students with an IEP	27	1	0	26	0	0	0	0	2	8	24	92	1122	77	0	0	6	94	1122	1,464	<1	5	12	83	1125	
All Other Students	200	1	4	195	0	0	31	16	37	19	127	65	1131	424	0	17	25	58	1132	8,974	3	36	28	33	1137	
<b>SES</b>																										
Economically Disadvantaged Students	203	2	3	198	0	0	26	13	32	16	140	71	1129	372	0	13	20	66	1130	4,001	<1	17	24	58	1131	
All Other Students	24	0	1	23	0	0	5	22	7	30	11	48	1134	129	0	19	26	54	1133	6,437	4	41	27	28	1138	
<b>Migrant</b>																										
Migrant Students	0	0	0	0										0						0						
All Other Students	227	2	4	221	0	0	31	14	39	18	151	68	1130	501	0	15	22	63	1131	10,438	2	32	26	40	1135	
<b>Title I</b>																										
Students Receiving Title I Services	0	0	0	0										0						2,348	1	17	22	61	1131	
All Other Students	227	2	4	221	0	0	31	14	39	18	151	68	1130	501	0	15	22	63	1131	8,090	3	36	27	34	1137	
<b>504 Plan</b>																										
Students with a 504 Plan	0	0	0	0										1						245	3	28	33	36	1137	
All Other Students	227	2	4	221	0	0	31	14	39	18	151	68	1130	500	0	15	22	63	1131	10,193	2	32	26	40	1135	

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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Writing Results

<b>School:</b>	Shea High School
<b>District:</b>	Pawtucket
<b>State:</b>	Rhode Island
<b>Code:</b>	26-26118

**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>													
2010-11	224	4	2	218	2	1	70	32	123	56	23	11	5.7
2011-12	257	3	27	227	1	<1	64	28	130	57	32	14	5.4
<b>2012-13</b>	<b>227</b>	<b>1</b>	<b>4</b>	<b>222</b>	<b>1</b>	<b>&lt;1</b>	<b>48</b>	<b>22</b>	<b>145</b>	<b>65</b>	<b>28</b>	<b>13</b>	<b>5.3</b>
Cumulative Total	708	8	33	667	4	1	182	27	398	60	83	12	5.5
<b>District</b>													
2010-11	566	15	16	535	3	1	172	32	309	58	51	10	5.8
2011-12	580	11	51	518	4	1	153	30	303	58	58	11	5.5
<b>2012-13</b>	<b>526</b>	<b>6</b>	<b>19</b>	<b>501</b>	<b>4</b>	<b>1</b>	<b>121</b>	<b>24</b>	<b>316</b>	<b>63</b>	<b>60</b>	<b>12</b>	<b>5.4</b>
Cumulative Total	1,672	32	86	1,554	11	1	446	29	928	60	169	11	5.6
<b>State</b>													
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
2011-12	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4
<b>2012-13</b>	<b>11,043</b>	<b>216</b>	<b>461</b>	<b>10,366</b>	<b>363</b>	<b>4</b>	<b>4,794</b>	<b>46</b>	<b>4,601</b>	<b>44</b>	<b>608</b>	<b>6</b>	<b>6.4</b>
Cumulative Total	33,326	521	1,337	31,468	960	3	14,893	47	13,780	44	1,835	6	6.4

	Types of Writing Reported in the Results Above
2010-11	<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.
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.



# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

### Writing Results

School: Shea High School  
 District: Pawtucket  
 State: Rhode Island  
 Code: 26-26118

Average Score Comparison by Type of Writing<sup>§</sup>

Type of Writing	Tested	School			District			State		
		Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12	Number Tested	Mean Score	0 7 12
<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.	2012-13 (C)	222	5.3		501	5.4		10,366	6.4	
	2011-12	29	4.7		65	5.1		1,304	6.4	
<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.	2012-13	36	5.3		85	5.5		1,705	6.4	
	2011-12	32	5.2		76	5.1		1,330	6.0	
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2012-13	38	5.8		88	6.0		1,732	7.1	
	2011-12	29	5.1		71	5.7		1,317	6.7	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	19	6.4		40	6.0		881	6.8	
	2011-12	27	5.4		60	5.9		1,317	6.7	
<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	35	5.6		82	5.8		1,726	6.7	
	2011-12 (C)	227	5.4		518	5.5		10,508	6.4	
<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.	2012-13	36	6.3		82	6.2		1,700	6.7	
	2011-12	28	4.7		58	5.3		1,300	6.6	

(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 tested.





# Fall 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Writing Results

<b>School:</b>	Shea High School
<b>District:</b>	Pawtucket
<b>State:</b>	Rhode Island
<b>Code:</b>	26-26118

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	0	0	0	0	<1
10	5	5	1	<1	4	1	3
9	5	4	2	1	9	2	7
8	4	4	19	9	50	10	21
7	4	3	27	12	62	12	18
6	3	3	62	28	154	31	25
5	3	2	41	18	66	13	10
4	2	2	42	19	96	19	10
3	2	1	15	7	25	5	2
2	1	1	10	5	28	6	3
0	0	0	3	1	7	1	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 2012 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2012-2013

# Disaggregated Writing Results

<b>School:</b>	Shea High School
<b>District:</b>	Pawtucket
<b>State:</b>	Rhode Island
<b>Code:</b>	26-26118

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>	227	1	4	222	1	<1	48	22	145	65	28	13	5.3	501	1	24	63	12	5.4	10,366	4	46	44	6	6.4
<b>Gender</b>																									
Male	119	0	2	117	1	1	15	13	81	69	20	17	4.9	268	1	18	65	16	5.1	5,232	3	39	49	8	6.1
Female	108	1	2	105	0	0	33	31	64	61	8	8	5.8	233	1	32	61	7	5.8	5,131	4	53	40	3	6.8
Not Reported	0	0	0	0										0						3					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	71	0	1	70	0	0	12	17	51	73	7	10	5.1	166	1	23	68	8	5.5	2,036	1	33	54	12	5.7
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										2						42	2	43	52	2	6.5
Asian	3	0	0	3										11	0	45	45	9	6.7	281	5	47	42	6	6.6
Black or African American	107	1	1	105	1	1	22	21	69	66	13	12	5.4	143	1	23	61	15	5.3	848	1	33	56	10	5.8
Native Hawaiian or Pacific Islander	0	0	0	0										1						31	3	35	58	3	6.4
White	35	0	2	33	0	0	8	24	18	55	7	21	5.2	150	1	23	63	14	5.3	6,918	4	52	40	4	6.7
Two or more races	10	0	0	10	0	0	5	50	4	40	1	10	6.0	28	0	39	50	11	5.8	187	4	43	49	4	6.4
No Race/Ethnicity Reported	0	0	0	0										0						23	0	13	17	70	3.3
<b>LEP Status</b>																									
Current LEP student	61	1	0	60	0	0	3	5	39	65	18	30	4.2	62	0	5	65	31	4.2	361	0	7	52	41	3.8
Former LEP student - monitoring year 1	8	0	0	8										11	0	27	73	0	5.7	47	0	23	68	9	5.7
Former LEP student - monitoring year 2	3	0	0	3										6						17	0	24	71	6	5.6
All Other Students	155	0	4	151	1	1	41	27	99	66	10	7	5.7	422	1	27	62	10	5.6	9,941	4	48	44	5	6.5
<b>IEP</b>																									
Students with an IEP	27	0	0	27	0	0	2	7	18	67	7	26	4.2	78	0	5	56	38	3.8	1,463	<1	14	64	22	4.8
All Other Students	200	1	4	195	1	1	46	24	127	65	21	11	5.5	423	1	28	64	7	5.7	8,903	4	51	41	3	6.7
<b>SES</b>																									
Economically Disadvantaged Students	203	1	3	199	1	1	42	21	129	65	27	14	5.3	372	1	21	65	14	5.3	3,961	1	35	55	8	5.9
All Other Students	24	0	1	23	0	0	6	26	16	70	1	4	5.6	129	2	33	59	6	5.9	6,405	5	53	38	4	6.8
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						0					
All Other Students	227	1	4	222	1	<1	48	22	145	65	28	13	5.3	501	1	24	63	12	5.4	10,366	4	46	44	6	6.4
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,297	2	37	51	10	5.9
All Other Students	227	1	4	222	1	<1	48	22	145	65	28	13	5.3	501	1	24	63	12	5.4	8,069	4	49	43	5	6.6
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										1						245	2	46	48	4	6.4
All Other Students	227	1	4	222	1	<1	48	22	145	65	28	13	5.3	500	1	24	63	12	5.4	10,121	4	46	44	6	6.4

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.