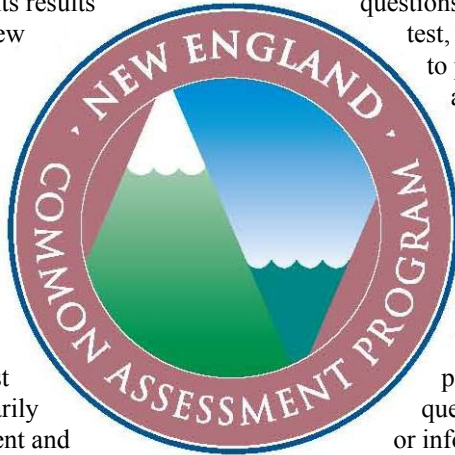


About The New England Common Assessment Program



This report highlights results from the Fall 2013 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2013 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

School Results

School: Rogers High School

District: Newport

Code: 21-21111



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Grade Level Summary Report

School:	Rogers High School
District:	Newport
State:	Rhode Island
Code:	21-21111

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	137			140			10,934			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	118	122	118	120	124	120	10,318	10,460	10,263	86	89	86	86	89	86	94	96	94
With an approved accommodation	0	6	0	1	7	1	2,250	3,025	1,608	0	5	0	1	6	1	22	29	16
Current LEP Students	6	7	6	6	7	6	377	408	358	5	6	5	5	6	5	4	4	3
With an approved accommodation	0	6	0	0	6	0	110	159	100	0	86	0	0	86	0	29	39	28
IEP Students	11	11	12	13	13	14	1,490	1,515	1,472	9	9	10	11	10	12	14	14	14
With an approved accommodation	0	0	0	1	1	1	923	948	903	0	0	0	8	8	7	62	63	61
Students not tested in NECAP	19	15	19	20	16	20	616	474	671	14	11	14	14	11	14	6	4	6
State Approved	6	4	5	7	5	6	206	173	203	32	27	26	35	31	30	33	36	30
Alternate Assessment	2	2	2	2	2	2	96	96	96	33	50	40	29	40	33	47	55	47
First Year LEP	2	0	2	2	0	2	40	0	60	33	0	40	29	0	33	19	0	30
Withdrew After October 1	2	2	1	3	3	2	62	68	40	33	50	20	43	60	33	30	39	20
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	<1	1	<1
Special Consideration	0	0	0	0	0	0	7	7	6	0	0	0	0	0	0	3	4	3
Other	13	11	14	13	11	14	410	301	468	68	73	74	65	69	70	67	64	70

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	137	6	13	118	48	41	46	39	11	9	13	11	1150	120	40	38	10	12	1149	10,318	43	38	11	7	1151
MATH	137	4	11	122	2	2	28	23	37	30	55	45	1133	124	2	23	30	46	1133	10,460	3	32	28	36	1136
WRITING	137	5	14	118	12	10	57	48	48	41	1	1	7.1	120	10	48	41	2	7.1	10,263	11	55	32	2	7.3

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient
 Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.
 Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Reading Results

School:	Rogers High School
District:	Newport
State:	Rhode Island
Code:	21-21111

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	
All Students	137	6	13	118	48	41	46	39	11	9	13	11	1150	120	40	38	10	12	1149	10,318	43	38	11	7	1151	
Gender																										
Male	65	3	7	55	20	36	25	45	4	7	6	11	1149	56	36	45	9	11	1148	5,159	37	42	12	9	1149	
Female	72	3	6	63	28	44	21	33	7	11	7	11	1151	64	44	33	11	13	1150	5,128	49	35	10	5	1153	
Not Reported	0	0	0	0										0						31	13	16	39	32	1137	
Race/Ethnicity																										
Hispanic or Latino	27	2	2	23	2	9	13	57	1	4	7	30	1142	24	8	54	8	29	1141	2,158	23	44	18	15	1144	
Not Hispanic or Latino																										
American Indian or Alaskan Native	2	0	0	2										2						70	26	41	14	19	1145	
Asian	1	0	0	1										1						319	48	34	12	7	1152	
Black or African American	41	1	8	32	7	22	13	41	6	19	6	19	1143	32	22	41	19	19	1143	882	23	42	21	14	1144	
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149	
White	61	3	3	55	37	67	15	27	3	5	0	0	1157	56	66	27	5	2	1157	6,546	53	36	8	3	1154	
Two or more races	5	0	0	5										5						270	39	41	13	7	1149	
No Race/Ethnicity Reported	0	0	0	0										0						31	13	16	39	32	1137	
LEP Status																										
Current LEP student	8	1	1	6										6						377	2	13	31	54	1130	
Former LEP student - monitoring year 1	0	0	0	0										0						61	13	49	25	13	1142	
Former LEP student - monitoring year 2	0	0	0	0										0						26	8	81	8	4	1146	
All Other Students	129	5	12	112	48	43	46	41	10	9	8	7	1151	114	42	40	10	8	1151	9,854	45	39	11	5	1152	
IEP																										
Students with an IEP	15	3	1	11	0	0	1	9	4	36	6	55	1129	13	0	8	38	54	1128	1,490	8	37	28	26	1138	
All Other Students	122	3	12	107	48	45	45	42	7	7	7	7	1152	107	45	42	7	7	1152	8,828	49	39	9	4	1153	
SES																										
Economically Disadvantaged Students	85	4	12	69	17	25	29	42	11	16	12	17	1144	70	24	41	17	17	1144	4,274	27	44	17	11	1146	
All Other Students	52	2	1	49	31	63	17	35	0	0	1	2	1158	50	62	34	0	4	1157	6,044	54	34	7	4	1154	
Migrant																										
Migrant Students	0	0	0	0										0						0						
All Other Students	137	6	13	118	48	41	46	39	11	9	13	11	1150	120	40	38	10	12	1149	10,318	43	38	11	7	1151	
Title I																										
Students Receiving Title I Services	1	0	0	1										1						2,238	22	42	19	16	1144	
All Other Students	136	6	13	117	48	41	45	38	11	9	13	11	1150	119	40	38	10	12	1149	8,080	49	37	9	5	1153	
504 Plan																										
Students with a 504 Plan	5	0	0	5										5						255	48	42	7	4	1152	
All Other Students	132	6	13	113	46	41	43	38	11	10	13	12	1150	115	40	37	10	12	1149	10,063	43	38	12	7	1151	

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

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



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Mathematics Results

School: 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.

(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.

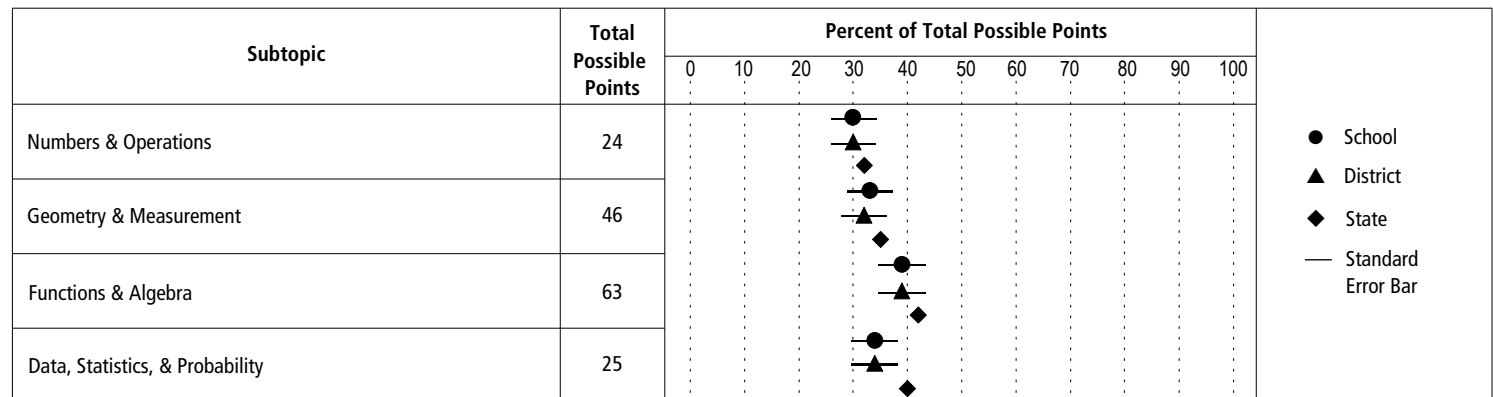
(Scaled Score 1134–1139)

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	%	
School													
2011-12	152	2	0	150	2	1	38	25	37	25	73	49	1134
2012-13	127	7	13	107	2	2	27	25	37	35	41	38	1135
2013-14	137	4	11	122	2	2	28	23	37	30	55	45	1133
Cumulative Total	416	13	24	379	6	2	93	25	111	29	169	45	1134
District													
2011-12	155	3	0	152	2	1	38	25	37	24	75	49	1134
2012-13	136	8	15	113	2	2	27	24	37	33	47	42	1134
2013-14	140	5	11	124	2	2	28	23	37	30	57	46	1133
Cumulative Total	431	16	26	389	6	2	93	24	111	29	179	46	1134
State													
2011-12	11,119	119	422	10,578	226	2	2,941	28	2,755	26	4,656	44	1135
2012-13	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135
2013-14	10,934	173	301	10,460	359	3	3,374	32	2,952	28	3,775	36	1136
Cumulative Total	33,096	473	1,147	31,476	835	3	9,613	31	8,438	27	12,590	40	1135





Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Mathematics Results

School:	Rogers High School
District:	Newport
State:	Rhode Island
Code:	21-21111

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
All Students	137	4	11	122	2	2	28	23	37	30	55	45	1133	124	2	23	30	46	1133	10,460	3	32	28	36	1136
Gender																									
Male	65	2	5	58	0	0	14	24	19	33	25	43	1134	59	0	24	32	44	1133	5,229	4	33	28	36	1136
Female	72	2	6	64	2	3	14	22	18	28	30	47	1133	65	3	22	28	48	1133	5,195	3	32	29	36	1136
Not Reported	0	0	0	0										0						36	0	6	14	81	1124
Race/Ethnicity																									
Hispanic or Latino	27	2	2	23	0	0	3	13	6	26	14	61	1130	24	0	13	25	63	1129	2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						70	0	23	30	47	1132
Asian	1	0	0	1										1						322	8	39	23	30	1139
Black or African American	41	1	8	32	0	0	0	0	8	25	24	75	1125	32	0	0	25	75	1125	901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	61	1	1	59	2	3	23	39	20	34	14	24	1139	60	3	38	33	25	1138	6,614	5	40	29	25	1138
Two or more races	5	0	0	5										5						272	3	29	27	42	1135
No Race/Ethnicity Reported	0	0	0	0										0						36	0	6	14	81	1124
LEP Status																									
Current LEP student	8	0	1	7										7						408	<1	3	6	91	1122
Former LEP student - monitoring year 1	0	0	0	0										0						61	0	13	26	61	1132
Former LEP student - monitoring year 2	0	0	0	0										0						27	0	11	48	41	1133
All Other Students	129	4	10	115	2	2	28	24	36	31	49	43	1134	117	2	24	31	44	1133	9,964	4	34	29	34	1136
IEP																									
Students with an IEP	15	3	1	11	0	0	0	0	1	9	10	91	1122	13	0	0	8	92	1121	1,515	<1	5	16	79	1125
All Other Students	122	1	10	111	2	2	28	25	36	32	45	41	1135	111	2	25	32	41	1135	8,945	4	37	30	29	1137
SES																									
Economically Disadvantaged Students	85	4	11	70	0	0	7	10	21	30	42	60	1130	71	0	10	30	61	1130	4,344	1	19	29	51	1132
All Other Students	52	0	0	52	2	4	21	40	16	31	13	25	1138	53	4	40	30	26	1137	6,116	5	42	27	25	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	137	4	11	122	2	2	28	23	37	30	55	45	1133	124	2	23	30	46	1133	10,460	3	32	28	36	1136
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,283	1	15	25	59	1130
All Other Students	136	4	11	121	2	2	27	22	37	31	55	45	1133	123	2	22	30	46	1133	8,177	4	37	29	30	1137
504 Plan																									
Students with a 504 Plan	5	0	0	5										5						260	1	33	34	32	1137
All Other Students	132	4	11	117	2	2	27	23	35	30	53	45	1133	119	2	23	29	46	1133	10,200	4	32	28	36	1136

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

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



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

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.
(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	%	
School													
2011-12	152	1	1	150	5	3	59	39	72	48	14	9	6.1
2012-13	127	8	18	101	1	1	52	51	45	45	3	3	6.4
2013-14	137	5	14	118	12	10	57	48	48	41	1	1	7.1
Cumulative Total	416	14	33	369	18	5	168	46	165	45	18	5	6.5
District													
2011-12	155	2	1	152	5	3	59	39	72	47	16	11	6.1
2012-13	136	9	20	107	1	1	52	49	46	43	8	7	6.2
2013-14	140	6	14	120	12	10	57	48	49	41	2	2	7.1
Cumulative Total	431	17	35	379	18	5	168	44	167	44	26	7	6.4
State													
2011-12	11,119	116	495	10,508	478	5	4,830	46	4,499	43	701	7	6.4
2012-13	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	6.4
2013-14	10,934	203	468	10,263	1,094	11	5,679	55	3,242	32	248	2	7.3
Cumulative Total	33,096	535	1,424	31,137	1,935	6	15,303	49	12,342	40	1,557	5	6.7

Types of Writing Reported in the Results Above	
2011-12	Persuasive Essay 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	Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.
2013-14	Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School: Rogers High School
 District: Newport
 State: Rhode Island
 Code: 21-21111

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School			District			State		
		Number Scored	Mean Score	0 7 12	Number Scored	Mean Score	0 7 12	Number Scored	Mean Score	0 7 12
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2013-14 (C)	118	7.1		120	7.1		10,263	7.3	
	2012-13	15	6.9		16	6.6		1,705	6.4	
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2013-14	26	2.0		27	1.3		2,543	6.4	
	2012-13 (C)	101	6.4		107	6.2		10,366	6.4	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2013-14	29			29			2,568	7.4	
	2012-13	11	7.7		12	7.4		1,732	7.1	
Report (Not assessed in 2013) Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2013-14									
	2012-13	13	6.1		13	6.1		881	6.8	
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2013-14	33			34			2,558	6.8	
	2012-13	14	6.4		15	6.4		1,726	6.7	
Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.	2013-14	30	7.0		30	7.0		2,593	7.0	
	2012-13	11	5.9		13	5.5		1,700	6.7	

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

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

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

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

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



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School:	Rogers High School
District:	Newport
State:	Rhode Island
Code:	21-21111

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	2	2	2	2	1
10	5	5	10	8	10	8	10
9	5	4	19	16	19	16	13
8	4	4	22	19	22	18	28
7	4	3	16	14	16	13	14
6	3	3	27	23	27	23	20
5	3	2	12	10	12	10	6
4	2	2	9	8	10	8	6
3	2	1	1	1	1	1	1
2	1	1	0	0	1	1	1
0	0	0	0	0	0	0	<1

Scoring Rubric	
6	<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • 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
4	<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • 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
2	<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • 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
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Writing Results

School:	Rogers High School
District:	Newport
State:	Rhode Island
Code:	21-21111

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	%	%	%	%	
All Students	137	5	14	118	12	10	57	48	48	41	1	1	7.1	120	10	48	41	2	7.1	10,263	11	55	32	2	7.3
Gender																									
Male	65	3	7	55	2	4	30	55	23	42	0	0	6.9	56	4	54	41	2	6.8	5,135	8	51	37	3	7.0
Female	72	2	7	63	10	16	27	43	25	40	1	2	7.3	64	16	42	41	2	7.3	5,100	13	60	26	1	7.6
Not Reported	0	0	0	0										0						28	0	7	64	29	4.6
Race/Ethnicity																									
Hispanic or Latino	27	2	3	22	1	5	9	41	11	50	1	5	6.3	23	4	39	48	9	6.1	2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						68	10	38	49	3	6.7
Asian	1	0	0	1										1						315	17	57	25	1	7.7
Black or African American	41	1	8	32	0	0	11	34	21	66	0	0	6.3	32	0	34	66	0	6.3	868	4	46	45	5	6.5
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	5	69	26	0	7.4
White	61	2	3	56	11	20	33	59	12	21	0	0	8.0	57	19	58	23	0	7.9	6,536	13	60	26	1	7.6
Two or more races	5	0	0	5										5						267	11	53	34	2	7.2
No Race/Ethnicity Reported	0	0	0	0										0						28	0	7	64	29	4.6
LEP Status																									
Current LEP student	8	1	1	6										6						358	0	15	68	17	4.9
Former LEP student - monitoring year 1	0	0	0	0										0						61	2	57	41	0	6.9
Former LEP student - monitoring year 2	0	0	0	0										0						26	4	54	42	0	7.0
All Other Students	129	4	13	112	12	11	57	51	43	38	0	0	7.3	114	11	50	39	1	7.2	9,818	11	57	30	2	7.4
IEP																									
Students with an IEP	15	2	1	12	0	0	0	0	12	100	0	0	4.7	14	0	0	93	7	4.4	1,472	1	26	62	10	5.6
All Other Students	122	3	13	106	12	11	57	54	36	34	1	1	7.4	106	11	54	34	1	7.4	8,791	12	60	27	1	7.6
SES																									
Economically Disadvantaged Students	85	3	13	69	1	1	29	42	38	55	1	1	6.3	70	1	41	54	3	6.3	4,251	5	50	41	4	6.8
All Other Students	52	2	1	49	11	22	28	57	10	20	0	0	8.3	50	22	56	22	0	8.2	6,012	15	59	25	2	7.6
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	137	5	14	118	12	10	57	48	48	41	1	1	7.1	120	10	48	41	2	7.1	10,263	11	55	32	2	7.3
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,223	6	46	44	5	6.6
All Other Students	136	5	14	117	12	10	56	48	48	41	1	1	7.1	119	10	47	41	2	7.1	8,040	12	58	28	2	7.4
504 Plan																									
Students with a 504 Plan	5	0	0	5										5						256	7	61	31	1	7.3
All Other Students	132	5	14	113	11	10	56	50	45	40	1	1	7.1	115	10	49	40	2	7.1	10,007	11	55	32	2	7.3

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

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