About The New England **Common Assessment Program**

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This report highlights results from the Fall 2010 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 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 GRA 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 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

School Results

School:	Barrington High School
District:	Barrington
Code:	01-01106



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Grade Level Summary Report

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

					Numbei	•							Pe	ercentag	ge			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		308			313			11,164			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	298	299	298	299	300	299	10,628	10,672	10,594	97	97	97	96	96	96	95	96	95
With an approved accommodation	30	30	30	31	31	31	1,745	2,408	1,172	10	10	10	10	10	10	16	23	11
Current LEP Students	2	2	2	2	2	2	271	311	261	1	1	1	1	1	1	3	3	2
With an approved accommodation	1	1	1	1	1	1	36	50	28	50	50	50	50	50	50	13	16	11
IEP Students	36	36	36	37	37	37	1,627	1,625	1,612	12	12	12	12	12	12	15	15	15
With an approved accommodation	29	29	29	30	30	30	820	841	747	81	81	81	81	81	81	50	52	46
Students not tested in NECAP	10	9	10	14	13	14	536	492	570	3	3	3	4	4	4	5	4	5
State Approved	0	0	0	2	2	2	195	156	189	0	0	0	14	15	14	36	32	33
Alternate Assessment	0	0	0	2	2	2	108	108	108				100	100	100	55	69	57
First Year LEP	0	0	0	0	0	0	40	0	41				0	0	0	21	0	22
Withdrew After October 1	0	0	0	0	0	0	34	35	30				0	0	0	17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1				0	0	0	1	0	1
Special Consideration	0	0	0	0	0	0	12	13	9				0	0	0	6	8	5
Other	10	9	10	12	11	12	341	336	381	100	100	100	86	85	86	64	68	67

NECAP RESULTS

						School										Dist	trict					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
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	1	N	%	%	%	%		N	%	%	%	%	
READING	308	0	10	298	193	65	90	30	12	4	3	1	1157	299	65	30	4	1	1157	10,628	28	48	16	8	1147
MATH	308	0	9	299	46	15	174	58	51	17	28	9	1144	300	15	58	17	10	1144	10,672	3	30	29	38	1135
WRITING	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	10,594	1	50	44	5	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 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Reading Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

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
Ν	N	N	Ν	N	%	N	%	N	%	N	%	Scaled Score
280	2	1	277	160	58	100	36	8	3	9	3	1156
297	1	0	296	174	59	108	36	9	3	5	2	1157
308	0	10	298	193	65	90	30	12	4	3	1	1157
885	3	11	871	527	61	298	34	29	3	17	2	1157
280	2	1	277	160	58	100	36	8	3	9	3	1156
298	1	0	297	174	59	108	36	9	3	6	2	1157
313	2	12	299	193	65	90	30	12	4	4	1	1157
891	5	13	873	527	60	298	34	29	3	19	2	1157
11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147
33,556	597	905	32,054	7,339	23	16,040	50	5,688	18	2,987	9	1146
	N 280 297 308 885 280 298 313 891 11,203 11,189 11,164	N N 280 2 297 1 308 0 885 3 280 2 298 1 313 2 891 5 11,203 179 11,189 223 11,164 195	N N N 280 2 1 297 1 0 308 0 10 885 3 11 280 2 1 297 3 0 308 0 10 885 3 11 280 2 1 298 1 0 313 2 12 891 5 13 11,203 179 340 11,189 223 224 11,164 195 341	N N N N 280 2 1 277 297 1 0 296 308 0 10 298 885 3 11 871 280 2 1 277 298 3 11 871 280 2 1 277 298 1 0 297 313 2 12 299 891 5 13 873 11,203 179 340 10,684 11,189 223 224 10,742 11,164 195 341 10,628	NNNN280 297 30821 0 296 174277 296 174308010298 193885311871280 298 298 121 0 297 174277 160 174280 298 298 121 0 297 174280 298 313 89121 277 12280 298 313210 297 174 29913 891513 367311,203 11,189 11,189 	NNNNN $\%$ 28021277160582971029617459308010298193658853118715276128021277160582981029717459313212299193658915138735276011,20317934010,6841,9091811,18922322410,7422,9642311,16419534110,6282,96428	NNNNN $\frac{9}{4}$ N280212771605810029710296174591083080102981936590885311871527612982802127716058100298102971745990313212297160581008915138735276029811,20317934010,6841,909185,49811,16419534110,6282,964235,416	NNNNNN $\%$ N280 297 30821 0277 1 0160 296 174 19358 65100 36 36 36 30088531187152761 298298 3088531187152761 298298 108280 298 298 121 0 12277 297 297 174160 58 59 108 108 36 36 36280 298 31321 0 12277 297 297 17465 59 9036 36 3689151387352760 298298 3411,203 11,189 11,189 11,164179 223 223 224340 241 34110,684 10,6281,909 2,96418 2,366 2,9645,498 2,385,1 5,016 50 48	NNNNNNN $\%$ N $\%$ N280 297 30821 0277 0160 296 17458 59 193100 6536 36 36 308 9 308308010296 100174 296 17459 59 90108 36 3636 9 908 3088531187152761 19329834 3629280 298 298 121 0 12277 297 297160 174 19358 59 65100 36 36 3636 8 9 908 36280 298 31321 0 12277 297 297160 174 19358 65100 36 3636 8 9 901289151387352760 29829834 2911,203 11,189 11,164179 223 223 195340 24 24 24 34110,684 10,742 2,9641,909 2,866 2,96418 2,885,498 5,12651 50 4,882,125 1,875	NNNNNN%N%N%280 297 30821 0277 0160 296 29858 193100 6536 9036 36 9088 36 93 30836 988 3 30836 988 3 30830 1212 488531187152761 193298 6530 9030 3012 4488531187152761 193298 653429 33280 298 31321 0 12277 160 297160 174 19358 65100 108 36 36 36 9036 36 36 36 98 3 3 3280 298 298 31321 207 12277 297 299160 19358 65 90100 36 36 36 36 936 36 36 9 3333 3012 4891513 244873527 27 60298 29834 29311,203 11,189 11,164179 223340 224 234110,684 10,742 2,9641,909 2,866 2,96418 2,885,416 50 5,12651 482,125 1,875 1,875 1,68820 17 17	NNNNNN%N%N%280 297 30821 10 0277 296 100160 174 29858 193100 6536 908 36 308 3 33 3 3 39 3 3 3 388531187152761 19329834 29829 33 317280 298 298 1121 0 02777 297 297160 174 15958 100 10836 36 36 9 908 3 33 3 39 3 3 3280 298 298 313 313 22 121 277 297 297 193160 65 59 19058 30 30100 36 36 36 36 36 308 3 3 3 3 3 33 3 3 3 3280 298 313 31321 277 0 297 299160 19358 65 301000 36 3036 36 36 36 308 3 3 3 3 33 3 3 3 3280 298 313 313213 3873 3 527600 298298 3434 29 3 31911,203 11,164179 223 23 341340 246 10,742 2,4661,909 23 2,96418 248 246 23 24665,126 2485,126 481,688 1,68816 6	NNNNNN \mathbb{N} N

	Total			F	Percen	nt 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							٠		-			DistrictState	
Informational	42							٠	-	-			- Standard Error Bar	
Level of Comprehension														
Initial Understanding	31								•	*				
Analysis & Interpretation	53							•	*					



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Disaggregated Reading Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

						Scho	ol									Dist	rict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	vel 3	Lev	vel 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	308	0	10	298	193	65	90	30	12	4	3	1	1157	299	65	30	4	1	1157	10,628	28	48	16	8	1147
Gender	100					50	50	26		_						26	_			5.004		50	10	10	
Male Female Not Reported	162 146 0	0 0 0	1 9 0	161 137 0	93 100	58 73	58 32	36 23	8 4	5 3	2	1	1155 1160	162 137 0	57 73	36 23	5 3	2 1	1155 1160	5,364 5,255 9	22 34	50 46	18 14	10 6	1145 1149
Race/Ethnicity Hispanic or Latino	3	0	0	3										3						1,803	11	48	24	17	1141
Not Hispanic or Latino														_						<u> </u>					
American Indian or Alaskan Native Asian Black or African American	0 6 3	0 0 0	0 0 0	0 6 3										0 6 3						63 288 862	16 26 11	41 52 46	30 18 27	13 4 15	1142 1148 1141
Native Hawaiian or Pacific Islander White	0 294	0	0 9	0 285	185	65	87	31	11	4	2	1	1157	0 286	65	30	4	1	1157	30 7,343	3 34	53 49	23 12	20 5	1140 1150
Two or more races No Race/Ethnicity Reported	1	0	0 1	1 0	105			51			-		1157	1 0	0.5	50			1157	166 73	28 5	47 19	20 38	5 37	1147 1134
LEP Status Current LEP student	2	0	0	2										2						271	1	18	32	48	1131
Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 All Other Students	0 0 306	0 0 0	0 0 10	0 0 296	193	65	89	30	11	4	3	1	1157	0 0 297	65	30	4	1	1157	26 32 10,299	0 3 29	54 53 49	38 38 15	8 6 7	1140 1141 1148
	500	Ĵ	10	250									1157		0.5					10,200	25	13		ŕ	
IEP Students with an IEP All Other Students	37 271	0 0	1 9	36 262	8 185	22 71	19 71	53 27	6 6	17 2	3 0	8 0	1147 1159	37 262	22 71	51 27	16 2	11 0	1146 1159	1,627 9,001	4 32	32 51	33 13	31 4	1135 1149
SES Economically Disadvantaged Students	11	0	0	11	3	27	5	45	3	27	0	0	1146	11	27	45	27	0	1146	3,762	13	49	24	14	1142
All Other Students	297	0	10	287	190	66	85	30	9	3	3	1	1158	288	66	30	3	1	1158	6,866	36	43	11	5	1150
Migrant Migrant Students	0	0	0	0										0						0					
All Other Students	308	0	10	298	193	65	90	30	12	4	3	1	1157	299	65	30	4	1	1157	10,628	28	48	16	8	1147
Title I Students Receiving Title I Services All Other Students	0 308	0	0 10	0 298	193	65	90	30	12	4	3	1	1157	0 299	65	30	4	1	1157	2,652 7,976	13 33	48 48	25 13	15 6	1142 1149
	500		10	250				50												,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		10		Ŭ	
504 Plan Students with a 504 Plan All Other Students	7 301	0 0	0 10	7 291	189	65	88	30	11	4	3	1	1157	7 292	65	30	4	1	1157	250 10,378	30 28	55 48	12 16	3 8	1149 1147
Level 4 - Proficient with Distinction:				l Destall D	[[]			i Latar			C					i		i.		I	<u> </u>		i		

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



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Mathematics Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

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	%	N	%	N	%	N	%	Scaled Score
SCHOOL													
2008-09	280	3	1	276	29	11	166	60	61	22	20	7	1143
2009-10	297	1	0	296	29	10	166	56	65	22	36	12	1143
2010-11	308	0	9	299	46	15	174	58	51	17	28	9	1144
Cumulative													
Total	885	4	10	871	104	12	506	58	177	20	84	10	1143
DISTRICT													
2008-09	280	3	1	276	29	11	166	60	61	22	20	7	1143
2009-10	298	1	0	297	29	10	166	56	65	22	37	12	1143
2010-11	313	2	11	300	46	15	174	58	51	17	29	10	1144
Cumulative													
Total	891	6	12	873	104	12	506	58	177	20	86	10	1143
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134
10101	0,00	512	551	52,007	000	Z	0,711	21	5,055	20	15,705	-J	1134

	Total				Percen	t of To	otal Po	ssible	Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	19				•	-	•						SchoolDistrict
Geometry & Measurement	41				•		-	-					♦ State
Functions & Algebra	55					•		-	► ►				Standard Error Bar
Data, Statistics, & Probability	21					•							



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

						Scho	ol									Dist	rict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	vel 3	Lev	vel 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	308	0	9	299	46	15	174	58	51	17	28	9	1144	300	15	58	17	10	1144	10,672	3	30	29	38	1135
Gender																									
Male	162	0	0	162	31	19	89	55	30	19	12	7	1145	163	19	55	18	8	1144	5,386	3	31	28	38	1135
Female Not Reported	146 0	0	9 0	137 0	15	11	85	62	21	15	16	12	1143	137 0	11	62	15	12	1143	5,277 9	2	29	30	39	1135
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						1,837	<1	13	25	62	1129
Not Hispanic or Latino American Indian or Alaskan Native	0	0	0	0										0						64	2	14	28	56	1132
Asian	6	0	0	6										6						293	4	33	31	32	1137
Black or African American	3	0	0	3										3						865	<1	12	24	63	1129
Native Hawaiian or Pacific Islander	0	0	0	0		45	1.00	50	50	10	25			0	45	50	47			29	0	21	24	55	1129
White Two or more races	294	0	9	285	44	15	166	58	50	18	25	9	1144	286	15	58	17	9	1144	7,342 166	3	37 23	31 31	29 45	1137 1135
No Race/Ethnicity Reported	1	0	0	1										1						76	0	8	13	43 79	1124
LEP Status																									
Current LEP student	2	0	0	2										2						311	0	3	9	89	1122
Former LEP student - monitoring year 1	0	0	0	0										0						26	0	8	15	77	1130
Former LEP student - monitoring year 2 All Other Students	0 306	0	0 9	0 297	46	15	174	59	49	16	28	9	1144	0 298	15	58	16	10	1144	33 10,302	0 3	12 31	24 30	64 37	1130 1135
IEP																									
Students with an IEP	37	0	1	36	0	0	11	31	11	31	14	39	1135	37	0	30	30	41	1134	1,625	0	6	13	81	1124
All Other Students	271	0	8	263	46	17	163	62	40	15	14	5	1145	263	17	62	15	5	1145	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students All Other Students	11 297	0	0 9	11 288	3 43	27 15	2 172	18 60	1 50	9 17	5 23	45 8	1140 1144	11 289	27 15	18 60	9 17	45 8	1140 1144	3,794 6,878	1 4	16 38	27 30	56 28	1131 1137
Migrant																									
Migrant Students	0	0	0	0										0						0			1		
All Other Students	308	0	9	299	46	15	174	58	51	17	28	9	1144	300	15	58	17	10	1144	10,672	3	30	29	38	1135
Title I																				2.000		15	25	60	1120
Students Receiving Title I Services All Other Students	0 308	0	0 9	0 299	46	15	174	58	51	17	28	9	1144	0 300	15	58	17	10	1144	2,680 7,992	1	15 35	25 30	60 31	1130 1137
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						250	4	32	37	27	1137
All Other Students	301	0	9	292	44	15	172	59	49	17	27	9	1144	293	15	59	17	10	1144	10,422	3	30	29	39	1135
aval 4 - Proficient with Dictinction																						1			

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



Fall 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

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	Leve	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	Ν	Ν	%	N	%	N	%	N	%	Score
SCHOOL													
2008-09	280	2	3	275	44	16	165	60	61	22	5	2	7.7
2009-10	297	1	0	296	38	13	172	58	83	28	3	1	7.6
2010-11	308	0	10	298	9	3	211	71	76	26	2	1	7.3
Cumulative													
Total	885	3	13	869	91	10	548	63	220	25	10	1	7.5
DISTRICT													
2008-09	280	2	3	275	44	16	165	60	61	22	5	2	7.7
2009-10	298	1	0	297	38	13	172	58	83	28	4	1	7.5
2010-11	313	2	12	299	9	3	211	71	77	26	2	1	7.3
Cumulative													
Total	891	5	15	871	91	10	548	63	221	25	11	1	7.5
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
Cumulative													
Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

	Types of Writing Reported in the Results Above
2008-09	Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
2009-10	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.
2010-11	Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011 **Writing Results**

School: Barrington High School **District:** Barrington State: Rhode Island Code: 01-01106

	A	/erage	Score	e Co	ompariso	n by	Туре с	of Writ	ing§							
Turne of Muriting				Sch	ool			[Distric	t				Stat	e	
Type of Writing	Tested	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)	298	7.3		•		299	7.3		•		10,594	6.4			
	2009-10	36	7.7		-	-	36	7.7		-	•	1,339	6.5			
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft,	2010-11	38	6.7		•		38	6.7		•		1,327	6.2			
or other elements within a piece of literature or informational text.	2009-10	37	7.5			-	37	7.5			-	1,323	6.2			
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft,	2010-11	39	6.9		•		39	6.9		•		1,313	6.3			
or other elements within a piece of literature or informational text.	2009-10	36	7.2			-	37	7		-		1,321	6.2		-	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11	38	7.4		•		38	7.4		•		1,321	6.6			
or a personal experience, benet, or laca.	2009-10	36	7.7		-	-	36	7.7		-	•	1,339	6.5			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	38	7.6		•		38	7.6		•		1,328	6.6		-	
	2009-10	37	8		-	-	37	8			•	1,337	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	2010-11	37	7.4		•		37	7.4		•		1,340	6.6		-	
certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2009-10	38	7.9			-	38	7.9		-	•	1,326	6.6		-	

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

The \bigcirc shows this year's score and the black bar (______) shows the range where most students in this sample scored. The \blacktriangle 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 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Writing Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

			Score Dis	tribution				Scoring Rubric							
Total	Score	Score	Sch	ool	Dist	trict	State		• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the write						
Score	1	2	Ν	%	Ν	%	/0	6	 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 						
12	6	6	0	0	0	0	<1		purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout						
11	6	5	1	<1	1	<1	<1	5	 details are relevant and support purpose; details are sufficiently elaborated structure; uses language to enhance meaning consistent application of the rules of grade-level grammar, usage, and mechanics 						
10	5	5	8	3	8	3	1		purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent						
9	5	4	17	6	17	6	3	4	• details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics						
8	4	4	129	43	129	43	27		writing has a general purpose • some sense of organization; may have lapses in coherence						
7	4	3	65	22	65	22	20	3	 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 						
6	3	3	63	21	64	21	29		attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence						
5	3	2	8	3	8	3	8	2	generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting						
4	2	2	5	2	5	2	7		lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random						
3	2	1	0	0	0	0	1	1	information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout						
2	1	1	1	<1	1	<1	2	0							
0	0	0	1	<1	1	<1	2		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 2010 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2010-2011 Disaggregated Writing Results

School:Barrington High SchoolDistrict:BarringtonState:Rhode IslandCode:01-01106

	School													State											
REPORTING CATEGORIES	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	%	1	N	%	%	%	%	1	N	%	%	%	%	1
All Students	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	10,594	1	50	44	5	6.4
Gender																									
Male	162	0	1	161	5	3	106	66	49	30	1	1	7.2	162	3	65	31	1	7.2	5,339	1	43	49	6	6.2
Female	146	0	9	137	4	3	105	77	27	20	1	1	7.4	137	3	77	20	1	7.4	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						1,784	<1	37	52	11	5.8
Not Hispanic or Latino																				, ,					
American Indian or Alaskan Native	0	0	0	0										0						64	2	42	45	11	6.0
Asian	6	0	0	6										6						288	2	54	41	3	6.6
Black or African American	3	0	0	3										3						852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	0	0	0	0						1				0						30	0	17	70	13	5.2
White	294	0	9	285	8	3	203	71	72	25	2	1	7.3	286	3	71	26	1	7.3	7,342	1	55	41	3	6.7
Two or more races	1	0	0	1			200				-		/.5	1			20		/	166	1	41	55	3	6.3
No Race/Ethnicity Reported	1	Ő	1	0										0						68	0	18	47	35	4.4
LEP Status																									
	2	0	0	2						1										261		11	- FO	20	27
Current LEP student	-	0	0	2										2						261 26	0	11	50 65	39	3.7
Former LEP student - monitoring year 1	0																				1	27		8	5.7
Former LEP student - monitoring year 2 All Other Students	0 306	0	0 10	0 296	9	3	210	71	75	25	2	1	7.3	0 297	3	71	26	1	7.3	33 10,274	0	24 51	70 44	6 4	5.7 6.5
IEP				2.6														-							
Students with an IEP	37	0	1	36	1	3	18	50	15	42	2	6	6.7	37	3	49	43	5	6.6	1,612	<1	18	64	18	4.9
All Other Students	271	0	9	262	8	3	193	74	61	23	0	0	7.4	262	3	74	23	0	7.4	8,982	1	55	41	3	6.7
SES																									
Economically Disadvantaged Students	11	0	0	11	1	9	6	55	4	36	0	0	7.2	11	9	55	36	0	7.2	3,740	<1	37	54	8	5.9
All Other Students	297	0	10	287	8	3	205	71	72	25	2	1	7.3	288	3	71	25	1	7.3	6,854	1	57	39	3	6.7
Migrant																									
Migrant Students	0	0	0	0						1				0						0			1		
All Other Students	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	0	0	0	0		1				1		1		0						2,623	<1	37	52	10	5.8
All Other Students	308	0	10	298	9	3	211	71	76	26	2	1	7.3	299	3	71	26	1	7.3	7,971	1	54	42	3	6.6
504 Plan	7	0	0	7										7						250	2	E1	16	2	67
Students with a 504 Plan	301	0	0 10	291	9	3	206	71	74	25		1	7.2	202	_	71	26	1	7.2	250	2	51	46 44	2	6.7
All Other Students	10501	U U	10	291	9	: 3	206	71	74	25	2	1	7.3	292	3	71	26	: I	7.3	10,344		50	44	; 5	6.4

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