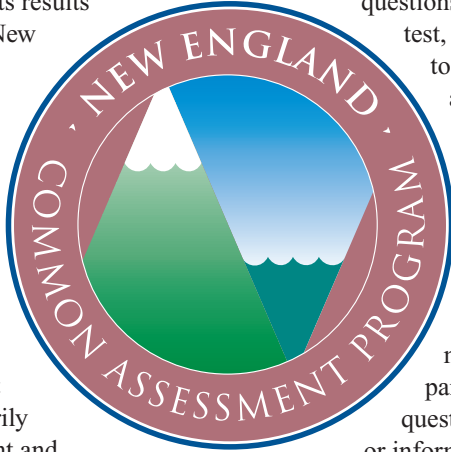


About The New England Common Assessment Program

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

Grade 11 Students in 2010-2011

School Results

School: William E. Tolman High

District: Pawtucket

Code: 26-26105



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

School: William E. Tolman High
 District: Pawtucket
 State: Rhode Island
 Code: 26-26105

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	299			566			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	279	278	280	537	535	535	10,628	10,672	10,594	93	93	94	95	95	95	95	96	95
With an approved accommodation	32	31	32	115	164	114	1,745	2,408	1,172	11	11	11	21	31	21	16	23	11
Current LEP Students	5	5	5	46	48	46	271	311	261	2	2	2	9	9	9	3	3	2
With an approved accommodation	0	0	0	11	27	18	36	50	28	0	0	0	24	56	39	13	16	11
IEP Students	38	37	38	77	73	75	1,627	1,625	1,612	14	13	14	14	14	14	15	15	15
With an approved accommodation	28	27	28	58	56	57	820	841	747	74	73	74	75	77	76	50	52	46
Students not tested in NECAP	20	21	19	29	31	31	536	492	570	7	7	6	5	5	5	5	4	5
State Approved	10	10	10	15	13	15	195	156	189	50	48	53	52	42	48	36	32	33
Alternate Assessment	8	8	8	11	11	11	108	108	108	80	80	80	73	85	73	55	69	57
First Year LEP	0	0	0	2	0	2	40	0	41	0	0	0	13	0	13	21	0	22
Withdrew After October 1	0	0	0	0	0	0	34	35	30	0	0	0	0	0	0	17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Special Consideration	2	2	2	2	2	2	12	13	9	20	20	20	13	15	13	6	8	5
Other	10	11	9	14	18	16	341	336	381	50	52	47	48	58	52	64	68	67

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	299	10	10	279	24	9	152	54	77	28	26	9	1142	537	10	49	28	13	1142	10,628	28	48	16	8	1147
MATH	299	10	11	278	3	1	42	15	74	27	159	57	1132	535	1	16	28	56	1132	10,672	3	30	29	38	1135
WRITING	299	10	9	280	0	0	86	31	173	62	21	8	5.9	535	1	32	58	10	5.8	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: William E. Tolman High
District: Pawtucket
State: Rhode Island
Code: 26-26105

Proficient with Distinction (Level 4)

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

Proficient (Level 3)

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

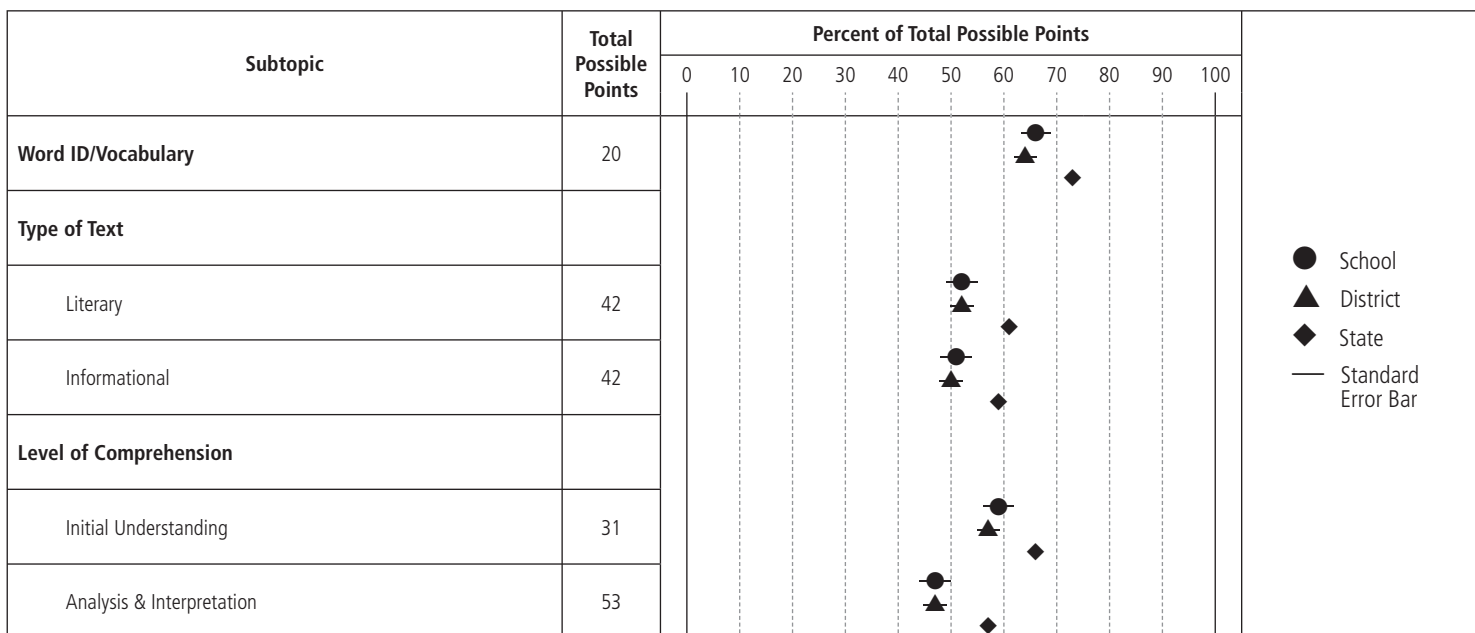
Partially Proficient (Level 2)

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

Substantially Below Proficient (Level 1)

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

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	237	11	2	224	14	6	113	50	76	34	21	9	1142
2009-10	278	9	3	266	26	10	142	53	68	26	30	11	1143
2010-11	299	10	10	279	24	9	152	54	77	28	26	9	1142
Cumulative Total	814	30	15	769	64	8	407	53	221	29	77	10	1142
DISTRICT													
2008-09	482	15	8	459	39	8	211	46	132	29	77	17	1141
2009-10	567	16	14	537	65	12	270	50	134	25	68	13	1143
2010-11	566	15	14	537	55	10	265	49	148	28	69	13	1142
Cumulative Total	1,615	46	36	1,533	159	10	746	49	414	27	214	14	1142
STATE													
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-10	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
2010-11	11,164	195	341	10,628	2,964	28	5,126	48	1,688	16	850	8	1147
Cumulative Total	33,556	597	905	32,054	7,339	23	16,040	50	5,688	18	2,987	9	1146





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

School: William E. Tolman High
District: Pawtucket
State: Rhode Island
Code: 26-26105

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	%	%	%	%	
All Students	299	10	10	279	24	9	152	54	77	28	26	9	1142	537	10	49	28	13	1142	10,628	28	48	16	8	1147
Gender																									
Male	147	4	6	137	9	7	66	48	46	34	16	12	1141	257	8	44	32	16	1140	5,364	22	50	18	10	1145
Female	152	6	4	142	15	11	86	61	31	22	10	7	1144	280	12	54	24	10	1143	5,255	34	46	14	6	1149
Not Reported	0	0	0	0									0							9					
Race/Ethnicity																									
Hispanic or Latino	104	2	3	99	7	7	51	52	30	30	11	11	1141	169	8	54	25	12	1142	1,803	11	48	24	17	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	1	0	3									7							63	16	41	30	13	1142
Asian	2	0	0	2									2							288	26	52	18	4	1148
Black or African American	46	2	2	42	0	0	22	52	16	38	4	10	1141	152	7	42	33	18	1139	862	11	46	27	15	1141
Native Hawaiian or Pacific Islander	1	0	0	1									1							30	3	53	23	20	1140
White	123	5	3	115	16	14	64	56	26	23	9	8	1144	170	16	50	24	11	1143	7,343	34	49	12	5	1150
Two or more races	16	0	0	16	1	6	10	63	3	19	2	13	1144	35	9	51	34	6	1143	166	28	47	20	5	1147
No Race/Ethnicity Reported	3	0	2	1									1							73	5	19	38	37	1134
LEP Status																									
Current LEP student	6	0	1	5									46	0	13	57	30	1133	271	1	18	32	48	1131	
Former LEP student - monitoring year 1	4	0	0	4									8							26	0	54	38	8	1140
Former LEP student - monitoring year 2	0	0	0	0									4							32	3	53	38	6	1141
All Other Students	289	10	9	270	24	9	149	55	71	26	26	10	1142	479	11	53	24	11	1142	10,299	29	49	15	7	1148
IEP																									
Students with an IEP	50	9	3	38	1	3	7	18	11	29	19	50	1131	77	1	14	31	53	1129	1,627	4	32	33	31	1135
All Other Students	249	1	7	241	23	10	145	60	66	27	7	3	1144	460	12	55	27	6	1144	9,001	32	51	13	4	1149
SES																									
Economically Disadvantaged Students	185	7	9	169	13	8	90	53	48	28	18	11	1142	376	9	47	29	15	1140	3,762	13	49	24	14	1142
All Other Students	114	3	1	110	11	10	62	56	29	26	8	7	1143	161	14	55	24	7	1144	6,866	36	48	11	5	1150
Migrant																									
Migrant Students	0	0	0	0									0							0					
All Other Students	299	10	10	279	24	9	152	54	77	28	26	9	1142	537	10	49	28	13	1142	10,628	28	48	16	8	1147
Title I																									
Students Receiving Title I Services	299	10	10	279	24	9	152	54	77	28	26	9	1142	510	9	48	29	13	1141	2,652	13	48	25	15	1142
All Other Students	0	0	0	0									27	26	67	4	4	1150	7,976	33	48	13	6	1149	
504 Plan																									
Students with a 504 Plan	0	0	0	0									2							250	30	55	12	3	1149
All Other Students	299	10	10	279	24	9	152	54	77	28	26	9	1142	535	10	49	28	13	1142	10,378	28	48	16	8	1147

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

School: William E. Tolman High
 District: Pawtucket
 State: Rhode Island
 Code: 26-26105

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.

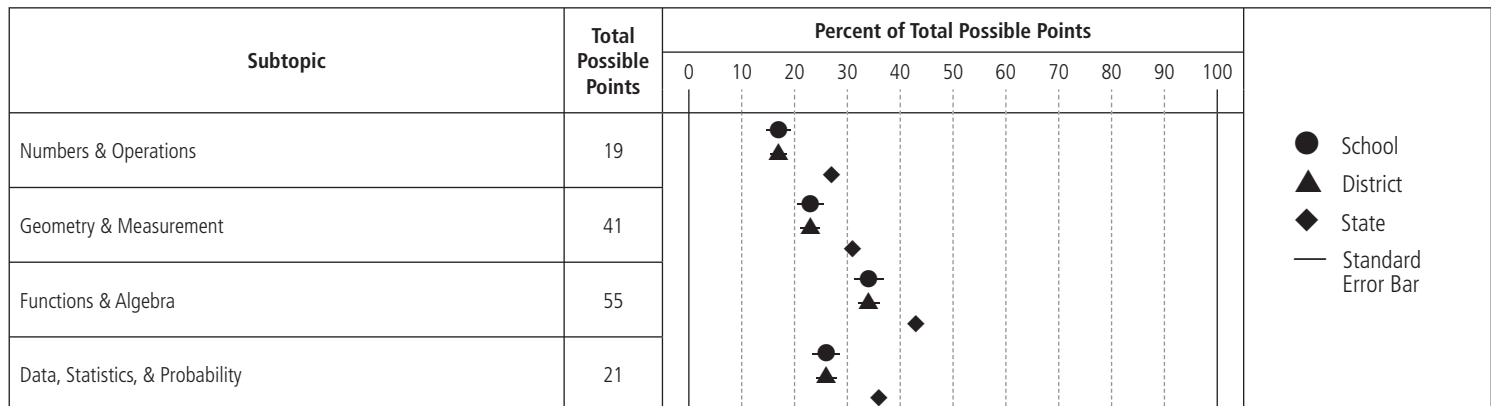
Partially Proficient (Level 2)

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	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	237	13	2	222	1	<1	33	15	68	31	120	54	1132
2009-10	278	9	4	265	2	1	36	14	69	26	158	60	1132
2010-11	299	10	11	278	3	1	42	15	74	27	159	57	1132
Cumulative Total	814	32	17	765	6	1	111	15	211	28	437	57	1132
DISTRICT													
2008-09	482	15	10	457	1	<1	63	14	123	27	270	59	1131
2009-10	567	13	21	533	3	1	65	12	138	26	327	61	1131
2010-11	566	13	18	535	3	1	87	16	148	28	297	56	1132
Cumulative Total	1,615	41	49	1,525	7	<1	215	14	409	27	894	59	1131
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





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

School: William E. Tolman High
District: Pawtucket
State: Rhode Island
Code: 26-26105

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	%	%	%	%	
All Students	299	10	11	278	3	1	42	15	74	27	159	57	1132	535	1	16	28	56	1132	10,672	3	30	29	38	1135
Gender																									
Male	147	4	7	136	2	1	14	10	40	29	80	59	1131	256	1	13	29	57	1131	5,386	3	31	28	38	1135
Female	152	6	4	142	1	1	28	20	34	24	79	56	1132	279	<1	19	27	54	1132	5,277	2	29	30	39	1135
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	104	2	3	99	0	0	13	13	23	23	63	64	1130	169	0	14	29	57	1131	1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	1	0	3										7						64	2	14	28	56	1132
Asian	2	0	0	2										2						293	4	33	31	32	1137
Black or African American	46	2	2	42	0	0	2	5	10	24	30	71	1130	153	0	12	22	66	1130	865	<1	12	24	63	1129
Native Hawaiian or Pacific Islander	1	0	0	1										1						29	0	21	24	55	1129
White	123	5	4	114	3	3	24	21	35	31	52	46	1134	167	2	22	31	46	1134	7,342	3	37	31	29	1137
Two or more races	16	0	0	16	0	0	2	13	3	19	11	69	1131	35	0	14	29	57	1132	166	1	23	31	45	1135
No Race/Ethnicity Reported	3	0	2	1										1						76	0	8	13	79	1124
LEP Status																									
Current LEP student	6	0	1	5										48	0	0	8	92	1125	311	0	3	9	89	1122
Former LEP student - monitoring year 1	4	0	0	4										8						26	0	8	15	77	1130
Former LEP student - monitoring year 2	0	0	0	0										4						33	0	12	24	64	1130
All Other Students	289	10	10	269	3	1	42	16	74	28	150	56	1132	475	1	18	30	51	1132	10,302	3	31	30	37	1135
IEP																									
Students with an IEP	50	9	4	37	0	0	1	3	4	11	32	86	1123	73	0	1	5	93	1121	1,625	0	6	13	81	1124
All Other Students	249	1	7	241	3	1	41	17	70	29	127	53	1133	462	1	19	31	50	1133	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students	185	7	8	170	2	1	22	13	41	24	105	62	1131	376	1	14	26	60	1130	3,794	1	16	27	56	1131
All Other Students	114	3	3	108	1	1	20	19	33	31	54	50	1133	159	1	23	31	45	1134	6,878	4	38	30	28	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	299	10	11	278	3	1	42	15	74	27	159	57	1132	535	1	16	28	56	1132	10,672	3	30	29	38	1135
Title I																									
Students Receiving Title I Services	299	10	11	278	3	1	42	15	74	27	159	57	1132	508	1	15	27	57	1131	2,680	1	15	25	60	1130
All Other Students	0	0	0	0										27	0	37	41	22	1139	7,992	3	35	30	31	1137
504 Plan																									
Students with a 504 Plan	0	0	0	0										2						250	4	32	37	27	1137
All Other Students	299	10	11	278	3	1	42	15	74	27	159	57	1132	533	1	16	27	56	1131	10,422	3	30	29	39	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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: William E. Tolman High
District: Pawtucket
State: Rhode Island
Code: 26-26105

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	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	237	8	2	227	4	2	68	30	138	61	17	7	6.0
2009-10	278	9	4	265	8	3	123	46	124	47	10	4	6.5
2010-11	299	10	9	280	0	0	86	31	173	62	21	8	5.9
Cumulative Total	814	27	15	772	12	2	277	36	435	56	48	6	6.1
DISTRICT													
2008-09	482	12	9	461	7	2	143	31	268	58	43	9	5.8
2009-10	567	16	20	531	14	3	230	43	251	47	36	7	6.3
2010-11	566	15	16	535	3	1	172	32	309	58	51	10	5.8
Cumulative Total	1,615	43	45	1,527	24	2	545	36	828	54	130	9	6.0
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	<p>Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.</p>
2009-10	<p>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.</p>
2010-11	<p>Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.</p>



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: William E. Tolman High
District: Pawtucket
State: Rhode Island
Code: 26-26105

Average Score Comparison by Type of Writing [§]																
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
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)	280	5.9		●		535	5.8		●		10,594	6.4		●	
	2009-10	35	6.1		▲		67	6		▲		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, or other elements within a piece of literature or informational text.	2010-11	34	5.2		●		65	5		●		1,327	6.2		●	
	2009-10	34	6.1		▲		68	6.2		▲		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, or other elements within a piece of literature or informational text.	2010-11	34	5.6		●		61	5.7		●		1,313	6.3		●	
	2009-10	34	5.7		▲		67	5.6		▲		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	34	5.7		●		68	5.9		●		1,321	6.6		●	
	2009-10	35	6.1		▲		67	6		▲		1,339	6.5		▲	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	33	5.8		●		65	5.8		●		1,328	6.6		●	
	2009-10	34	6.2		▲		69	6.1		▲		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 certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11	36	6.2		●		69	5.9		●		1,340	6.6		●	
	2009-10	28	6.8		▲		60	6.1		▲		1,326	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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: William E. Tolman High
District: Pawtucket
State: Rhode Island
Code: 26-26105

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	1	<1	<1
10	5	5	0	0	2	<1	1
9	5	4	0	0	4	1	3
8	4	4	40	14	90	17	27
7	4	3	46	16	78	15	20
6	3	3	118	42	187	35	29
5	3	2	40	14	74	14	8
4	2	2	15	5	48	9	7
3	2	1	4	1	14	3	1
2	1	1	12	4	23	4	2
0	0	0	5	2	14	3	2

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Writing Results

School: William E. Tolman High
 District: Pawtucket
 State: Rhode Island
 Code: 26-26105

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	299	10	9	280	0	0	86	31	173	62	21	8	5.9	535	1	32	58	10	5.8	10,594	1	50	44	5	6.4
Gender																									
Male	147	4	6	137	0	0	32	23	91	66	14	10	5.6	255	<1	25	62	12	5.5	5,339	1	43	49	6	6.2
Female	152	6	3	143	0	0	54	38	82	57	7	5	6.1	280	1	38	54	7	6.1	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	104	2	3	99	0	0	29	29	60	61	10	10	5.8	168	1	33	56	10	5.9	1,784	<1	37	52	11	5.8
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	1	0	3										7						64	2	42	45	11	6.0
Asian	2	0	0	2										2						288	2	54	41	3	6.6
Black or African American	46	2	2	42	0	0	11	26	28	67	3	7	5.6	150	1	28	61	11	5.5	852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	1	0	0	1										1						30	0	17	70	13	5.2
White	123	5	2	116	0	0	37	32	71	61	8	7	6.0	171	1	34	56	10	5.9	7,342	1	55	41	3	6.7
Two or more races	16	0	0	16	0	0	6	38	10	63	0	0	6.3	35	0	31	66	3	5.9	166	1	41	55	3	6.3
No Race/Ethnicity Reported	3	0	2	1										1						68	0	18	47	35	4.4
LEP Status																									
Current LEP student	6	0	1	5										46	0	13	59	28	4.3	261	0	11	50	39	3.7
Former LEP student - monitoring year 1	4	0	0	4										8						26	0	27	65	8	5.7
Former LEP student - monitoring year 2	0	0	0	0										4						33	0	24	70	6	5.7
All Other Students	289	10	8	271	0	0	82	30	170	63	19	7	5.9	477	1	34	58	8	6.0	10,274	1	51	44	4	6.5
IEP																									
Students with an IEP	50	9	3	38	0	0	1	3	25	66	12	32	3.9	75	0	8	57	35	3.9	1,612	<1	18	64	18	4.9
All Other Students	249	1	6	242	0	0	85	35	148	61	9	4	6.2	460	1	36	58	5	6.1	8,982	1	55	41	3	6.7
SES																									
Economically Disadvantaged Students	185	7	7	171	0	0	49	29	108	63	14	8	5.8	375	1	30	59	11	5.7	3,740	<1	37	54	8	5.9
All Other Students	114	3	2	109	0	0	37	34	65	60	7	6	6.0	160	1	37	56	7	6.1	6,854	1	57	39	3	6.7
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	299	10	9	280	0	0	86	31	173	62	21	8	5.9	535	1	32	58	10	5.8	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	299	10	9	280	0	0	86	31	173	62	21	8	5.9	508	<1	31	59	10	5.7	2,623	<1	37	52	10	5.8
All Other Students	0	0	0	0										27	4	59	37	0	7.2	7,971	1	54	42	3	6.6
504 Plan																									
Students with a 504 Plan	0	0	0	0										2						250	2	51	46	2	6.7
All Other Students	299	10	9	280	0	0	86	31	173	62	21	8	5.9	533	1	32	58	10	5.8	10,344	1	50	44	5	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.