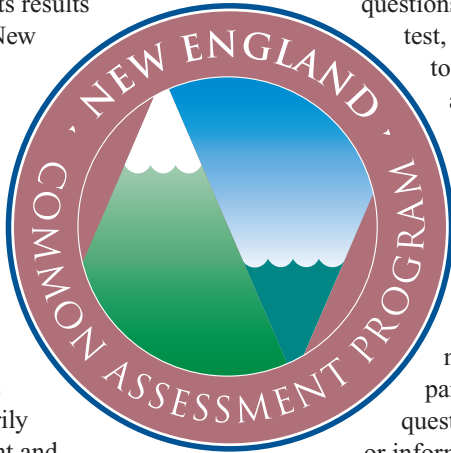# About The New England Common Assessment Program

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

District Results

District: Woonsocket

Code: 39

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

District: Woonsocket
State: Rhode Island
Code: 39

PARTICIPATION in NECAP

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students enrolled on or after October 1				442			11,164						100			100		
Students tested				**414**	**416**	**415**	**10,628**	**10,672**	**10,594**				**94**	**94**	**94**	**95**	**96**	**95**
With an approved accommodation				100	164	55	1,745	2,408	1,172				24	39	13	16	23	11
Current LEP Students				10	13	9	271	311	261				2	3	2	3	3	2
With an approved accommodation				4	3	0	36	50	28				40	23	0	13	16	11
IEP Students				82	82	81	1,627	1,625	1,612				20	20	20	15	15	15
With an approved accommodation				58	62	54	820	841	747				71	76	67	50	52	46
Students not tested in NECAP				**28**	**26**	**27**	**536**	**492**	**570**				**6**	**6**	**6**	**5**	**4**	**5**
State Approved				19	16	16	195	156	189				68	62	59	36	32	33
Alternate Assessment				9	9	9	108	108	108				47	56	56	55	69	57
First Year LEP				3	0	3	40	0	41				16	0	19	21	0	22
Withdrew After October 1				7	7	4	34	35	30				37	44	25	17	22	16
Enrolled After October 1				0	0	0	1	0	1				0	0	0	1	0	1
Special Consideration				0	0	0	12	13	9				0	0	0	6	8	5
Other				9	10	11	341	336	381				32	38	41	64	68	67

NECAP RESULTS

	District												State						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	442	19	9	414	30	7	195	47	117	28	72	17	1140	10,628	28	48	16	8	1147						
MATH	442	16	10	416	1	<1	60	14	123	30	232	56	1131	10,672	3	30	29	38	1135						
WRITING	442	16	11	415	0	0	97	23	285	69	33	8	5.6	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

District: Woonsocket
State: Rhode Island
Code: 39

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													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	400	17	0	383	32	8	158	41	122	32	71	19	1140
2009-10	390	15	5	370	38	10	187	51	93	25	52	14	1142
2010-11	**442**	**19**	**9**	**414**	**30**	**7**	**195**	**47**	**117**	**28**	**72**	**17**	**1140**
Cumulative Total	1,232	51	14	1,167	100	9	540	46	332	28	195	17	1141
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

Subtopic	Total Possible Points	Percent of Total Possible Points
Word ID/Vocabulary	20	
Type of Text		
Literary	42	
Informational	42	
Level of Comprehension		
Initial Understanding	31	
Analysis & Interpretation	53	

- ● School
- ▲ District
- ◆ State
- — Standard Error Bar

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

District: Woonsocket
State: Rhode Island
Code: 39

REPORTING CATEGORIES	District Enrolled N	District NT Approved N	District NT Other N	District Tested N	District Level 4 N	District Level 4 %	District Level 3 N	District Level 3 %	District Level 2 N	District Level 2 %	District Level 1 N	District Level 1 %	District Mean Scaled Score	State Tested N	State Level 4 %	State Level 3 %	State Level 2 %	State Level 1 %	State Mean Scaled Score	Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
All Students	442	19	9	414	30	7	195	47	117	28	72	17	1140	10,628	28	48	16	8	1147						
Gender																									
Male	243	10	4	229	8	3	107	47	70	31	44	19	1138	5,364	22	50	18	10	1145						
Female	199	9	5	185	22	12	88	48	47	25	28	15	1142	5,255	34	46	14	6	1149						
Not Reported	0	0	0	0										9											
Race/Ethnicity																									
Hispanic or Latino	102	8	4	90	2	2	32	36	30	33	26	29	1135	1,803	11	48	24	17	1141						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										63	16	41	30	13	1142						
Asian	0	0	0	0										288	26	52	18	4	1148						
Black or African American	40	0	0	40	5	13	13	33	16	40	6	15	1139	862	11	46	27	15	1141						
Native Hawaiian or Pacific Islander	23	0	1	22	0	0	12	55	6	27	4	18	1139	30	3	53	23	20	1140						
White	263	11	4	248	20	8	131	53	62	25	35	14	1141	7,343	34	49	12	5	1150						
Two or more races	13	0	0	13	3	23	7	54	2	15	1	8	1145	166	28	47	20	5	1147						
No Race/Ethnicity Reported	0	0	0	0										73	5	19	38	37	1134						
LEP Status																									
Current LEP student	14	3	1	10	0	0	1	10	2	20	7	70	1128	271	1	18	32	48	1131						
Former LEP student - monitoring year 1	1	0	0	1										26	0	54	38	8	1140						
Former LEP student - monitoring year 2	1	0	0	1										32	3	53	38	6	1141						
All Other Students	426	16	8	402	30	7	193	48	115	29	64	16	1140	10,299	29	49	15	7	1148						
IEP																									
Students with an IEP	95	10	3	82	2	2	16	20	24	29	40	49	1130	1,627	4	32	33	31	1135						
All Other Students	347	9	6	332	28	8	179	54	93	28	32	10	1142	9,001	32	51	13	4	1149						
SES																									
Economically Disadvantaged Students	204	12	4	188	9	5	79	42	62	33	38	20	1138	3,762	13	49	24	14	1142						
All Other Students	238	7	5	226	21	9	116	51	55	24	34	15	1141	6,866	36	48	11	5	1150						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	442	19	9	414	30	7	195	47	117	28	72	17	1140	10,628	28	48	16	8	1147						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,652	13	48	25	15	1142						
All Other Students	442	19	9	414	30	7	195	47	117	28	72	17	1140	7,976	33	48	13	6	1149						
504 Plan																									
Students with a 504 Plan	4	0	0	4										250	30	55	12	3	1149						
All Other Students	438	19	9	410	30	7	192	47	116	28	72	18	1140	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.

District: Woonsocket
State: Rhode Island
Code: 39

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													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	400	15	0	385	4	1	56	15	92	24	233	61	1131
2009-10	390	21	7	362	0	0	44	12	95	26	223	62	1130
2010-11	**442**	**16**	**10**	**416**	**1**	**<1**	**60**	**14**	**123**	**30**	**232**	**56**	**1131**
Cumulative Total	1,232	52	17	1,163	5	<1	160	14	310	27	688	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

Subtopic	Total Possible Points	Percent of Total Possible Points
Numbers & Operations	19	
Geometry & Measurement	41	
Functions & Algebra	55	
Data, Statistics, & Probability	21	

● School
▲ District
◆ State
— Standard Error Bar
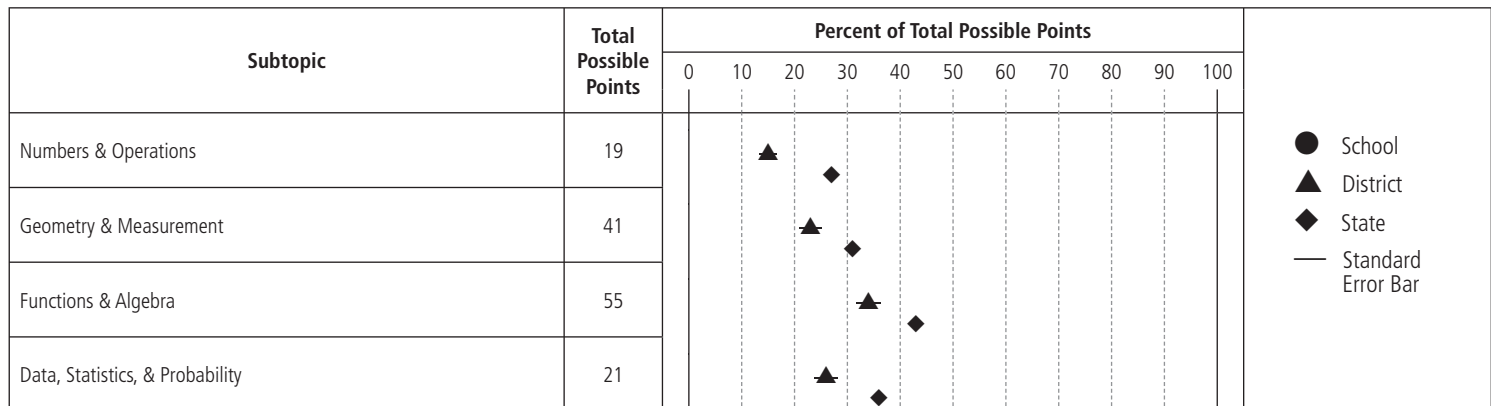
Fall 2010 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2010-2011
Disaggregated Mathematics Results

District: Woonsocket
State: Rhode Island
Code: 39

REPORTING CATEGORIES	District Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Scaled Score	State Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
All Students	442	16	10	416	1	<1	60	14	123	30	232	56	1131	10,672	3	30	29	38	1135						
Gender																									
Male	243	8	5	230	0	0	36	16	66	29	128	56	1132	5,386	3	31	28	38	1135						
Female	199	8	5	186	1	1	24	13	57	31	104	56	1130	5,277	2	29	30	39	1135						
Not Reported	0	0	0	0										9											
Race/Ethnicity																									
Hispanic or Latino	102	5	4	93	0	0	6	6	22	24	65	70	1126	1,837	<1	13	25	62	1129						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										64	2	14	28	56	1132						
Asian	0	0	0	0										293	4	33	31	32	1137						
Black or African American	40	0	0	40	0	0	7	18	10	25	23	58	1132	865	<1	12	24	63	1129						
Native Hawaiian or Pacific Islander	23	0	2	21	0	0	4	19	5	24	12	57	1129	29	0	21	24	55	1129						
White	263	11	4	248	1	<1	41	17	83	33	123	50	1133	7,342	3	37	31	29	1137						
Two or more races	13	0	0	13	0	0	2	15	3	23	8	62	1134	166	1	23	31	45	1135						
No Race/Ethnicity Reported	0	0	0	0										76	0	8	13	79	1124						
LEP Status																									
Current LEP student	14	0	1	13	0	0	0	0	0	0	13	100	1118	311	0	3	9	89	1122						
Former LEP student - monitoring year 1	1	0	0	1										26	0	8	15	77	1130						
Former LEP student - monitoring year 2	1	0	0	1										33	0	12	24	64	1130						
All Other Students	426	16	9	401	1	<1	60	15	122	30	218	54	1131	10,302	3	31	30	37	1135						
IEP																									
Students with an IEP	95	10	3	82	0	0	3	4	8	10	71	87	1123	1,625	0	6	13	81	1124						
All Other Students	347	6	7	334	1	<1	57	17	115	34	161	48	1133	9,047	3	35	32	31	1137						
SES																									
Economically Disadvantaged Students	204	10	5	189	0	0	20	11	55	29	114	60	1130	3,794	1	16	27	56	1131						
All Other Students	238	6	5	227	1	<1	40	18	68	30	118	52	1132	6,878	4	38	30	28	1137						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	442	16	10	416	1	<1	60	14	123	30	232	56	1131	10,672	3	30	29	38	1135						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,680	1	15	25	60	1130						
All Other Students	442	16	10	416	1	<1	60	14	123	30	232	56	1131	7,992	3	35	30	31	1137						
504 Plan																									
Students with a 504 Plan	4	0	0	4										250	4	32	37	27	1137						
All Other Students	438	16	10	412	1	<1	59	14	121	29	231	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

District: Woonsocket
State: Rhode Island
Code: 39

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													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	400	17	1	382	13	3	102	27	217	57	50	13	5.6
2009-10	390	15	6	369	8	2	138	37	196	53	27	7	6.0
2010-11	**442**	**16**	**11**	**415**	**0**	**0**	**97**	**23**	**285**	**69**	**33**	**8**	**5.6**
Cumulative Total	1,232	48	18	1,166	21	2	337	29	698	60	110	9	5.7
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

District: Woonsocket
State: Rhode Island
Code: 39

Average Score Comparison by Type of Writing§

Type of Writing	Tested	School Number Tested	School Mean Score	0	7	12	District Number Tested	District Mean Score	0	7	12	State Number Tested	State 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)						415	5.6		●		10,594	6.4		●	
	2009-10						46	6.4		▲		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						54	5.4		●		1,327	6.2		●	
	2009-10						48	6.3		▲		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						46	5.4		●		1,313	6.3		●	
	2009-10						46	6.2		▲		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						50	5.6		●		1,321	6.6		●	
	2009-10						46	6.4		▲		1,339	6.5		▲	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11						55	5.7		●		1,328	6.6		●	
	2009-10						40	5.7		▲		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						51	6		●		1,340	6.6		●	
	2009-10						45	5.3		▲		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

District: Woonsocket
State: Rhode Island
Code: 39

Score Distribution

Total Score	Score 1	Score 2	N	%	District N	District %	State %
12	6	6			0	0	<1
11	6	5			0	0	<1
10	5	5			0	0	1
9	5	4			0	0	3
8	4	4			46	11	27
7	4	3			51	12	20
6	3	3			163	39	29
5	3	2			57	14	8
4	2	2			65	16	7
3	2	1			10	2	1
2	1	1			13	3	2
0	0	0			10	2	2

Scoring Rubric

6	• 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	• 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	• 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	• 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	• 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	• 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.

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
Disaggregated Writing Results

District: Woonsocket
State: Rhode Island
Code: 39

REPORTING CATEGORIES	District Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Score	State Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Score	Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Score
All Students	442	16	11	415	0	0	97	23	285	69	33	8	5.6	10,594	1	50	44	5	6.4						
Gender																									
Male	243	8	5	230	0	0	43	19	162	70	25	11	5.3	5,339	1	43	49	6	6.2						
Female	199	8	6	185	0	0	54	29	123	66	8	4	5.9	5,246	1	56	39	3	6.7						
Not Reported	0	0	0	0										9											
Race/Ethnicity																									
Hispanic or Latino	102	7	5	90	0	0	14	16	64	71	12	13	5.2	1,784	<1	37	52	11	5.8						
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										64	2	42	45	11	6.0						
Asian	0	0	0	0										288	2	54	41	3	6.6						
Black or African American	40	0	0	40	0	0	12	30	26	65	2	5	5.7	852	1	34	56	10	5.7						
Native Hawaiian or Pacific Islander	23	0	1	22	0	0	3	14	15	68	4	18	5.0	30	0	17	70	13	5.2						
White	263	9	5	249	0	0	63	25	172	69	14	6	5.7	7,342	1	55	41	3	6.7						
Two or more races	13	0	0	13	0	0	5	38	7	54	1	8	5.8	166	1	41	55	3	6.3						
No Race/Ethnicity Reported	0	0	0	0										68	0	18	47	35	4.4						
LEP Status																									
Current LEP student	14	3	2	9										261	0	11	50	39	3.7						
Former LEP student - monitoring year 1	1	0	0	1										26	0	27	65	8	5.7						
Former LEP student - monitoring year 2	1	0	0	1										33	0	24	70	6	5.7						
All Other Students	426	13	9	404	0	0	96	24	281	70	27	7	5.6	10,274	1	51	44	4	6.5						
IEP																									
Students with an IEP	95	9	5	81	0	0	6	7	53	65	22	27	4.3	1,612	<1	18	64	18	4.9						
All Other Students	347	7	6	334	0	0	91	27	232	69	11	3	5.9	8,982	1	55	41	3	6.7						
SES																									
Economically Disadvantaged Students	204	10	4	190	0	0	36	19	139	73	15	8	5.4	3,740	<1	37	54	8	5.9						
All Other Students	238	6	7	225	0	0	61	27	146	65	18	8	5.7	6,854	1	57	39	3	6.7						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	442	16	11	415	0	0	97	23	285	69	33	8	5.6	10,594	1	50	44	5	6.4						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,623	<1	37	52	10	5.8						
All Other Students	442	16	11	415	0	0	97	23	285	69	33	8	5.6	7,971	1	54	42	3	6.6						
504 Plan																									
Students with a 504 Plan	4	0	0	4										250	2	51	46	2	6.7						
All Other Students	438	16	11	411	0	0	95	23	283	69	33	8	5.5	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.