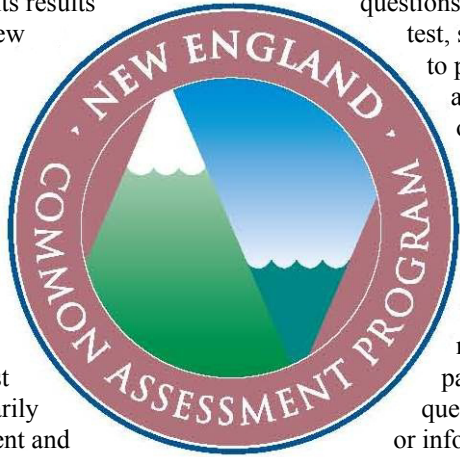


About The New England Common Assessment Program



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: Cranston High School East

District: Cranston

Code: 07-07113



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Grade Level Summary Report

School:	Cranston High School East
District:	Cranston
State:	Rhode Island
Code:	07-07113

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	431			856			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
With an approved accommodation	383	398	378	788	805	782	10,318	10,460	10,263	89	92	88	92	94	91	94	96	94
Current LEP Students	44	46	45	120	123	104	2,250	3,025	1,608	11	12	12	15	15	13	22	29	16
With an approved accommodation	20	22	17	21	23	18	377	408	358	5	6	4	3	3	2	4	4	3
IEP Students	0	0	0	0	0	0	110	159	100	0	0	0	0	0	0	29	39	28
With an approved accommodation	47	51	46	115	119	114	1,490	1,515	1,472	12	13	12	15	15	15	14	14	14
Other	44	46	44	103	103	100	923	948	903	94	90	96	90	87	88	62	63	61
Students not tested in NECAP	48	33	53	68	51	74	616	474	671	11	8	12	8	6	9	6	4	6
State Approved	5	3	8	11	9	14	206	173	203	10	9	15	16	18	19	33	36	30
Alternate Assessment	2	2	2	7	7	7	96	96	96	40	67	25	64	78	50	47	55	47
First Year LEP	2	0	5	2	0	5	40	0	60	40	0	63	18	0	36	19	0	30
Withdrew After October 1	1	1	1	2	2	2	62	68	40	20	33	13	18	22	14	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	43	30	45	57	42	60	410	301	468	90	91	85	84	82	81	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	431	5	43	383	152	40	164	43	51	13	16	4	1150	788	40	45	12	4	1151	10,318	43	38	11	7
MATH	431	3	30	398	5	1	90	23	140	35	163	41	1134	805	1	27	33	38	1135	10,460	3	32	28	36	1136
WRITING	431	8	45	378	36	10	235	62	103	27	4	1	7.4	782	8	58	33	1	7.2	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 Reading Results

School:	Cranston High School East
District:	Cranston
State:	Rhode Island
Code:	07-07113

Proficient with Distinction (Level 4)

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

(Scaled Score 1154–1180)

Proficient (Level 3)

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

(Scaled Score 1140–1153)

Partially Proficient (Level 2)

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

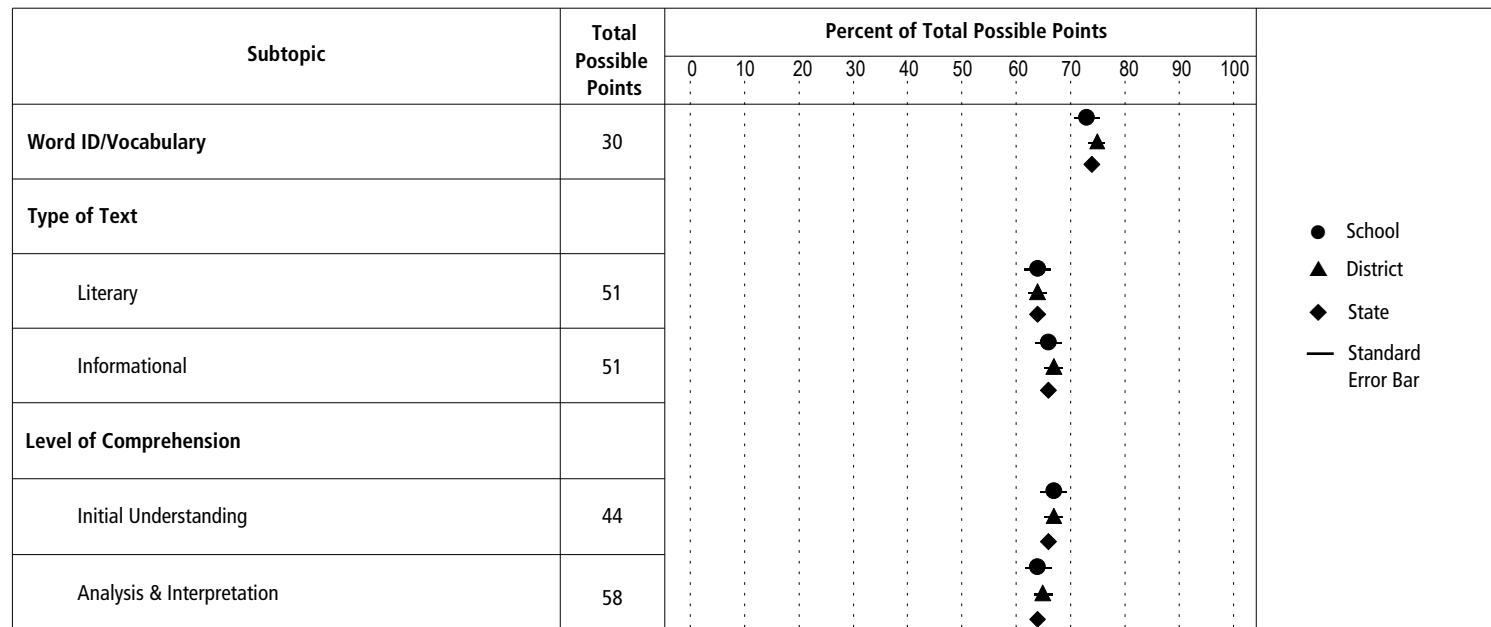
(Scaled Score 1130–1139)

Substantially Below Proficient (Level 1)

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

(Scaled Score 1100–1129)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2011-12	370	2	14	354	96	27	175	49	53	15	30	8	1147
2012-13	416	5	6	405	109	27	205	51	66	16	25	6	1147
2013-14	431	5	43	383	152	40	164	43	51	13	16	4	1150
Cumulative Total	1,217	12	63	1,142	357	31	544	48	170	15	71	6	1148
District													
2011-12	879	5	46	828	224	27	420	51	129	16	55	7	1147
2012-13	905	12	15	878	261	30	450	51	121	14	46	5	1149
2013-14	856	11	57	788	316	40	352	45	91	12	29	4	1151
Cumulative Total	2,640	28	118	2,494	801	32	1,222	49	341	14	130	5	1149
State													
2011-12	11,119	116	466	10,537	3,289	31	4,782	45	1,571	15	895	8	1148
2012-13	11,043	225	428	10,390	3,422	33	4,741	46	1,432	14	795	8	1149
2013-14	10,934	206	410	10,318	4,449	43	3,960	38	1,176	11	733	7	1151
Cumulative Total	33,096	547	1,304	31,245	11,160	36	13,483	43	4,179	13	2,423	8	1149





Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Disaggregated Reading Results

School: Cranston High School East
District: Cranston
State: Rhode Island
Code: 07-07113

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	431	5	43	383	152	40	164	43	51	13	16	4	1150	788	40	45	12	4	1151	10,318	43	38	11	7	1151
Gender																									
Male	209	5	26	178	66	37	71	40	30	17	11	6	1149	381	33	48	14	5	1149	5,159	37	42	12	9	1149
Female	222	0	17	205	86	42	93	45	21	10	5	2	1152	406	46	42	9	3	1152	5,128	49	35	10	5	1153
Not Reported	0	0	0	0										1						31	13	16	39	32	1137
Race/Ethnicity																									
Hispanic or Latino	143	3	14	126	34	27	63	50	21	17	8	6	1147	165	28	51	16	5	1147	2,158	23	44	18	15	1144
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										3						70	26	41	14	19	1145
Asian	45	0	0	45	21	47	15	33	8	18	1	2	1151	57	47	35	14	4	1151	319	48	34	12	7	1152
Black or African American	35	1	3	31	13	42	10	32	5	16	3	10	1148	41	41	34	17	7	1149	882	23	42	21	14	1144
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	38	48	12	2	1149
White	186	1	24	161	76	47	68	42	15	9	2	1	1153	495	43	45	10	3	1152	6,546	53	36	8	3	1154
Two or more races	20	0	2	18	8	44	6	33	2	11	2	11	1150	26	46	38	8	8	1150	270	39	41	13	7	1149
No Race/Ethnicity Reported	0	0	0	0										1						31	13	16	39	32	1137
LEP Status																									
Current LEP student	23	2	1	20	0	0	1	5	10	50	9	45	1129	21	0	5	48	48	1128	377	2	13	31	54	1130
Former LEP student - monitoring year 1	7	0	0	7										7						61	13	49	25	13	1142
Former LEP student - monitoring year 2	8	0	0	8										8						26	8	81	8	4	1146
All Other Students	393	3	42	348	150	43	153	44	38	11	7	2	1152	752	42	45	10	3	1151	9,854	45	39	11	5	1152
IEP																									
Students with an IEP	60	2	11	47	2	4	20	43	22	47	3	6	1140	115	3	51	35	11	1140	1,490	8	37	28	26	1138
All Other Students	371	3	32	336	150	45	144	43	29	9	13	4	1152	673	47	44	8	2	1152	8,828	49	39	9	4	1153
SES																									
Economically Disadvantaged Students	201	3	16	182	52	29	90	49	30	16	10	5	1147	279	28	51	16	5	1147	4,274	27	44	17	11	1146
All Other Students	230	2	27	201	100	50	74	37	21	10	6	3	1153	509	47	41	9	3	1152	6,044	54	34	7	4	1154
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	431	5	43	383	152	40	164	43	51	13	16	4	1150	788	40	45	12	4	1151	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	430	5	43	382	152	40	164	43	50	13	16	4	1150	787	40	45	11	4	1151	8,080	49	37	9	5	1153
504 Plan																									
Students with a 504 Plan	7	0	1	6										19	53	42	5	0	1153	255	48	42	7	4	1152
All Other Students	424	5	42	377	147	39	163	43	51	14	16	4	1150	769	40	45	12	4	1150	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: Cranston High School East
 District: Cranston
 State: Rhode Island
 Code: 07-07113

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.

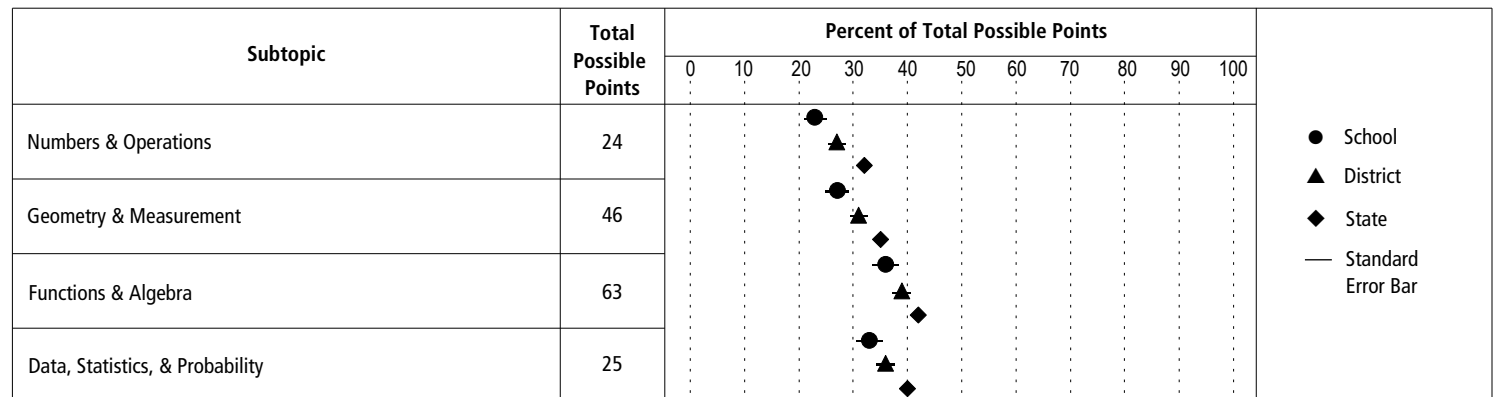
(Scaled Score 1134–1139)

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	370	1	14	355	5	1	73	21	93	26	184	52	1133
2012-13	416	5	8	403	5	1	81	20	127	32	190	47	1133
2013-14	431	3	30	398	5	1	90	23	140	35	163	41	1134
Cumulative Total	1,217	9	52	1,156	15	1	244	21	360	31	537	46	1133
District													
2011-12	879	4	46	829	10	1	186	22	236	28	397	48	1134
2012-13	905	12	18	875	12	1	209	24	281	32	373	43	1134
2013-14	856	9	42	805	9	1	220	27	268	33	308	38	1135
Cumulative Total	2,640	25	106	2,509	31	1	615	25	785	31	1,078	43	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: Cranston High School East
District: Cranston
State: Rhode Island
Code: 07-07113

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	431	3	30	398	5	1	90	23	140	35	163	41	1134	805	1	27	33	38	1135	10,460	3	32	28	36	1136
Gender																									
Male	209	3	19	187	4	2	40	21	68	36	75	40	1134	391	2	28	31	39	1135	5,229	4	33	28	36	1136
Female	222	0	11	211	1	<1	50	24	72	34	88	42	1134	412	1	26	35	38	1135	5,195	3	32	29	36	1136
Not Reported	0	0	0	0										2						36	0	6	14	81	1124
Race/Ethnicity																									
Hispanic or Latino	143	1	9	133	1	1	15	11	49	37	68	51	1131	172	1	13	37	49	1132	2,203	1	16	27	57	1131
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										3						70	0	23	30	47	1132
Asian	45	0	0	45	0	0	13	29	20	44	12	27	1137	57	0	33	40	26	1137	322	8	39	23	30	1139
Black or African American	35	1	1	33	0	0	7	21	8	24	18	55	1130	43	0	21	26	53	1131	901	<1	13	26	61	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						42	0	31	40	29	1136
White	186	1	19	166	4	2	47	28	57	34	58	35	1136	501	2	32	32	35	1136	6,614	5	40	29	25	1138
Two or more races	20	0	1	19	0	0	7	37	5	26	7	37	1136	27	0	33	22	44	1136	272	3	29	27	42	1135
No Race/Ethnicity Reported	0	0	0	0										2						36	0	6	14	81	1124
LEP Status																									
Current LEP student	23	0	1	22	0	0	2	9	2	9	18	82	1120	23	0	9	9	83	1120	408	<1	3	6	91	1122
Former LEP student - monitoring year 1	7	0	0	7										7						61	0	13	26	61	1132
Former LEP student - monitoring year 2	8	0	0	8										8						27	0	11	48	41	1133
All Other Students	393	3	29	361	5	1	86	24	134	37	136	38	1135	767	1	28	34	37	1136	9,964	4	34	29	34	1136
IEP																									
Students with an IEP	60	2	7	51	0	0	3	6	5	10	43	84	1126	119	0	4	10	86	1127	1,515	<1	5	16	79	1125
All Other Students	371	1	23	347	5	1	87	25	135	39	120	35	1135	686	1	31	37	30	1136	8,945	4	37	30	29	1137
SES																									
Economically Disadvantaged Students	201	3	10	188	0	0	36	19	72	38	80	43	1133	285	<1	18	35	47	1133	4,344	1	19	29	51	1132
All Other Students	230	0	20	210	5	2	54	26	68	32	83	40	1135	520	2	33	32	34	1136	6,116	5	42	27	25	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	431	3	30	398	5	1	90	23	140	35	163	41	1134	805	1	27	33	38	1135	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	430	3	30	397	5	1	90	23	140	35	162	41	1134	804	1	27	33	38	1135	8,177	4	37	29	30	1137
504 Plan																									
Students with a 504 Plan	7	0	1	6										19	0	32	47	21	1138	260	1	33	34	32	1137
All Other Students	424	3	29	392	5	1	87	22	137	35	163	42	1134	786	1	27	33	39	1135	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:	Cranston High School East
District:	Cranston
State:	Rhode Island
Code:	07-07113

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	370	2	16	352	13	4	156	44	166	47	17	5	6.4
2012-13	416	5	5	406	7	2	148	36	232	57	19	5	6.1
2013-14	431	8	45	378	36	10	235	62	103	27	4	1	7.4
Cumulative Total	1,217	15	66	1,136	56	5	539	47	501	44	40	4	6.6
District													
2011-12	879	5	48	826	29	4	366	44	396	48	35	4	6.4
2012-13	905	12	16	877	15	2	350	40	470	54	42	5	6.2
2013-14	856	14	60	782	63	8	456	58	257	33	6	1	7.2
Cumulative Total	2,640	31	124	2,485	107	4	1,172	47	1,123	45	83	3	6.6
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	<p>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.</p>
2012-13	<p>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.</p>
2013-14	<p>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.</p>



Fall 2013 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2013-2014

Writing Results

School: Cranston High School East
 District: Cranston
 State: Rhode Island
 Code: 07-07113

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)	378	7.4		●		782	7.2		●		10,263	7.3		●	
	2012-13	64	6.5		▲		138	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	104	6.6		●		203	6.2		●		2,543	6.4		●	
	2012-13 (C)	406	6.1		▲		877	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	94	7.7		●		194	7.5		●		2,568	7.4		●	
	2012-13	68	6.7		▲		149	6.7		▲		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	36	6.1		▲		75	6.4		▲		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	92	7.0		●		193	6.5		●		2,558	6.8		●	
	2012-13	66	6.6		▲		146	6.7		▲		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	88	6.9		●		192	7.0		●		2,593	7.0		●	
	2012-13	66	6.6		▲		143	6.4		▲		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:	Cranston High School East
District:	Cranston
State:	Rhode Island
Code:	07-07113

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	3	1	3	<1	1
10	5	5	33	9	60	8	10
9	5	4	43	11	91	12	13
8	4	4	120	32	221	28	28
7	4	3	72	19	144	18	14
6	3	3	76	20	173	22	20
5	3	2	18	5	46	6	6
4	2	2	9	2	38	5	6
3	2	1	1	<1	3	<1	1
2	1	1	0	0	0	0	1
0	0	0	3	1	3	<1	<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:	Cranston High School East
District:	Cranston
State:	Rhode Island
Code:	07-07113

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	431	8	45	378	36	10	235	62	103	27	4	1	7.4	782	8	58	33	1	7.2	10,263	11	55	32	2	7.3
Gender																									
Male	209	6	27	176	12	7	103	59	57	32	4	2	7.2	379	6	54	39	1	7.0	5,135	8	51	37	3	7.0
Female	222	2	18	202	24	12	132	65	46	23	0	0	7.6	403	10	63	27	<1	7.5	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	143	5	15	123	9	7	72	59	39	32	3	2	7.1	162	6	58	35	2	7.0	2,139	5	46	45	4	6.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										3						68	10	38	49	3	6.7
Asian	45	1	0	44	7	16	27	61	10	23	0	0	7.9	56	18	59	23	0	7.9	315	17	57	25	1	7.7
Black or African American	35	1	3	31	1	3	19	61	11	35	0	0	7.0	41	2	63	34	0	7.1	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	186	1	25	160	16	10	102	64	41	26	1	1	7.5	494	8	57	34	1	7.2	6,536	13	60	26	1	7.6
Two or more races	20	0	2	18	3	17	13	72	2	11	0	0	7.8	26	12	69	19	0	7.6	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	23	5	1	17	0	0	4	24	9	53	4	24	4.8	18	0	22	56	22	4.8	358	0	15	68	17	4.9
Former LEP student - monitoring year 1	7	0	0	7										7						61	2	57	41	0	6.9
Former LEP student - monitoring year 2	8	0	0	8										8						26	4	54	42	0	7.0
All Other Students	393	3	44	346	35	10	223	64	88	25	0	0	7.5	749	8	59	32	<1	7.3	9,818	11	57	30	2	7.4
IEP																									
Students with an IEP	60	2	12	46	0	0	24	52	22	48	0	0	6.6	114	0	38	61	1	6.1	1,472	1	26	62	10	5.6
All Other Students	371	6	33	332	36	11	211	64	81	24	4	1	7.5	668	9	62	28	1	7.4	8,791	12	60	27	1	7.6
SES																									
Economically Disadvantaged Students	201	5	16	180	11	6	113	63	53	29	3	2	7.2	277	5	58	35	2	7.0	4,251	5	50	41	4	6.8
All Other Students	230	3	29	198	25	13	122	62	50	25	1	1	7.6	505	10	58	32	<1	7.4	6,012	15	59	25	2	7.6
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	431	8	45	378	36	10	235	62	103	27	4	1	7.4	782	8	58	33	1	7.2	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	430	8	45	377	36	10	234	62	103	27	4	1	7.4	781	8	58	33	1	7.2	8,040	12	58	28	2	7.4
504 Plan																									
Students with a 504 Plan	7	0	1	6										19	0	58	42	0	6.8	256	7	61	31	1	7.3
All Other Students	424	8	44	372	36	10	232	62	100	27	4	1	7.4	763	8	58	33	1	7.2	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.