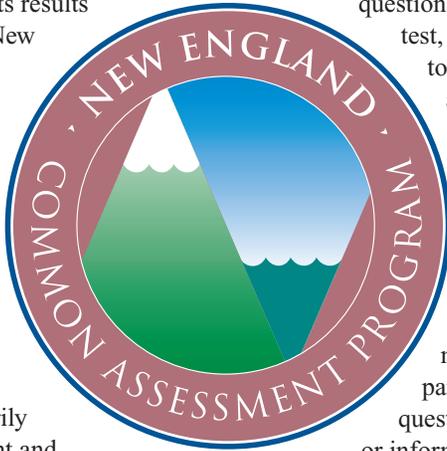


# About The New England Common Assessment Program

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:** Cranston

**Code:** 07



# Fall 2010 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2010-2011

# Grade Level Summary Report

**District:** Cranston  
**State:** Rhode Island  
**Code:** 07

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>				<b>905</b>			<b>11,164</b>						<b>100</b>			<b>100</b>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>				<b>861</b>	<b>864</b>	<b>860</b>	<b>10,628</b>	<b>10,672</b>	<b>10,594</b>				<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>95</b>
With an approved accommodation				109	109	110	1,745	2,408	1,172				13	13	13	16	23	11
Current LEP Students				18	21	18	271	311	261				2	2	2	3	3	2
With an approved accommodation				0	0	0	36	50	28				0	0	0	13	16	11
IEP Students				148	150	150	1,627	1,625	1,612				17	17	17	15	15	15
With an approved accommodation				106	107	107	820	841	747				72	71	71	50	52	46
<b>Students not tested in NECAP</b>				<b>44</b>	<b>41</b>	<b>45</b>	<b>536</b>	<b>492</b>	<b>570</b>				<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>
State Approved				13	14	13	195	156	189				30	34	29	36	32	33
Alternate Assessment				6	6	6	108	108	108				46	43	46	55	69	57
First Year LEP				0	0	0	40	0	41				0	0	0	21	0	22
Withdrew After October 1				7	8	7	34	35	30				54	57	54	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				31	27	32	341	336	381				70	66	71	64	68	67

### NECAP RESULTS

	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	905	13	31	861	201	23	479	56	135	16	46	5	1147	10,628	28	48	16	8	1147						
MATH	905	14	27	864	16	2	205	24	286	33	357	41	1134	10,672	3	30	29	38	1135						
WRITING	905	13	32	860	5	1	413	48	414	48	28	3	6.5	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

# Disaggregated Reading Results

**District:** Cranston  
**State:** Rhode Island  
**Code:** 07

REPORTING CATEGORIES	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	%	%	%	%	
<b>All Students</b>	<b>905</b>	<b>13</b>	<b>31</b>	<b>861</b>	<b>201</b>	<b>23</b>	<b>479</b>	<b>56</b>	<b>135</b>	<b>16</b>	<b>46</b>	<b>5</b>	<b>1147</b>	<b>10,628</b>	<b>28</b>	<b>48</b>	<b>16</b>	<b>8</b>	<b>1147</b>						
<b>Gender</b>																									
Male	463	9	22	432	75	17	261	60	70	16	26	6	1146	5,364	22	50	18	10	1145						
Female	442	4	9	429	126	29	218	51	65	15	20	5	1148	5,255	34	46	14	6	1149						
Not Reported	0	0	0	0									9												
<b>Race/Ethnicity</b>																									
Hispanic or Latino	136	3	5	128	11	9	81	63	28	22	8	6	1143	1,803	11	48	24	17	1141						
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3									63	16	41	30	13	1142							
Asian	60	1	1	58	8	14	34	59	15	26	1	2	1145	288	26	52	18	4	1148						
Black or African American	55	0	2	53	8	15	27	51	11	21	7	13	1143	862	11	46	27	15	1141						
Native Hawaiian or Pacific Islander	0	0	0	0									30	3	53	23	20	1140							
White	644	8	23	613	172	28	331	54	80	13	30	5	1148	7,343	34	49	12	5	1150						
Two or more races	7	1	0	6									166	28	47	20	5	1147							
No Race/Ethnicity Reported	0	0	0	0									73	5	19	38	37	1134							
<b>LEP Status</b>																									
Current LEP student	21	0	3	18	1	6	6	33	10	56	1	6	1139	271	1	18	32	48	1131						
Former LEP student - monitoring year 1	3	0	0	3									26	0	54	38	8	1140							
Former LEP student - monitoring year 2	22	1	1	20	1	5	12	60	6	30	1	5	1142	32	3	53	38	6	1141						
All Other Students	859	12	27	820	199	24	459	56	118	14	44	5	1147	10,299	29	49	15	7	1148						
<b>IEP</b>																									
Students with an IEP	168	9	11	148	9	6	59	40	53	36	27	18	1138	1,627	4	32	33	31	1135						
All Other Students	737	4	20	713	192	27	420	59	82	12	19	3	1149	9,001	32	51	13	4	1149						
<b>SES</b>																									
Economically Disadvantaged Students	305	7	14	284	33	12	153	54	72	25	26	9	1143	3,762	13	49	24	14	1142						
All Other Students	600	6	17	577	168	29	326	56	63	11	20	3	1149	6,866	36	48	11	5	1150						
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0												
All Other Students	905	13	31	861	201	23	479	56	135	16	46	5	1147	10,628	28	48	16	8	1147						
<b>Title I</b>																									
Students Receiving Title I Services	144	2	2	140	27	19	79	56	30	21	4	3	1146	2,652	13	48	25	15	1142						
All Other Students	761	11	29	721	174	24	400	55	105	15	42	6	1147	7,976	33	48	13	6	1149						
<b>504 Plan</b>																									
Students with a 504 Plan	14	0	1	13	2	15	9	69	2	15	0	0	1146	250	30	55	12	3	1149						
All Other Students	891	13	30	848	199	23	470	55	133	16	46	5	1147	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

District: Cranston  
 State: Rhode Island  
 Code: 07

### 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.

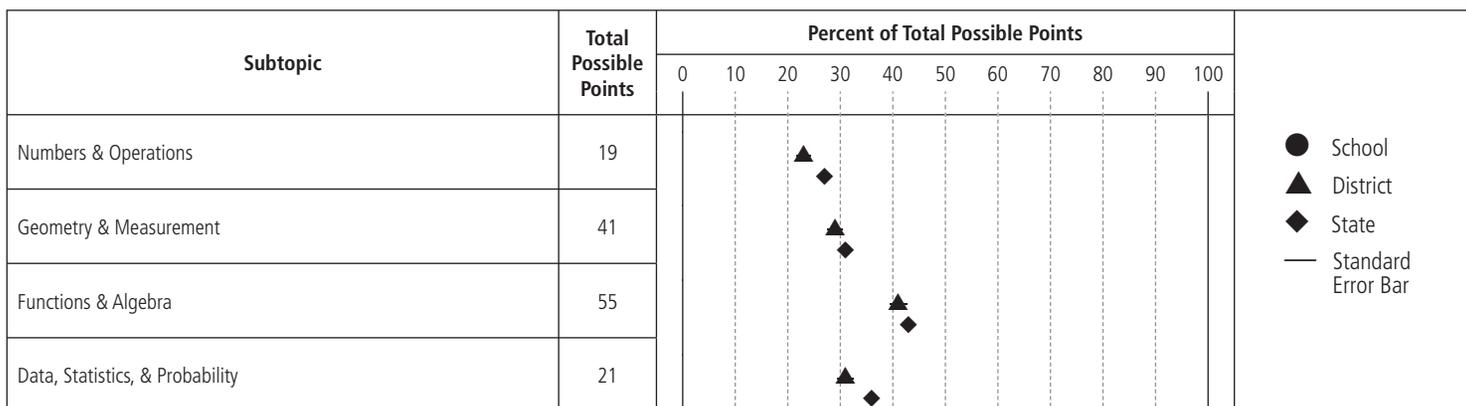
### Partially Proficient (Level 2)

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	%	
<b>SCHOOL</b>													
2008-09													
2009-10													
<b>2010-11</b>													
Cumulative Total													
<b>DISTRICT</b>													
2008-09	885	11	50	824	4	<1	177	21	230	28	413	50	1133
2009-10	823	13	7	803	9	1	176	22	217	27	401	50	1134
<b>2010-11</b>	<b>905</b>	<b>14</b>	<b>27</b>	<b>864</b>	<b>16</b>	<b>2</b>	<b>205</b>	<b>24</b>	<b>286</b>	<b>33</b>	<b>357</b>	<b>41</b>	<b>1134</b>
Cumulative Total	2,613	38	84	2,491	29	1	558	22	733	29	1,171	47	1134
<b>STATE</b>													
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
<b>2010-11</b>	<b>11,164</b>	<b>156</b>	<b>336</b>	<b>10,672</b>	<b>272</b>	<b>3</b>	<b>3,224</b>	<b>30</b>	<b>3,094</b>	<b>29</b>	<b>4,082</b>	<b>38</b>	<b>1135</b>
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

**District:** Cranston  
**State:** Rhode Island  
**Code:** 07

REPORTING CATEGORIES	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	
<b>All Students</b>	<b>905</b>	<b>14</b>	<b>27</b>	<b>864</b>	<b>16</b>	<b>2</b>	<b>205</b>	<b>24</b>	<b>286</b>	<b>33</b>	<b>357</b>	<b>41</b>	<b>1134</b>	<b>10,672</b>	<b>3</b>	<b>30</b>	<b>29</b>	<b>38</b>	<b>1135</b>							
<b>Gender</b>																										
Male	463	9	18	436	11	3	113	26	142	33	170	39	1135	5,386	3	31	28	38	1135							
Female	442	5	9	428	5	1	92	21	144	34	187	44	1134	5,277	2	29	30	39	1135							
Not Reported	0	0	0	0										9												
<b>Race/Ethnicity</b>																										
Hispanic or Latino	136	3	2	131	0	0	9	7	44	34	78	60	1131	1,837	<1	13	25	62	1129							
Not Hispanic or Latino																										
American Indian or Alaskan Native	3	0	0	3										64	2	14	28	56	1132							
Asian	60	1	0	59	1	2	14	24	23	39	21	36	1135	293	4	33	31	32	1137							
Black or African American	55	1	2	52	0	0	6	12	11	21	35	67	1131	865	<1	12	24	63	1129							
Native Hawaiian or Pacific Islander	0	0	0	0										29	0	21	24	55	1129							
White	644	8	23	613	15	2	174	28	205	33	219	36	1135	7,342	3	37	31	29	1137							
Two or more races	7	1	0	6										166	1	23	31	45	1135							
No Race/Ethnicity Reported	0	0	0	0										76	0	8	13	79	1124							
<b>LEP Status</b>																										
Current LEP student	21	0	0	21	0	0	1	5	6	29	14	67	1127	311	0	3	9	89	1122							
Former LEP student - monitoring year 1	3	0	0	3										26	0	8	15	77	1130							
Former LEP student - monitoring year 2	22	1	0	21	0	0	3	14	6	29	12	57	1130	33	0	12	24	64	1130							
All Other Students	859	13	27	819	16	2	201	25	274	33	328	40	1135	10,302	3	31	30	37	1135							
<b>IEP</b>																										
Students with an IEP	168	9	9	150	0	0	11	7	17	11	122	81	1125	1,625	0	6	13	81	1124							
All Other Students	737	5	18	714	16	2	194	27	269	38	235	33	1136	9,047	3	35	32	31	1137							
<b>SES</b>																										
Economically Disadvantaged Students	305	8	10	287	0	0	36	13	87	30	164	57	1131	3,794	1	16	27	56	1131							
All Other Students	600	6	17	577	16	3	169	29	199	34	193	33	1136	6,878	4	38	30	28	1137							
<b>Migrant</b>																										
Migrant Students	0	0	0	0										0												
All Other Students	905	14	27	864	16	2	205	24	286	33	357	41	1134	10,672	3	30	29	38	1135							
<b>Title I</b>																										
Students Receiving Title I Services	144	2	0	142	2	1	23	16	40	28	77	54	1132	2,680	1	15	25	60	1130							
All Other Students	761	12	27	722	14	2	182	25	246	34	280	39	1135	7,992	3	35	30	31	1137							
<b>504 Plan</b>																										
Students with a 504 Plan	14	0	1	13	0	0	2	15	4	31	7	54	1134	250	4	32	37	27	1137							
All Other Students	891	14	26	851	16	2	203	24	282	33	350	41	1134	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:** Cranston  
**State:** Rhode Island  
**Code:** 07

### 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	%	
<b>SCHOOL</b>													
2008-09													
2009-10													
<b>2010-11</b>													
Cumulative Total													
<b>DISTRICT</b>													
2008-09	885	11	51	823	20	2	291	35	449	55	63	8	6.0
2009-10	823	12	7	804	57	7	369	46	340	42	38	5	6.6
<b>2010-11</b>	<b>905</b>	<b>13</b>	<b>32</b>	<b>860</b>	<b>5</b>	<b>1</b>	<b>413</b>	<b>48</b>	<b>414</b>	<b>48</b>	<b>28</b>	<b>3</b>	<b>6.5</b>
Cumulative Total	2,613	36	90	2,487	82	3	1,073	43	1,203	48	129	5	6.4
<b>STATE</b>													
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
<b>2010-11</b>	<b>11,164</b>	<b>189</b>	<b>381</b>	<b>10,594</b>	<b>119</b>	<b>1</b>	<b>5,269</b>	<b>50</b>	<b>4,680</b>	<b>44</b>	<b>526</b>	<b>5</b>	<b>6.4</b>
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><b>Report</b>            Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.</p>
2009-10	<p><b>Procedure</b>            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><b>Reflective Essay</b>            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

District: Cranston  
 State: Rhode Island  
 Code: 07

Average Score Comparison by Type of Writing <sup>§</sup>																
Type of Writing		School					District					State				
		Tested	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)						860	6.5		●		10,594	6.4		●	
	2009-10						102	6.4		▲		1,339	6.5		▲	
<b>Response to Literary Text</b> 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						110	6.4		●		1,327	6.2		●	
	2009-10						98	6.2		▲		1,323	6.2		▲	
<b>Response to Informational Text</b> 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						110	6.2		●		1,313	6.3		●	
	2009-10						98	6.2		▲		1,321	6.2		▲	
<b>Reflective Essay</b> A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11						107	6.6		●		1,321	6.6		●	
	2009-10						102	6.4		▲		1,339	6.5		▲	
<b>Report</b> Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11						112	6.7		●		1,328	6.6		●	
	2009-10						98	6.4		▲		1,337	6.8		▲	
<b>Persuasive Essay</b> 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						105	6.7		●		1,340	6.6		●	
	2009-10						102	6.6		▲		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:** Cranston  
**State:** Rhode Island  
**Code:** 07

Score Distribution							
Total Score	Score 1	Score 2			District		State
			N	%	N	%	%
12	6	6			0	0	<1
11	6	5			1	<1	<1
10	5	5			4	<1	1
9	5	4			14	2	3
8	4	4			227	26	27
7	4	3			172	20	20
6	3	3			297	35	29
5	3	2			60	7	8
4	2	2			57	7	7
3	2	1			8	1	1
2	1	1			14	2	2
0	0	0			6	1	2

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

**District:** Cranston  
**State:** Rhode Island  
**Code:** 07

REPORTING CATEGORIES	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	%	%	%	%	
<b>All Students</b>	905	13	32	860	5	1	413	48	414	48	28	3	6.5	10,594	1	50	44	5	6.4						
<b>Gender</b>																									
Male	463	9	22	432	3	1	189	44	226	52	14	3	6.3	5,339	1	43	49	6	6.2						
Female	442	4	10	428	2	<1	224	52	188	44	14	3	6.6	5,246	1	56	39	3	6.7						
Not Reported	0	0	0	0										9											
<b>Race/Ethnicity</b>																									
Hispanic or Latino	136	3	4	129	0	0	48	37	76	59	5	4	6.2	1,784	<1	37	52	11	5.8						
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										64	2	42	45	11	6.0						
Asian	60	1	1	58	1	2	26	45	29	50	2	3	6.3	288	2	54	41	3	6.6						
Black or African American	55	1	2	52	0	0	21	40	29	56	2	4	6.1	852	1	34	56	10	5.7						
Native Hawaiian or Pacific Islander	0	0	0	0										30	0	17	70	13	5.2						
White	644	7	25	612	4	1	314	51	275	45	19	3	6.6	7,342	1	55	41	3	6.7						
Two or more races	7	1	0	6										166	1	41	55	3	6.3						
No Race/Ethnicity Reported	0	0	0	0										68	0	18	47	35	4.4						
<b>LEP Status</b>																									
Current LEP student	21	0	3	18	0	0	3	17	12	67	3	17	5.0	261	0	11	50	39	3.7						
Former LEP student - monitoring year 1	3	0	0	3										26	0	27	65	8	5.7						
Former LEP student - monitoring year 2	22	1	0	21	0	0	4	19	16	76	1	5	5.6	33	0	24	70	6	5.7						
All Other Students	859	12	29	818	5	1	406	50	383	47	24	3	6.5	10,274	1	51	44	4	6.5						
<b>IEP</b>																									
Students with an IEP	168	8	10	150	0	0	32	21	100	67	18	12	5.3	1,612	<1	18	64	18	4.9						
All Other Students	737	5	22	710	5	1	381	54	314	44	10	1	6.7	8,982	1	55	41	3	6.7						
<b>SES</b>																									
Economically Disadvantaged Students	305	8	13	284	0	0	98	35	171	60	15	5	5.9	3,740	<1	37	54	8	5.9						
All Other Students	600	5	19	576	5	1	315	55	243	42	13	2	6.7	6,854	1	57	39	3	6.7						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	905	13	32	860	5	1	413	48	414	48	28	3	6.5	10,594	1	50	44	5	6.4						
<b>Title I</b>																									
Students Receiving Title I Services	144	2	3	139	0	0	66	47	70	50	3	2	6.4	2,623	<1	37	52	10	5.8						
All Other Students	761	11	29	721	5	1	347	48	344	48	25	3	6.5	7,971	1	54	42	3	6.6						
<b>504 Plan</b>																									
Students with a 504 Plan	14	0	1	13	0	0	5	38	8	62	0	0	6.6	250	2	51	46	2	6.7						
All Other Students	891	13	31	847	5	1	408	48	406	48	28	3	6.5	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.