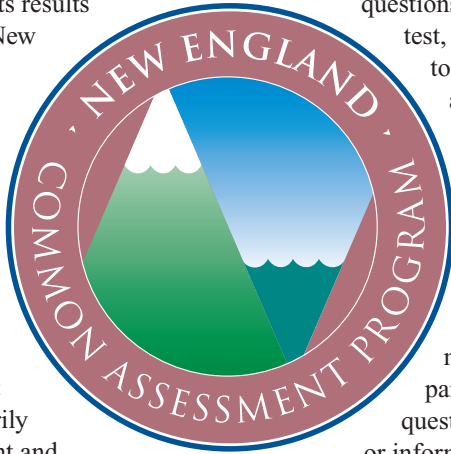# About The New England Common Assessment Program

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: Mt. Hope High School

District: Bristol Warren

Code: 96-96107

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

School: Mt. Hope High School
District: Bristol Warren
State: Rhode Island
Code: 96-96107

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	**291**			**293**			**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	**281**	**281**	**281**	**283**	**283**	**283**	**10,628**	**10,672**	**10,594**	**97**	**97**	**97**	**97**	**97**	**97**	**95**	**96**	**95**
With an approved accommodation	24	89	20	25	90	21	1,745	2,408	1,172	9	32	7	9	32	7	16	23	11
Current LEP Students	3	3	3	3	3	3	271	311	261	1	1	1	1	1	1	3	3	2
With an approved accommodation	1	2	0	1	2	0	36	50	28	33	67	0	33	67	0	13	16	11
IEP Students	29	29	28	31	31	30	1,627	1,625	1,612	10	10	10	11	11	11	15	15	15
With an approved accommodation	14	14	12	15	15	13	820	841	747	48	48	43	48	48	43	50	52	46
Students not tested in NECAP	**10**	**10**	**10**	**10**	**10**	**10**	**536**	**492**	**570**	**3**	**3**	**3**	**3**	**3**	**3**	**5**	**4**	**5**
State Approved	1	1	0	1	1	0	195	156	189	10	10	0	10	10	0	36	32	33
Alternate Assessment	0	0	0	0	0	0	108	108	108	0	0		0	0		55	69	57
First Year LEP	0	0	0	0	0	0	40	0	41	0	0		0	0		21	0	22
Withdrew After October 1	1	1	0	1	1	0	34	35	30	100	100		100	100		17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1	0	0		0	0		1	0	1
Special Consideration	0	0	0	0	0	0	12	13	9	0	0		0	0		6	8	5
Other	9	9	10	9	9	10	341	336	381	90	90	100	90	90	100	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	291	1	9	281	125	44	117	42	27	10	12	4	1152	283	44	42	10	4	1152	10,628	28	48	16	8	1147
MATH	291	1	9	281	10	4	98	35	81	29	92	33	1137	283	4	35	29	33	1137	10,672	3	30	29	38	1135
WRITING	291	0	10	281	3	1	206	73	64	23	8	3	7.1	283	1	73	23	3	7.0	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: Mt. Hope High School
District: Bristol Warren
State: Rhode Island
Code: 96-96107

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.
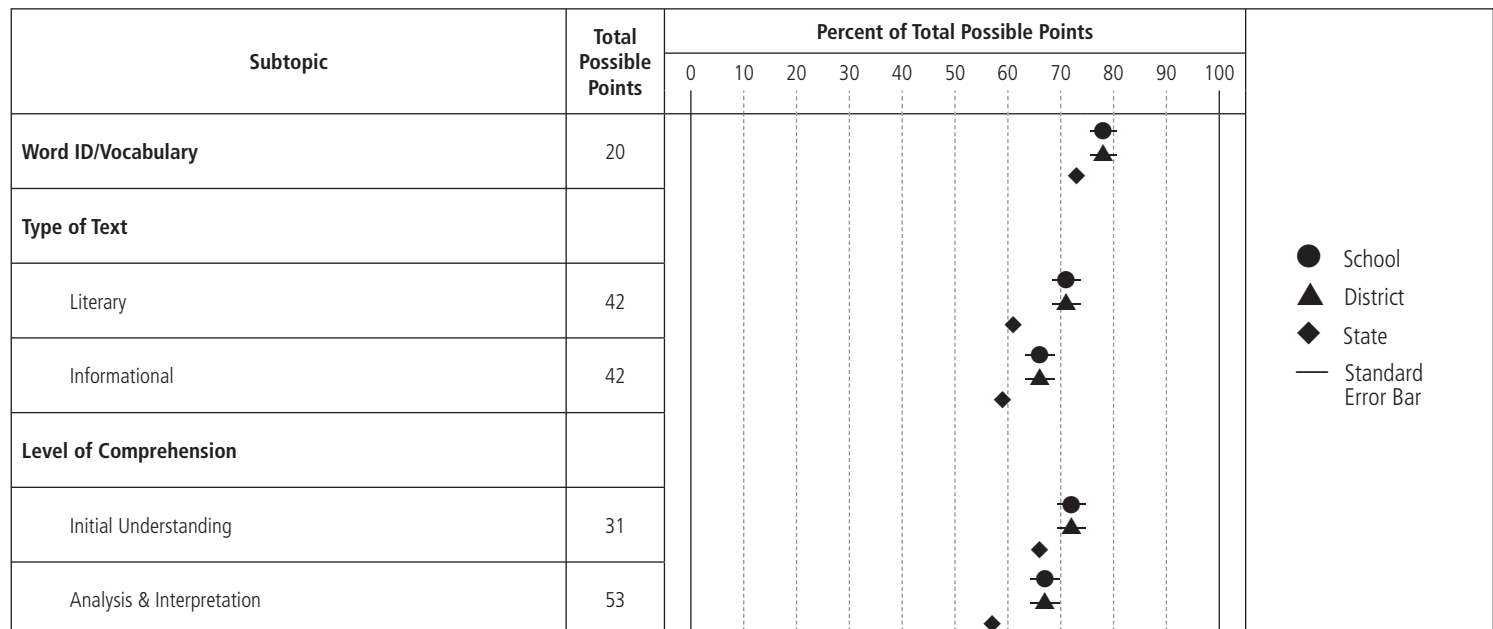
Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge 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	236	3	9	224	82	37	113	50	17	8	12	5	1151
2009-10	271	2	0	269	115	43	115	43	25	9	14	5	1152
2010-11	**291**	**1**	**9**	**281**	**125**	**44**	**117**	**42**	**27**	**10**	**12**	**4**	**1152**
Cumulative Total	798	6	18	774	322	42	345	45	69	9	38	5	1152
DISTRICT													
2008-09	236	3	9	224	82	37	113	50	17	8	12	5	1151
2009-10	277	3	1	273	115	42	116	42	25	9	17	6	1151
2010-11	**293**	**1**	**9**	**283**	**125**	**44**	**118**	**42**	**28**	**10**	**12**	**4**	**1152**
Cumulative Total	806	7	19	780	322	41	347	44	70	9	41	5	1151
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	

Legend: ● School ▲ District ◆ State — Standard Error Bar

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

School: Mt. Hope High School
District: Bristol Warren
State: Rhode Island
Code: 96-96107

REPORTING CATEGORIES	School Enrolled N	School NT Approved N	School NT Other N	School Tested N	School Level 4 N	School Level 4 %	School Level 3 N	School Level 3 %	School Level 2 N	School Level 2 %	School Level 1 N	School Level 1 %	School Mean Scaled Score	District Tested N	District Level 4 %	District Level 3 %	District Level 2 %	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
All Students	291	1	9	281	125	44	117	42	27	10	12	4	1152	283	44	42	10	4	1152	10,628	28	48	16	8	1147
Gender																									
Male	147	1	2	144	52	36	71	49	15	10	6	4	1150	146	36	49	11	4	1150	5,364	22	50	18	10	1145
Female	144	0	7	137	73	53	46	34	12	9	6	4	1154	137	53	34	9	4	1154	5,255	34	46	14	6	1149
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						1,803	11	48	24	17	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						63	16	41	30	13	1142
Asian	2	0	0	2										2						288	26	52	18	4	1148
Black or African American	5	0	0	5										5						862	11	46	27	15	1141
Native Hawaiian or Pacific Islander	0	0	0	0										0						30	3	53	23	20	1140
White	267	1	2	264	118	45	110	42	26	10	10	4	1152	266	44	42	10	4	1152	7,343	34	49	12	5	1150
Two or more races	3	0	0	3										3						166	28	47	20	5	1147
No Race/Ethnicity Reported	7	0	7	0										0						73	5	19	38	37	1134
LEP Status																									
Current LEP student	3	0	0	3										3						271	1	18	32	48	1131
Former LEP student - monitoring year 1	0	0	0	0										0						26	0	54	38	8	1140
Former LEP student - monitoring year 2	2	0	0	2										2						32	3	53	38	6	1141
All Other Students	286	1	9	276	125	45	112	41	27	10	12	4	1152	278	45	41	10	4	1152	10,299	29	49	15	7	1148
IEP																									
Students with an IEP	31	0	2	29	1	3	12	41	7	24	9	31	1136	31	3	42	26	29	1137	1,627	4	32	33	31	1135
All Other Students	260	1	7	252	124	49	105	42	20	8	3	1	1154	252	49	42	8	1	1154	9,001	32	51	13	4	1149
SES																									
Economically Disadvantaged Students	93	0	4	89	31	35	42	47	11	12	5	6	1149	89	35	47	12	6	1149	3,762	13	49	24	14	1142
All Other Students	198	1	5	192	94	49	75	39	16	8	7	4	1153	194	48	39	9	4	1153	6,866	36	48	11	5	1150
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	291	1	9	281	125	44	117	42	27	10	12	4	1152	283	44	42	10	4	1152	10,628	28	48	16	8	1147
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,652	13	48	25	15	1142
All Other Students	291	1	9	281	125	44	117	42	27	10	12	4	1152	283	44	42	10	4	1152	7,976	33	48	13	6	1149
504 Plan																									
Students with a 504 Plan	7	0	1	6										6						250	30	55	12	3	1149
All Other Students	284	1	8	275	123	45	113	41	27	10	12	4	1152	277	44	41	10	4	1152	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: Mt. Hope High School
District: Bristol Warren
State: Rhode Island
Code: 96-96107

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.
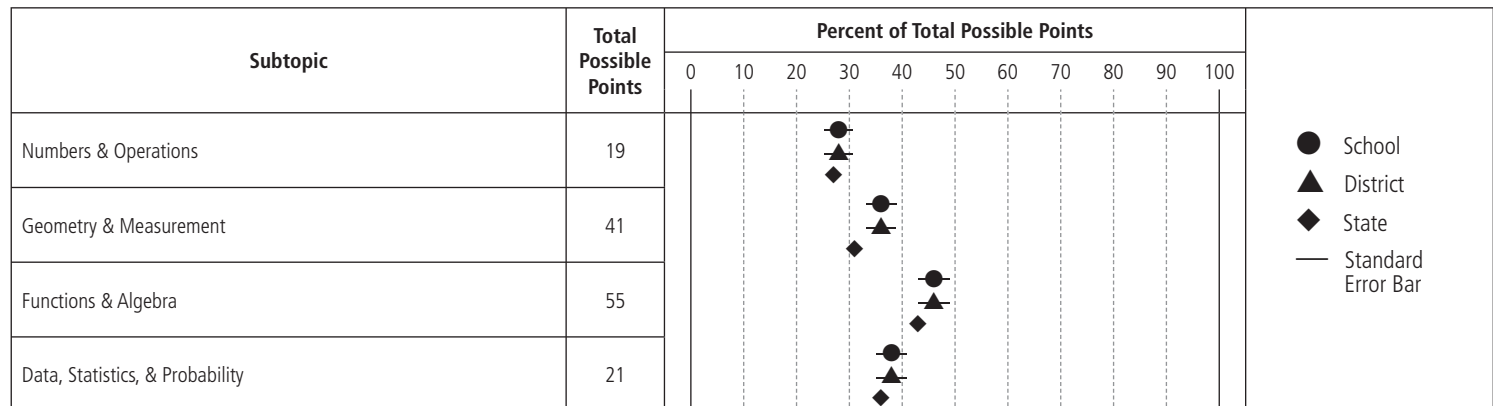
Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. 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	236	3	9	224	7	3	82	37	54	24	81	36	1136
2009-10	271	2	3	266	4	2	84	32	82	31	96	36	1136
2010-11	**291**	**1**	**9**	**281**	**10**	**4**	**98**	**35**	**81**	**29**	**92**	**33**	**1137**
Cumulative Total	798	6	21	771	21	3	264	34	217	28	269	35	1136
DISTRICT													
2008-09	236	3	9	224	7	3	82	37	54	24	81	36	1136
2009-10	277	3	4	270	4	1	84	31	83	31	99	37	1136
2010-11	**293**	**1**	**9**	**283**	**10**	**4**	**99**	**35**	**81**	**29**	**93**	**33**	**1137**
Cumulative Total	806	7	22	777	21	3	265	34	218	28	273	35	1136
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	

Legend:
● School
▲ District
◆ State
— Standard Error Bar

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

School: Mt. Hope High School
District: Bristol Warren
State: Rhode Island
Code: 96-96107

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	291	1	9	281	10	4	98	35	81	29	92	33	1137	283	4	35	29	33	1137	10,672	3	30	29	38	1135
Gender																									
Male	147	1	2	144	7	5	48	33	47	33	42	29	1137	146	5	34	32	29	1137	5,386	3	31	28	38	1135
Female	144	0	7	137	3	2	50	36	34	25	50	36	1136	137	2	36	25	36	1136	5,277	2	29	30	39	1135
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						64	2	14	28	56	1132
Asian	2	0	0	2										2						293	4	33	31	32	1137
Black or African American	5	0	0	5										5						865	<1	12	24	63	1129
Native Hawaiian or Pacific Islander	0	0	0	0										0						29	0	21	24	55	1129
White	267	1	2	264	9	3	94	36	79	30	82	31	1137	266	3	36	30	31	1137	7,342	3	37	31	29	1137
Two or more races	3	0	0	3										3						166	1	23	31	45	1135
No Race/Ethnicity Reported	7	0	7	0										0						76	0	8	13	79	1124
LEP Status																									
Current LEP student	3	0	0	3										3						311	0	3	9	89	1122
Former LEP student - monitoring year 1	0	0	0	0										0						26	0	8	15	77	1130
Former LEP student - monitoring year 2	2	0	0	2										2						33	0	12	24	64	1130
All Other Students	286	1	9	276	10	4	98	36	80	29	88	32	1137	278	4	36	29	32	1137	10,302	3	31	30	37	1135
IEP																									
Students with an IEP	31	0	2	29	0	0	0	0	4	14	25	86	1123	31	0	3	13	84	1123	1,625	0	6	13	81	1124
All Other Students	260	1	7	252	10	4	98	39	77	31	67	27	1138	252	4	39	31	27	1138	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students	93	0	4	89	3	3	19	21	30	34	37	42	1134	89	3	21	34	42	1134	3,794	1	16	27	56	1131
All Other Students	198	1	5	192	7	4	79	41	51	27	55	29	1138	194	4	41	26	29	1138	6,878	4	38	30	28	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	291	1	9	281	10	4	98	35	81	29	92	33	1137	283	4	35	29	33	1137	10,672	3	30	29	38	1135
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,680	1	15	25	60	1130
All Other Students	291	1	9	281	10	4	98	35	81	29	92	33	1137	283	4	35	29	33	1137	7,992	3	35	30	31	1137
504 Plan																									
Students with a 504 Plan	7	0	1	6										6						250	4	32	37	27	1137
All Other Students	284	1	8	275	10	4	97	35	79	29	89	32	1137	277	4	35	29	32	1137	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.

School: Mt. Hope High School
District: Bristol Warren
State: Rhode Island
Code: 96-96107

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	236	2	9	225	9	4	102	45	101	45	13	6	6.5
2009-10	271	2	2	267	42	16	169	63	50	19	6	2	7.7
2010-11	**291**	**0**	**10**	**281**	**3**	**1**	**206**	**73**	**64**	**23**	**8**	**3**	**7.1**
Cumulative Total	798	4	21	773	54	7	477	62	215	28	27	3	7.1
DISTRICT													
2008-09	236	2	9	225	9	4	102	45	101	45	13	6	6.5
2009-10	277	3	3	271	42	15	170	63	50	18	9	3	7.6
2010-11	**293**	**0**	**10**	**283**	**3**	**1**	**206**	**73**	**65**	**23**	**9**	**3**	**7.0**
Cumulative Total	806	5	22	779	54	7	478	61	216	28	31	4	7.1
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	**11,164**	**189**	**381**	**10,594**	**119**	**1**	**5,269**	**50**	**4,680**	**44**	**526**	**5**	**6.4**
Cumulative Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

	Types of Writing Reported in the Results Above
2008-09	**Report** Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
2009-10	**Procedure** Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	**Reflective Essay** A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.

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

School: Mt. Hope High School
District: Bristol Warren
State: Rhode Island
Code: 96-96107

Average Score Comparison by Type of Writing§

Type of Writing	Tested	School Number Tested	School Mean Score	School 0	School 7	School 12	District Number Tested	District Mean Score	District 0	District 7	District 12	State Number Tested	State Mean Score	State 0	State 7	State 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)	281	7.1				283	7				10,594	6.4			
	2009-10	29	6.8				29	6.8				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	36	6.9				36	6.9				1,327	6.2			
	2009-10	33	7				34	6.8				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	39	6.7				40	6.6				1,313	6.3			
	2009-10	34	6.6				34	6.6				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	32	7.6				32	7.6				1,321	6.6			
	2009-10	29	6.8				29	6.8				1,339	6.5			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	32	7.5				32	7.5				1,328	6.6			
	2009-10	35	7.4				35	7.4				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	35	7.8				35	7.8				1,340	6.6			
	2009-10	36	7.1				37	6.9				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.

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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	0	0	<1
10	5	5	3	1	3	1	1
9	5	4	14	5	14	5	3
8	4	4	113	40	113	40	27
7	4	3	79	28	79	28	20
6	3	3	50	18	50	18	29
5	3	2	8	3	8	3	8
4	2	2	6	2	7	2	7
3	2	1	2	1	2	1	1
2	1	1	3	1	4	1	2
0	0	0	3	1	3	1	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

School: Mt. Hope High School
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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	291	0	10	281	3	1	206	73	64	23	8	3	7.1	283	1	73	23	3	7.0	10,594	1	50	44	5	6.4
Gender																									
Male	147	0	3	144	0	0	103	72	39	27	2	1	7.1	146	0	71	27	2	7.0	5,339	1	43	49	6	6.2
Female	144	0	7	137	3	2	103	75	25	18	6	4	7.1	137	2	75	18	4	7.1	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0										0						9					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						1,784	<1	37	52	11	5.8
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						64	2	42	45	11	6.0
Asian	2	0	0	2										2						288	2	54	41	3	6.6
Black or African American	5	0	0	5										5						852	1	34	56	10	5.7
Native Hawaiian or Pacific Islander	0	0	0	0										0						30	0	17	70	13	5.2
White	267	0	3	264	3	1	197	75	58	22	6	2	7.2	266	1	74	22	3	7.1	7,342	1	55	41	3	6.7
Two or more races	3	0	0	3										3						166	1	41	55	3	6.3
No Race/Ethnicity Reported	7	0	7	0										0						68	0	18	47	35	4.4
LEP Status																									
Current LEP student	3	0	0	3										3						261	0	11	50	39	3.7
Former LEP student - monitoring year 1	0	0	0	0										0						26	0	27	65	8	5.7
Former LEP student - monitoring year 2	2	0	0	2										2						33	0	24	70	6	5.7
All Other Students	286	0	10	276	3	1	204	74	61	22	8	3	7.1	278	1	73	22	3	7.1	10,274	1	51	44	4	6.5
IEP																									
Students with an IEP	31	0	3	28	0	0	4	14	18	64	6	21	4.6	30	0	13	63	23	4.5	1,612	<1	18	64	18	4.9
All Other Students	260	0	7	253	3	1	202	80	46	18	2	1	7.3	253	1	80	18	1	7.3	8,982	1	55	41	3	6.7
SES																									
Economically Disadvantaged Students	93	0	4	89	0	0	59	66	26	29	4	4	6.7	89	0	66	29	4	6.7	3,740	<1	37	54	8	5.9
All Other Students	198	0	6	192	3	2	147	77	38	20	4	2	7.2	194	2	76	20	3	7.2	6,854	1	57	39	3	6.7
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	291	0	10	281	3	1	206	73	64	23	8	3	7.1	283	1	73	23	3	7.0	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,623	<1	37	52	10	5.8
All Other Students	291	0	10	281	3	1	206	73	64	23	8	3	7.1	283	1	73	23	3	7.0	7,971	1	54	42	3	6.6
504 Plan																									
Students with a 504 Plan	7	0	1	6										6						250	2	51	46	2	6.7
All Other Students	284	0	9	275	3	1	202	73	62	23	8	3	7.1	277	1	73	23	3	7.1	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.