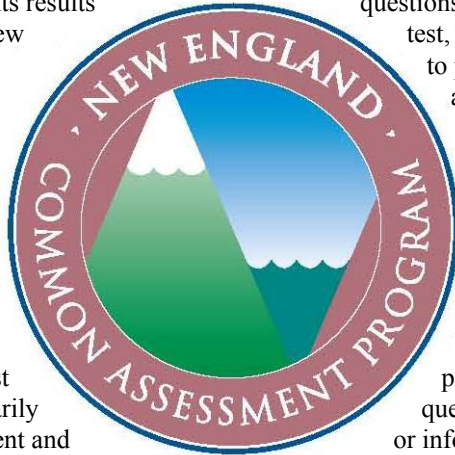# About The New England Common Assessment Program

This report highlights results from the Fall 2011 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 2011
Beginning of Grade 11
NECAP Tests

Grade 11 Students in 2011-2012

School Results

School: Hope Information Technology

District: Providence

Code: 28-28603

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Grade Level Summary Report

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	122			1,611			11,119			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	**117**	**120**	**117**	**1,507**	**1,531**	**1,493**	**10,537**	**10,578**	**10,508**	**96**	**98**	**96**	**94**	**95**	**93**	**95**	**95**	**95**
With an approved accommodation	0	0	0	153	147	147	1,630	2,051	1,323	0	0	0	10	10	10	15	19	13
Current LEP Students	12	15	12	152	173	150	349	380	345	10	13	10	10	11	10	3	4	3
With an approved accommodation	0	0	0	8	8	9	73	65	54	0	0	0	5	5	6	21	17	16
IEP Students	25	25	25	253	251	248	1,634	1,634	1,619	21	21	21	17	16	17	16	15	15
With an approved accommodation	0	0	0	134	129	124	864	915	867	0	0	0	53	51	50	53	56	54
Students not tested in NECAP	**5**	**2**	**5**	**104**	**80**	**118**	**582**	**541**	**611**	**4**	**2**	**4**	**6**	**5**	**7**	**5**	**5**	**5**
State Approved	1	0	1	16	15	16	116	119	116	20	0	20	15	19	14	20	22	19
Alternate Assessment	0	0	0	15	15	15	98	98	98	0		0	94	100	94	84	82	84
First Year LEP	1	0	1	1	0	1	3	0	3	100		100	6	0	6	3	0	3
Withdrew After October 1	0	0	0	0	0	0	4	7	3	0		0	0	0	0	3	6	3
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0		0	0	0	0	1	2	1
Special Consideration	0	0	0	0	0	0	10	12	11	0		0	0	0	0	9	10	9
Other	4	2	4	88	65	102	466	422	495	80	100	80	85	81	86	80	78	81

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		122	1	4	117	5	4	48	41	41	35	23	20	1137	1,507	15	41	23	20	1141	10,537	31	45	15	8	1148
MATH		122	0	2	120	1	1	3	3	13	11	103	86	1126	1,531	1	11	20	69	1129	10,578	2	28	26	44	1135
WRITING		122	1	4	117	1	1	29	25	64	55	23	20	5.2	1,493	2	34	49	15	5.6	10,508	5	46	43	7	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 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Reading Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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.
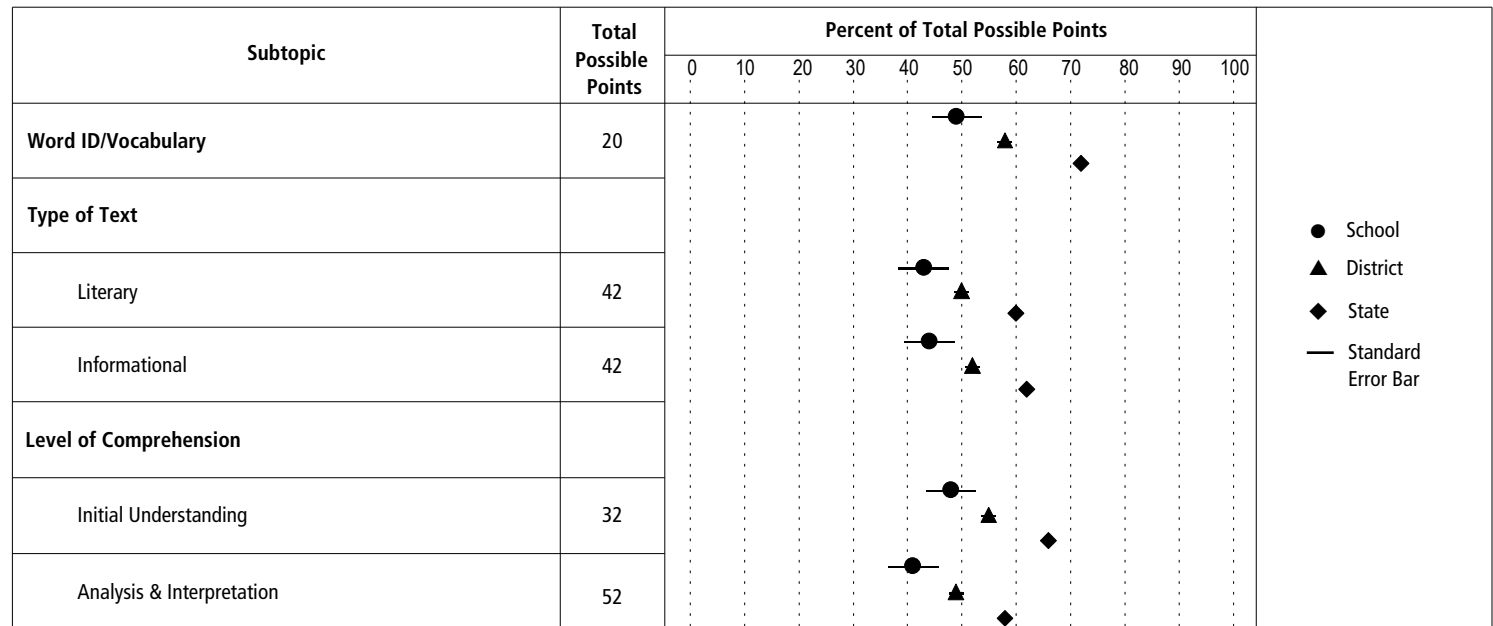**(Scaled Score 1130–1139)**

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 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
School													
2009-10	133	2	2	129	2	2	58	45	30	23	39	30	1138
2010-11	117	8	4	105	7	7	38	36	32	30	28	27	1137
2011-12	**122**	**1**	**4**	**117**	**5**	**4**	**48**	**41**	**41**	**35**	**23**	**20**	**1137**
Cumulative Total	372	11	10	351	14	4	144	41	103	29	90	26	1137
District													
2009-10	1,702	54	62	1,586	253	16	703	44	350	22	280	18	1142
2010-11	1,588	45	67	1,476	193	13	641	43	360	24	282	19	1141
2011-12	**1,611**	**16**	**88**	**1,507**	**232**	**15**	**617**	**41**	**351**	**23**	**307**	**20**	**1141**
Cumulative Total	4,901	115	217	4,569	678	15	1,961	43	1,061	23	869	19	1141
State													
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
2011-12	**11,119**	**116**	**466**	**10,537**	**3,289**	**31**	**4,782**	**45**	**1,571**	**15**	**895**	**8**	**1148**
Cumulative Total	33,472	534	1,031	31,907	8,719	27	15,324	48	5,134	16	2,730	9	1147

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	32	
Analysis & Interpretation	52	

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

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Disaggregated Reading Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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	122	1	4	117	5	4	48	41	41	35	23	20	1137	1,507	15	41	23	20	1141	10,537	31	45	15	8	1148
Gender																									
Male	71	0	2	69	2	3	26	38	24	35	17	25	1136	722	11	36	26	27	1138	5,336	25	46	18	11	1146
Female	51	1	2	48	3	6	22	46	17	35	6	13	1138	784	20	46	20	14	1143	5,187	38	45	12	6	1150
Not Reported	0	0	0	0										1						14	7	43	21	29	1138
Race/Ethnicity																									
Hispanic or Latino	73	1	4	68	3	4	26	38	25	37	14	21	1137	931	11	42	25	23	1139	1,934	13	46	23	18	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										8						51	25	31	27	16	1143
Asian	5	0	0	5										91	25	47	19	9	1146	288	36	44	14	7	1149
Black or African American	27	0	0	27	2	7	8	30	10	37	7	26	1137	303	14	38	26	22	1140	875	12	44	26	18	1141
Native Hawaiian or Pacific Islander	1	0	0	1										2						19	21	58	11	11	1146
White	11	0	0	11	0	0	8	73	3	27	0	0	1141	137	40	39	12	9	1149	7,175	39	45	11	5	1151
Two or more races	4	0	0	4										34	21	41	15	24	1141	173	24	49	15	13	1146
No Race/Ethnicity Reported	0	0	0	0										1						22	9	36	18	36	1138
LEP Status																									
Current LEP student	15	0	3	12	0	0	0	0	5	42	7	58	1126	152	0	4	26	70	1126	349	1	11	34	54	1129
Former LEP student - monitoring year 1	1	0	0	1										8						24	0	54	42	4	1140
Former LEP student - monitoring year 2	1	0	0	1										16	13	50	25	13	1142	34	12	59	24	6	1144
All Other Students	105	1	1	103	5	5	47	46	35	34	16	16	1138	1,331	17	45	23	15	1142	10,130	32	47	14	7	1148
IEP																									
Students with an IEP	26	0	1	25	0	0	4	16	9	36	12	48	1130	253	2	19	31	48	1130	1,634	4	34	33	29	1136
All Other Students	96	1	3	92	5	5	44	48	32	35	11	12	1139	1,254	18	45	22	15	1143	8,903	36	47	12	5	1150
SES																									
Economically Disadvantaged Students	90	1	1	88	3	3	37	42	31	35	17	19	1137	1,105	13	42	24	20	1140	3,816	15	47	22	15	1142
All Other Students	32	0	3	29	2	7	11	38	10	34	6	21	1138	402	21	37	20	21	1142	6,721	40	44	11	5	1151
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	122	1	4	117	5	4	48	41	41	35	23	20	1137	1,507	15	41	23	20	1141	10,537	31	45	15	8	1148
Title I																									
Students Receiving Title I Services	122	1	4	117	5	4	48	41	41	35	23	20	1137	1,483	16	41	23	20	1141	2,680	15	45	23	17	1142
All Other Students	0	0	0	0										24	0	8	25	67	1124	7,857	37	45	12	6	1150
504 Plan																									
Students with a 504 Plan	2	0	0	2										19	32	47	21	0	1148	238	29	49	19	3	1148
All Other Students	120	1	4	115	5	4	47	41	40	35	23	20	1137	1,488	15	41	23	21	1141	10,299	31	45	15	9	1148

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 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Mathematics Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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.
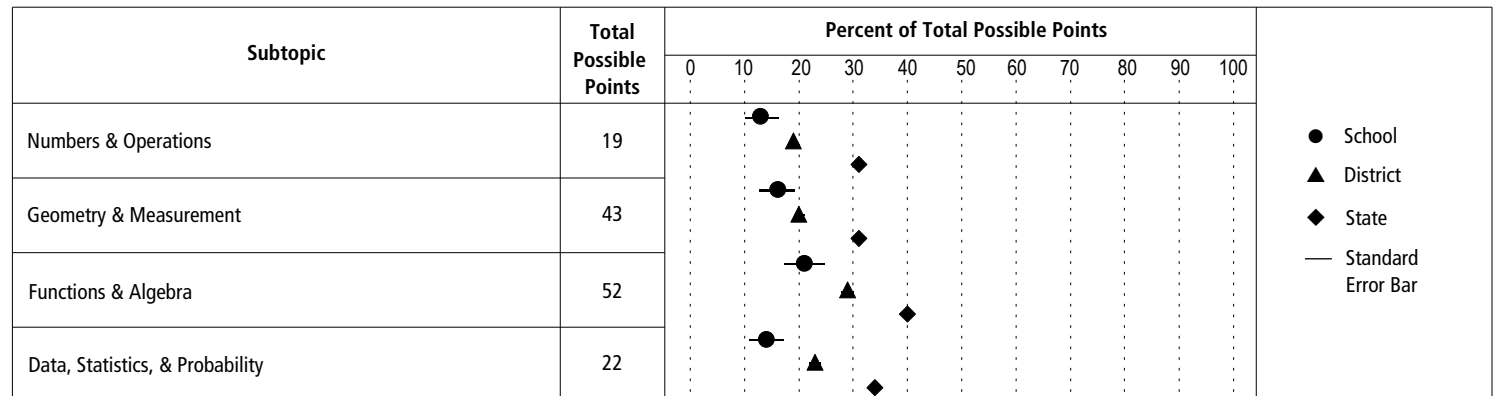**(Scaled Score 1134–1139)**

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													
2009-10	133	1	5	127	0	0	5	4	21	17	101	80	1125
2010-11	117	0	3	114	0	0	5	4	22	19	87	76	1124
2011-12	**122**	**0**	**2**	**120**	**1**	**1**	**3**	**3**	**13**	**11**	**103**	**86**	**1126**
Cumulative Total	372	1	10	361	1	<1	13	4	56	16	291	81	1125
District													
2009-10	1,702	22	81	1,599	6	<1	170	11	289	18	1,134	71	1128
2010-11	1,588	17	65	1,506	6	<1	170	11	324	22	1,006	67	1128
2011-12	**1,611**	**15**	**65**	**1,531**	**9**	**1**	**163**	**11**	**301**	**20**	**1,058**	**69**	**1129**
Cumulative Total	4,901	54	211	4,636	21	<1	503	11	914	20	3,198	69	1128
State													
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
2011-12	**11,119**	**119**	**422**	**10,578**	**226**	**2**	**2,941**	**28**	**2,755**	**26**	**4,656**	**44**	**1135**
Cumulative Total	33,472	470	1,036	31,966	679	2	8,913	28	8,807	28	13,567	42	1135

Subtopic	Total Possible Points	Percent of Total Possible Points
Numbers & Operations	19	
Geometry & Measurement	43	
Functions & Algebra	52	
Data, Statistics, & Probability	22	

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

Disaggregated Mathematics Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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	122	0	2	120	1	1	3	3	13	11	103	86	1126	1,531	1	11	20	69	1129	10,578	2	28	26	44	1135
Gender																									
Male	71	0	2	69	1	1	2	3	10	14	56	81	1126	729	1	11	19	69	1129	5,351	3	29	26	43	1135
Female	51	0	0	51	0	0	1	2	3	6	47	92	1125	801	<1	10	20	69	1130	5,208	2	27	26	45	1134
Not Reported	0	0	0	0										1						19	0	5	42	53	1129
Race/Ethnicity																									
Hispanic or Latino	73	0	1	72	0	0	3	4	9	13	60	83	1125	952	<1	8	18	74	1128	1,955	<1	11	19	70	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										8						51	0	6	25	69	1130
Asian	5	0	0	5										91	0	21	36	43	1134	291	5	40	24	32	1138
Black or African American	27	0	1	26	0	0	0	0	4	15	22	85	1125	303	0	7	20	73	1128	868	0	9	21	70	1129
Native Hawaiian or Pacific Islander	1	0	0	1										2						18	0	17	39	44	1135
White	11	0	0	11	1	9	0	0	0	0	10	91	1128	140	4	33	20	43	1136	7,193	3	35	29	34	1137
Two or more races	4	0	0	4										34	0	6	26	68	1128	174	3	20	26	51	1133
No Race/Ethnicity Reported	0	0	0	0										1						28	4	4	36	57	1129
LEP Status																									
Current LEP student	15	0	0	15	0	0	0	0	0	0	15	100	1119	173	0	1	5	94	1121	380	<1	3	6	90	1123
Former LEP student - monitoring year 1	1	0	0	1										8						24	0	13	13	75	1128
Former LEP student - monitoring year 2	1	0	0	1										16	0	0	6	94	1128	34	0	6	12	82	1130
All Other Students	105	0	2	103	1	1	3	3	12	12	87	84	1126	1,334	1	12	22	66	1130	10,140	2	29	27	42	1135
IEP																									
Students with an IEP	26	0	1	25	0	0	0	0	0	0	25	100	1122	251	<1	1	4	94	1122	1,634	<1	4	12	84	1125
All Other Students	96	0	1	95	1	1	3	3	13	14	78	82	1126	1,280	1	13	23	64	1131	8,944	2	32	29	37	1136
SES																									
Economically Disadvantaged Students	90	0	2	88	1	1	3	3	8	9	76	86	1125	1,113	<1	8	20	72	1129	3,829	<1	14	22	64	1131
All Other Students	32	0	0	32	0	0	0	0	5	16	27	84	1126	418	1	18	18	62	1130	6,749	3	36	28	33	1137
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	122	0	2	120	1	1	3	3	13	11	103	86	1126	1,531	1	11	20	69	1129	10,578	2	28	26	44	1135
Title I																									
Students Receiving Title I Services	122	0	2	120	1	1	3	3	13	11	103	86	1126	1,508	1	11	20	69	1129	2,688	1	13	20	66	1130
All Other Students	0	0	0	0										23	0	4	4	91	1118	7,890	3	33	28	37	1136
504 Plan																									
Students with a 504 Plan	2	0	1	1										18	0	28	22	50	1136	236	2	29	32	37	1136
All Other Students	120	0	1	119	1	1	3	3	12	10	103	87	1125	1,513	1	10	20	69	1129	10,342	2	28	26	44	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 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Writing Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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													
2009-10	133	2	2	129	2	2	36	28	72	56	19	15	5.4
2010-11	117	8	5	104	0	0	28	27	59	57	17	16	5.2
2011-12	**122**	**1**	**4**	**117**	**1**	**1**	**29**	**25**	**64**	**55**	**23**	**20**	**5.2**
Cumulative Total	372	11	11	350	3	1	93	27	195	56	59	17	5.3
District													
2009-10	1,702	53	92	1,557	82	5	591	38	713	46	171	11	6.1
2010-11	1,588	45	89	1,454	9	1	561	39	697	48	187	13	5.7
2011-12	**1,611**	**16**	**102**	**1,493**	**26**	**2**	**504**	**34**	**737**	**49**	**226**	**15**	**5.6**
Cumulative Total	4,901	114	283	4,504	117	3	1,656	37	2,147	48	584	13	5.8
State													
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
2011-12	**11,119**	**116**	**495**	**10,508**	**478**	**5**	**4,830**	**46**	**4,499**	**43**	**701**	**7**	**6.4**
Cumulative Total	33,472	526	1,165	31,781	1,339	4	15,223	48	13,432	42	1,787	6	6.5

Types of Writing Reported in the Results Above	
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.
2011-12	**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.

Fall 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Writing Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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
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.	2011-12 (C)	117	5.2				1,493	5.6				10,508	6.4			
	2010-11	14	5.8				191	6.0				1,340	6.6			
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.	2011-12	15	5.0				181	5.7				1,304	6.4			
	2010-11	13	4.6				182	5.6				1,327	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.	2011-12	14	4.2				193	5.6				1,330	6.0			
	2010-11	11	5.8				191	6.0				1,313	6.3			
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2011-12	15	5.4				185	6.1				1,317	6.7			
	2010-11 (C)	104	5.2				1,454	5.7				10,594	6.4			
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2011-12	15	4.9				186	5.7				1,317	6.7			
	2010-11	16	5.0				183	6.0				1,328	6.6			
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.	2011-12	15	5.9				189	6.0				1,300	6.6			
	2010-11 (NA)															

(C) This type of writing was administered to all students. (NA) This type of writing was not administered to students in 2010-11

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 2011 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2011-2012
Writing Results

School: Hope Information Technology
District: Providence
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Score Distribution

Total Score	Score 1	Score 2	School N	School %	District N	District %	State %
12	6	6	0	0	2	<1	<1
11	6	5	0	0	2	<1	1
10	5	5	1	1	22	1	4
9	5	4	0	0	73	5	8
8	4	4	12	10	219	15	21
7	4	3	17	15	212	14	17
6	3	3	28	24	300	20	21
5	3	2	17	15	181	12	9
4	2	2	19	16	256	17	13
3	2	1	7	6	72	5	3
2	1	1	14	12	115	8	3
0	0	0	2	2	39	3	1

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.

Disaggregated Writing Results

School: Hope Information Technology
District: Providence
State: Rhode Island
Code: 28-28603

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	122	1	4	117	1	1	29	25	64	55	23	20	5.2	1,493	2	34	49	15	5.6	10,508	5	46	43	7	6.4
Gender																									
Male	71	0	2	69	1	1	12	17	43	62	13	19	5.0	715	1	27	52	20	5.1	5,312	3	40	47	9	6.1
Female	51	1	2	48	0	0	17	35	21	44	10	21	5.4	777	2	40	47	10	6.0	5,181	6	52	38	4	6.8
Not Reported	0	0	0	0										1						15	0	7	53	40	4.0
Race/Ethnicity																									
Hispanic or Latino	73	1	4	68	0	0	19	28	36	53	13	19	5.1	921	1	32	50	17	5.4	1,921	1	33	52	14	5.6
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										8						50	2	38	50	10	5.8
Asian	5	0	0	5										91	4	47	44	4	6.5	287	7	51	39	3	6.8
Black or African American	27	0	0	27	1	4	7	26	12	44	7	26	5.1	300	2	30	55	13	5.5	870	2	29	57	12	5.5
Native Hawaiian or Pacific Islander	1	0	0	1										2						19	0	37	58	5	5.7
White	11	0	0	11			2	18	8	73	1	9	5.5	136	6	49	33	12	6.6	7,164	6	52	38	4	6.8
Two or more races	4	0	0	4										34	0	26	56	18	5.4	174	6	33	55	7	6.1
No Race/Ethnicity Reported	0	0	0	0										1						23	4	4	52	39	4.0
LEP Status																									
Current LEP student	15	0	3	12	0	0	0	0	5	42	7	58	3.0	150	0	3	49	49	3.2	345	0	6	54	39	3.7
Former LEP student - monitoring year 1	1	0	0	1										8						24	0	25	71	4	5.7
Former LEP student - monitoring year 2	1	0	0	1										15	0	33	53	13	5.1	33	0	33	61	6	5.5
All Other Students	105	1	1	103	1	1	29	28	57	55	16	16	5.4	1,320	2	37	49	11	5.9	10,106	5	47	42	6	6.5
IEP																									
Students with an IEP	26	0	1	25	0	0	0	0	16	64	9	36	3.9	248	0	10	49	42	3.8	1,619	1	15	62	22	4.7
All Other Students	96	1	3	92	1	1	29	32	48	52	14	15	5.5	1,245	2	39	49	10	5.9	8,889	5	52	39	4	6.7
SES																									
Economically Disadvantaged Students	90	1	1	88	0	0	22	25	48	55	18	20	5.0	1,100	1	32	52	15	5.5	3,803	2	34	53	11	5.7
All Other Students	32	0	3	29	1	3	7	24	16	55	5	17	5.6	393	4	38	41	17	5.8	6,705	6	53	37	4	6.8
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	122	1	4	117	1	1	29	25	64	55	23	20	5.2	1,493	2	34	49	15	5.6	10,508	5	46	43	7	6.4
Title I																									
Students Receiving Title I Services	122	1	4	117	1	1	29	25	64	55	23	20	5.2	1,472	2	34	50	15	5.6	2,670	2	33	53	13	5.6
All Other Students	0	0	0	0										21	0	10	33	57	3.1	7,838	6	50	39	5	6.7
504 Plan																									
Students with a 504 Plan	2	0	0	2										19	5	37	47	11	6.0	238	2	47	44	6	6.4
All Other Students	120	1	4	115	1	1	28	24	63	55	23	20	5.1	1,474	2	34	49	15	5.6	10,270	5	46	43	7	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.