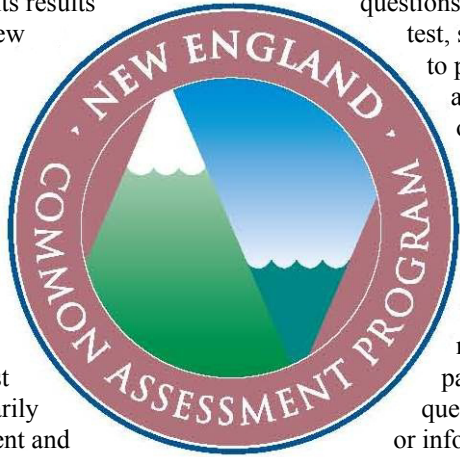


About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

School Results

School: Cranston High School West

District: Cranston

Code: 07-07126



Fall 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Grade Level Summary Report

School: Cranston High School West
District: Cranston
State: Rhode Island
Code: 07-07126

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	437			905			11,043			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	428	428	427	878	875	877	10,390	10,438	10,366	98	98	98	97	97	97	94	95	94
With an approved accommodation	33	34	34	107	105	107	1,967	2,729	1,275	8	8	8	12	12	12	19	26	12
Current LEP Students	1	1	1	38	38	38	365	416	361	<1	<1	<1	4	4	4	4	4	3
With an approved accommodation	1	1	1	8	8	8	97	131	88	100	100	100	21	21	21	27	31	24
IEP Students	44	44	44	130	128	128	1,476	1,464	1,463	10	10	10	15	15	15	14	14	14
With an approved accommodation	30	30	31	99	96	99	860	885	848	68	68	70	76	75	77	58	60	58
Students not tested in NECAP	9	9	10	27	30	28	653	605	677	2	2	2	3	3	3	6	5	6
State Approved	3	3	3	12	12	12	225	181	216	33	33	30	44	40	43	34	30	32
Alternate Assessment	1	1	1	6	6	6	125	125	125	33	33	33	50	50	50	56	69	58
First Year LEP	0	0	0	0	0	0	54	0	52	0	0	0	0	0	0	24	0	24
Withdrew After October 1	1	1	1	5	5	5	31	36	28	33	33	33	42	42	42	14	20	13
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	<1	1	<1
Special Consideration	1	1	1	1	1	1	14	18	10	33	33	33	8	8	8	6	10	5
Other	6	6	7	15	18	16	428	424	461	67	67	70	56	60	57	66	70	68

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	437	3	6	428	145	34	226	53	44	10	13	3	1150	878	30	51	14	5	1149	10,390	33	46	14	8	1149
MATH	437	3	6	428	6	1	124	29	146	34	152	36	1136	875	1	24	32	43	1134	10,438	2	32	26	40	1135
WRITING	437	3	7	427	8	2	195	46	207	48	17	4	6.4	877	2	40	54	5	6.2	10,366	4	46	44	6	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 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Reading Results

School:	Cranston High School West
District:	Cranston
State:	Rhode Island
Code:	07-07126

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)

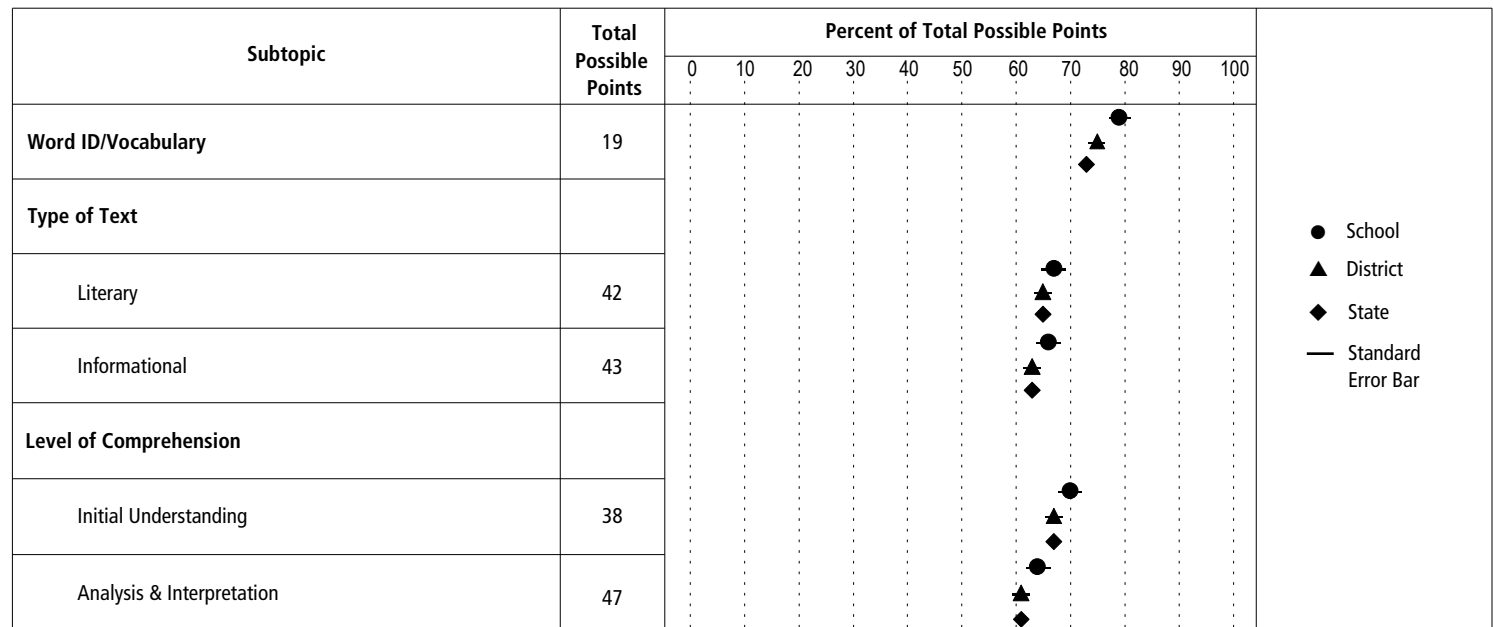
Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge 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															
2010-11	410	3	2	405	124	31	223	55	35	9	23	6	1149		
2011-12	430	1	5	424	125	29	221	52	59	14	19	4	1149		
2012-13	437	3	6	428	145	34	226	53	44	10	13	3	1150		
Cumulative Total	1,277	7	13	1,257	394	31	670	53	138	11	55	4	1149		
District															
2010-11	905	13	31	861	201	23	479	56	135	16	46	5	1147		
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		
Cumulative Total	2,689	30	92	2,567	686	27	1,349	53	385	15	147	6	1148		
State															
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		
2012-13	11,043	225	428	10,390	3,422	33	4,741	46	1,432	14	795	8	1149		
Cumulative Total	33,326	536	1,235	31,555	9,675	31	14,649	46	4,691	15	2,540	8	1148		





Fall 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Disaggregated Reading Results

School: Cranston High School West
District: Cranston
State: Rhode Island
Code: 07-07126

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	437	3	6	428	145	34	226	53	44	10	13	3	1150	878	30	51	14	5	1149	10,390	33	46	14	8	1149
Gender																									
Male	210	1	4	205	55	27	116	57	24	12	10	5	1149	430	25	53	15	7	1147	5,251	27	48	16	10	1147
Female	227	2	2	223	90	40	110	49	20	9	3	1	1152	448	34	50	13	4	1150	5,136	39	44	12	6	1150
Not Reported	0	0	0	0										0						3					
Race/Ethnicity																									
Hispanic or Latino	29	0	1	28	5	18	16	57	6	21	1	4	1145	189	17	53	22	8	1144	2,042	16	43	23	18	1142
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						42	31	50	19	0	1149
Asian	10	0	0	10	3	30	6	60	1	10	0	0	1153	41	29	49	15	7	1148	279	37	37	16	10	1148
Black or African American	14	0	0	14	4	29	5	36	3	21	2	14	1145	41	22	49	20	10	1146	852	16	44	24	16	1142
Native Hawaiian or Pacific Islander	1	0	0	1										2						32	19	53	22	6	1146
White	378	2	5	371	130	35	197	53	34	9	10	3	1151	582	34	51	11	4	1150	6,930	40	47	10	4	1151
Two or more races	4	1	0	3										22	36	45	14	5	1148	187	28	50	17	6	1148
No Race/Ethnicity Reported	0	0	0	0										0						26	8	15	15	62	1128
LEP Status																									
Current LEP student	1	0	0	1										38	0	26	53	21	1135	365	1	8	24	67	1126
Former LEP student - monitoring year 1	0	0	0	0										0						46	0	48	41	11	1138
Former LEP student - monitoring year 2	0	0	0	0										0						17	0	41	53	6	1139
All Other Students	436	3	6	427	145	34	225	53	44	10	13	3	1150	840	31	52	12	5	1149	9,962	34	47	13	5	1149
IEP																									
Students with an IEP	47	1	2	44	4	9	13	30	17	39	10	23	1138	130	7	34	35	25	1137	1,476	4	34	33	29	1136
All Other Students	390	2	4	384	141	37	213	55	27	7	3	1	1152	748	34	54	10	2	1151	8,914	38	48	11	4	1151
SES																									
Economically Disadvantaged Students	78	1	4	73	16	22	42	58	11	15	4	5	1148	329	19	52	21	9	1145	3,967	18	47	22	12	1144
All Other Students	359	2	2	355	129	36	184	52	33	9	9	3	1151	549	36	51	10	3	1151	6,423	42	45	8	5	1151
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	437	3	6	428	145	34	226	53	44	10	13	3	1150	878	30	51	14	5	1149	10,390	33	46	14	8	1149
Title I																									
Students Receiving Title I Services	2	0	0	2										36	11	56	17	17	1142	2,305	19	43	22	16	1143
All Other Students	435	3	6	426	145	34	224	53	44	10	13	3	1151	842	31	51	14	5	1149	8,085	37	46	11	5	1150
504 Plan																									
Students with a 504 Plan	15	0	0	15	1	7	12	80	2	13	0	0	1148	15	7	80	13	0	1148	245	30	58	10	2	1150
All Other Students	422	3	6	413	144	35	214	52	42	10	13	3	1151	863	30	51	14	5	1149	10,145	33	45	14	8	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 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Mathematics Results

School: Cranston High School West
 District: Cranston
 State: Rhode Island
 Code: 07-07126

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.

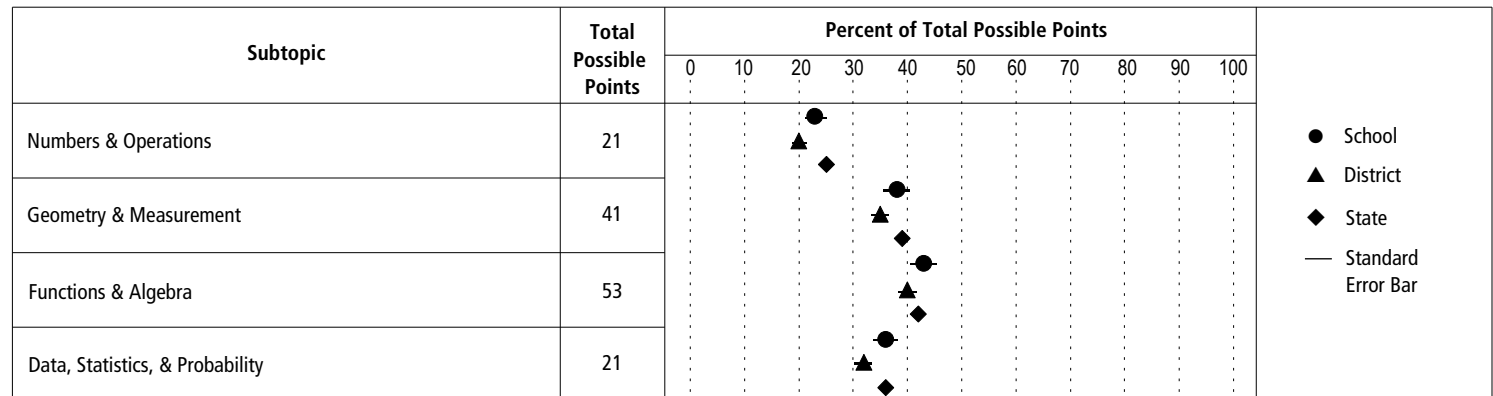
(Scaled Score 1134–1139)

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													
2010-11	410	3	2	405	11	3	125	31	156	39	113	28	1136
2011-12	430	1	5	424	5	1	110	26	132	31	177	42	1135
2012-13	437	3	6	428	6	1	124	29	146	34	152	36	1136
Cumulative Total	1,277	7	13	1,257	22	2	359	29	434	35	442	35	1136
District													
2010-11	905	14	27	864	16	2	205	24	286	33	357	41	1134
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
Cumulative Total	2,689	30	91	2,568	38	1	600	23	803	31	1,127	44	1134
State													
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
2012-13	11,043	181	424	10,438	250	2	3,298	32	2,731	26	4,159	40	1135
Cumulative Total	33,326	456	1,182	31,688	748	2	9,463	30	8,580	27	12,897	41	1135





Fall 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Disaggregated Mathematics Results

School: Cranston High School West
District: Cranston
State: Rhode Island
Code: 07-07126

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	437	3	6	428	6	1	124	29	146	34	152	36	1136	875	1	24	32	43	1134	10,438	2	32	26	40	1135
Gender																									
Male	210	1	4	205	5	2	62	30	71	35	67	33	1137	429	2	26	32	40	1135	5,271	3	33	24	39	1136
Female	227	2	2	223	1	<1	62	28	75	34	85	38	1136	446	1	22	33	45	1134	5,162	2	30	28	40	1135
Not Reported	0	0	0	0										0						5					
Race/Ethnicity																									
Hispanic or Latino	29	0	1	28	0	0	3	11	9	32	16	57	1132	189	1	9	30	60	1130	2,082	<1	13	23	64	1130
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						42	2	26	26	45	1136
Asian	10	0	0	10	0	0	3	30	5	50	2	20	1138	41	2	24	39	34	1135	286	6	34	27	34	1137
Black or African American	14	0	0	14	0	0	1	7	4	29	9	64	1133	41	0	10	20	71	1130	858	0	14	21	64	1130
Native Hawaiian or Pacific Islander	1	0	0	1										2						31	0	19	35	45	1136
White	378	2	5	371	6	2	117	32	127	34	121	33	1136	580	2	30	33	35	1136	6,926	3	40	28	29	1138
Two or more races	4	1	0	3										21	0	10	38	52	1133	187	4	24	20	52	1135
No Race/Ethnicity Reported	0	0	0	0										0						26	0	0	15	85	1123
LEP Status																									
Current LEP student	1	0	0	1										38	0	11	18	71	1128	416	<1	3	6	90	1122
Former LEP student - monitoring year 1	0	0	0	0										0						47	0	9	23	68	1130
Former LEP student - monitoring year 2	0	0	0	0										0						17	0	6	24	71	1129
All Other Students	436	3	6	427	6	1	124	29	146	34	151	35	1136	837	1	24	33	41	1135	9,958	3	33	27	38	1136
IEP																									
Students with an IEP	47	1	2	44	0	0	4	9	3	7	37	84	1126	128	1	4	13	82	1125	1,464	<1	5	12	83	1125
All Other Students	390	2	4	384	6	2	120	31	143	37	115	30	1137	747	1	27	35	36	1136	8,974	3	36	28	33	1137
SES																									
Economically Disadvantaged Students	78	1	4	73	0	0	15	21	23	32	35	48	1133	328	1	13	30	56	1131	4,001	<1	17	24	58	1131
All Other Students	359	2	2	355	6	2	109	31	123	35	117	33	1137	547	1	30	34	35	1136	6,437	4	41	27	28	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	437	3	6	428	6	1	124	29	146	34	152	36	1136	875	1	24	32	43	1134	10,438	2	32	26	40	1135
Title I																									
Students Receiving Title I Services	2	0	0	2										36	0	11	28	61	1130	2,348	1	17	22	61	1131
All Other Students	435	3	6	426	6	1	123	29	146	34	151	35	1136	839	1	24	32	42	1135	8,090	3	36	27	34	1137
504 Plan																									
Students with a 504 Plan	15	0	0	15	0	0	4	27	7	47	4	27	1136	15	0	27	47	27	1136	245	3	28	33	36	1137
All Other Students	422	3	6	413	6	1	120	29	139	34	148	36	1136	860	1	24	32	43	1134	10,193	2	32	26	40	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 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Writing Results

School:	Cranston High School West
District:	Cranston
State:	Rhode Island
Code:	07-07126

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													
2010-11	410	3	2	405	4	1	221	55	167	41	13	3	6.7
2011-12	430	1	5	424	16	4	199	47	193	46	16	4	6.5
2012-13	437	3	7	427	8	2	195	46	207	48	17	4	6.4
Cumulative Total	1,277	7	14	1,256	28	2	615	49	567	45	46	4	6.5
District													
2010-11	905	13	32	860	5	1	413	48	414	48	28	3	6.5
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
Cumulative Total	2,689	30	96	2,563	49	2	1,129	44	1,280	50	105	4	6.4
State													
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
2012-13	11,043	216	461	10,366	363	4	4,794	46	4,601	44	608	6	6.4
Cumulative Total	33,326	521	1,337	31,468	960	3	14,893	47	13,780	44	1,835	6	6.4

	Types of Writing Reported in the Results Above
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.
2012-13	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.



Fall 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Writing Results

School: Cranston High School West
 District: Cranston
 State: Rhode Island
 Code: 07-07126

Average Score Comparison by Type of Writing[§]

Type of Writing	Tested	School				District				State						
		Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
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.	2012-13 (C)	427	6.4		●		877	6.2		●		10,366	6.4		●	
	2011-12	53	6.2		▲		99	6.3		▲		1,304	6.4		▲	
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.	2012-13	68	6.7		●		138	6.6		●		1,705	6.4		●	
	2011-12	57	5.7		▲		109	5.7		▲		1,330	6.0		▲	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2012-13	71	7.0		●		149	6.7		●		1,732	7.1		●	
	2011-12	53	6.8		▲		101	6.7		▲		1,317	6.7		▲	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	35	6.7		●		75	6.4		●		881	6.8		●	
	2011-12	53	7.0		▲		108	6.9		▲		1,317	6.7		▲	
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.	2012-13	73	6.9		●		146	6.7		●		1,726	6.7		●	
	2011-12 (C)	424	6.5		▲		826	6.4		▲		10,508	6.4		▲	
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.	2012-13	71	6.4		●		143	6.4		●		1,700	6.7		●	
	2011-12	47	6.4		▲		99	6.3		▲		1,300	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 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Writing Results

School:	Cranston High School West
District:	Cranston
State:	Rhode Island
Code:	07-07126

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	%
12	6	6	0	0	0	0	<1
11	6	5	1	<1	2	<1	<1
10	5	5	7	2	13	1	3
9	5	4	19	4	34	4	7
8	4	4	81	19	160	18	21
7	4	3	95	22	156	18	18
6	3	3	138	32	271	31	25
5	3	2	35	8	101	12	10
4	2	2	34	8	98	11	10
3	2	1	10	2	18	2	2
2	1	1	7	2	20	2	3
0	0	0	0	0	4	<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 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Disaggregated Writing Results

School:	Cranston High School West
District:	Cranston
State:	Rhode Island
Code:	07-07126

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	437	3	7	427	8	2	195	46	207	48	17	4	6.4	877	2	40	54	5	6.2	10,366	4	46	44	6	6.4
Gender																									
Male	210	1	4	205	6	3	76	37	108	53	15	7	6.1	429	2	35	56	7	6.0	5,232	3	39	49	8	6.1
Female	227	2	3	222	2	1	119	54	99	45	2	1	6.7	448	1	45	51	3	6.4	5,131	4	53	40	3	6.8
Not Reported	0	0	0	0										0						3					
Race/Ethnicity																									
Hispanic or Latino	29	0	1	28	0	0	9	32	16	57	3	11	5.9	191	2	24	69	6	5.7	2,036	1	33	54	12	5.7
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						42	2	43	52	2	6.5
Asian	10	0	0	10	0	0	5	50	5	50	0	0	6.9	41	0	44	54	2	6.5	281	5	47	42	6	6.6
Black or African American	14	0	0	14	0	0	4	29	7	50	3	21	5.3	41	0	24	61	15	5.5	848	1	33	56	10	5.8
Native Hawaiian or Pacific Islander	1	0	0	1										2						31	3	35	58	3	6.4
White	378	2	6	370	8	2	174	47	177	48	11	3	6.5	580	2	46	48	4	6.4	6,918	4	52	40	4	6.7
Two or more races	4	1	0	3										21	0	43	52	5	6.1	187	4	43	49	4	6.4
No Race/Ethnicity Reported	0	0	0	0										0						23	0	13	17	70	3.3
LEP Status																									
Current LEP student	1	0	0	1										38	0	8	76	16	4.9	361	0	7	52	41	3.8
Former LEP student - monitoring year 1	0	0	0	0										0						47	0	23	68	9	5.7
Former LEP student - monitoring year 2	0	0	0	0										0						17	0	24	71	6	5.6
All Other Students	436	3	7	426	8	2	194	46	207	49	17	4	6.4	839	2	41	53	4	6.3	9,941	4	48	44	5	6.5
IEP																									
Students with an IEP	47	1	2	44	1	2	3	7	29	66	11	25	4.7	128	1	10	66	23	4.6	1,463	<1	14	64	22	4.8
All Other Students	390	2	5	383	7	2	192	50	178	46	6	2	6.6	749	2	45	52	2	6.5	8,903	4	51	41	3	6.7
SES																									
Economically Disadvantaged Students	78	1	5	72	0	0	27	38	40	56	5	7	6.0	328	1	30	63	7	5.8	3,961	1	35	55	8	5.9
All Other Students	359	2	2	355	8	2	168	47	167	47	12	3	6.5	549	2	46	48	4	6.4	6,405	5	53	38	4	6.8
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	437	3	7	427	8	2	195	46	207	48	17	4	6.4	877	2	40	54	5	6.2	10,366	4	46	44	6	6.4
Title I																									
Students Receiving Title I Services	2	0	0	2										37	0	22	70	8	5.4	2,297	2	37	51	10	5.9
All Other Students	435	3	7	425	8	2	195	46	205	48	17	4	6.4	840	2	41	53	5	6.2	8,069	4	49	43	5	6.6
504 Plan																									
Students with a 504 Plan	15	0	0	15	0	0	5	33	10	67	0	0	6.0	15	0	33	67	0	6.0	245	2	46	48	4	6.4
All Other Students	422	3	7	412	8	2	190	46	197	48	17	4	6.5	862	2	40	53	5	6.2	10,121	4	46	44	6	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.