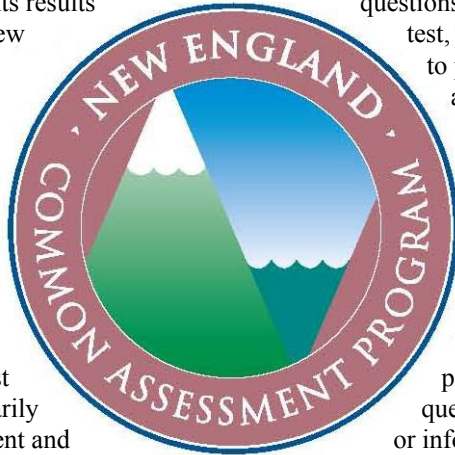


About The New England Common Assessment Program



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: Hope High School

District: Providence

Code: 28-28149



Fall 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Grade Level Summary Report

School:	Hope High School
District:	Providence
State:	Rhode Island
Code:	28-28149

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	289			1,636			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
With an approved accommodation	264	268	265	1,507	1,539	1,505	10,390	10,438	10,366	91	93	92	92	94	92	94	95	94
Current LEP Students	30	37	30	180	208	180	365	416	361	11	14	11	12	14	12	4	4	3
With an approved accommodation	0	0	0	23	26	22	97	131	88	0	0	0	13	13	12	27	31	24
IEP Students	48	45	49	236	228	235	1,476	1,464	1,463	18	17	18	16	15	16	14	14	14
With an approved accommodation	1	0	0	117	115	116	860	885	848	2	0	0	50	50	49	58	60	58
Students not tested in NECAP	25	21	24	129	97	131	653	605	677	9	7	8	8	6	8	6	5	6
State Approved	19	13	18	73	37	71	225	181	216	76	62	75	57	38	54	34	30	32
Alternate Assessment	3	3	3	22	22	22	125	125	125	16	23	17	30	59	31	56	69	58
First Year LEP	6	0	5	37	0	35	54	0	52	32	0	28	51	0	49	24	0	24
Withdrew After October 1	10	10	10	12	13	12	31	36	28	53	77	56	16	35	17	14	20	13
Enrolled After October 1	0	0	0	1	1	1	1	2	1	0	0	0	1	3	1	<1	1	<1
Special Consideration	0	0	0	1	1	1	14	18	10	0	0	0	1	3	1	6	10	5
Other	6	8	6	56	60	60	428	424	461	24	38	25	43	62	46	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	289	19	6	264	15	6	103	39	74	28	72	27	1137	1,507	17	39	24	20	1141	10,390	33	46	14	8	1149
MATH	289	13	8	268	0	0	8	3	42	16	218	81	1126	1,539	1	14	20	65	1130	10,438	2	32	26	40	1135
WRITING	289	18	6	265	1	<1	58	22	170	64	36	14	5.2	1,505	2	36	49	13	5.8	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: Hope High School
 District: Providence
 State: Rhode Island
 Code: 28-28149

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.

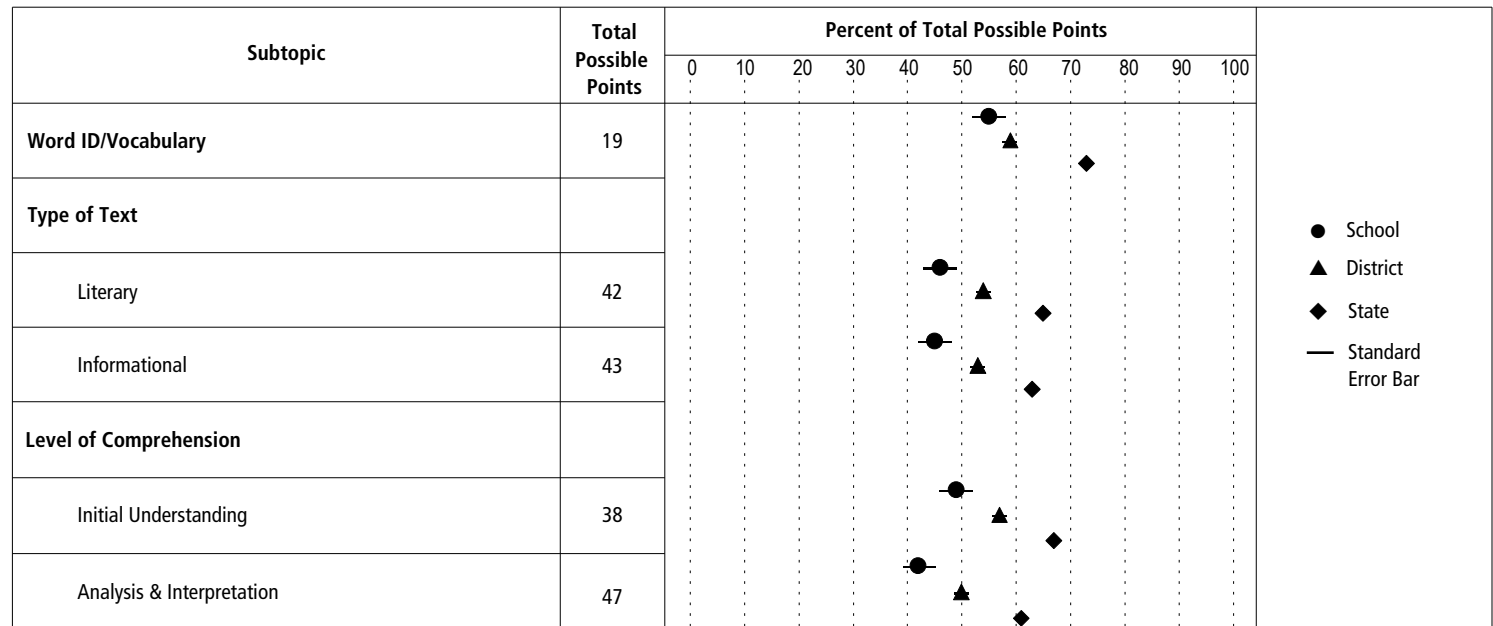
(Scaled Score 1130–1139)

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													
2011-12													
2012-13	289	19	6	264	15	6	103	39	74	28	72	27	1137
Cumulative Total													
District													
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
2012-13	1,636	73	56	1,507	258	17	593	39	358	24	298	20	1141
Cumulative Total	4,835	134	211	4,490	683	15	1,851	41	1,069	24	887	20	1141
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:	Hope High School
District:	Providence
State:	Rhode Island
Code:	28-28149

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	289	19	6	264	15	6	103	39	74	28	72	27	1137	1,507	17	39	24	20	1141	10,390	33	46	14	8	1149
Gender																									
Male	162	13	2	147	8	5	59	40	38	26	42	29	1137	762	15	39	24	23	1140	5,251	27	48	16	10	1147
Female	127	6	4	117	7	6	44	38	36	31	30	26	1138	744	20	40	24	17	1142	5,136	39	44	12	6	1150
Not Reported	0	0	0	0										1						3					
Race/Ethnicity																									
Hispanic or Latino	171	15	3	153	9	6	59	39	41	27	44	29	1136	930	14	39	25	22	1140	2,042	16	43	23	18	1142
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										5						42	31	50	19	0	1149
Asian	18	1	1	16	2	13	5	31	7	44	2	13	1139	98	24	32	28	16	1143	279	37	37	16	10	1148
Black or African American	66	3	1	62	2	3	22	35	19	31	19	31	1137	285	12	40	27	20	1140	852	16	44	24	16	1142
Native Hawaiian or Pacific Islander	1	0	0	1										2						32	19	53	22	6	1146
White	24	0	0	24	2	8	11	46	5	21	6	25	1140	152	39	43	8	10	1150	6,930	40	47	10	4	1151
Two or more races	9	0	1	8										33	18	55	21	6	1145	187	28	50	17	6	1148
No Race/Ethnicity Reported	0	0	0	0										2						26	8	15	15	62	1128
LEP Status																									
Current LEP student	40	9	1	30	0	0	0	0	3	10	27	90	1121	180	0	2	23	75	1124	365	1	8	24	67	1126
Former LEP student - monitoring year 1	7	0	0	7										19	0	47	42	11	1138	46	0	48	41	11	1138
Former LEP student - monitoring year 2	0	0	0	0										3						17	0	41	53	6	1139
All Other Students	242	10	5	227	15	7	100	44	69	30	43	19	1139	1,305	20	44	23	12	1144	9,962	34	47	13	5	1149
IEP																									
Students with an IEP	54	4	2	48	0	0	11	23	12	25	25	52	1130	236	2	20	31	47	1130	1,476	4	34	33	29	1136
All Other Students	235	15	4	216	15	7	92	43	62	29	47	22	1139	1,271	20	43	22	15	1143	8,914	38	48	11	4	1151
SES																									
Economically Disadvantaged Students	209	16	5	188	12	6	79	42	54	29	43	23	1138	1,089	15	41	25	18	1141	3,967	18	47	22	12	1144
All Other Students	80	3	1	76	3	4	24	32	20	26	29	38	1134	418	22	34	20	23	1142	6,423	42	45	8	5	1151
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	289	19	6	264	15	6	103	39	74	28	72	27	1137	1,507	17	39	24	20	1141	10,390	33	46	14	8	1149
Title I																									
Students Receiving Title I Services	289	19	6	264	15	6	103	39	74	28	72	27	1137	1,484	17	40	24	19	1142	2,305	19	43	22	16	1143
All Other Students	0	0	0	0										23	0	9	9	83	1121	8,085	37	46	11	5	1150
504 Plan																									
Students with a 504 Plan	1	0	1	0										11	36	55	9	0	1153	245	30	58	10	2	1150
All Other Students	288	19	5	264	15	6	103	39	74	28	72	27	1137	1,496	17	39	24	20	1141	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: Hope High School
 District: Providence
 State: Rhode Island
 Code: 28-28149

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.

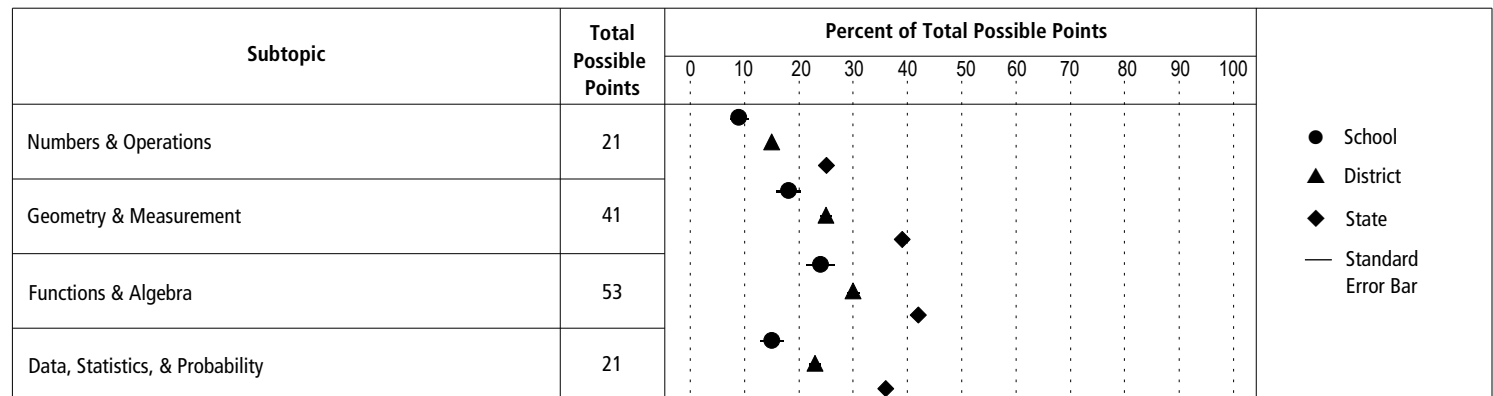
(Scaled Score 1134–1139)

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													
2011-12													
2012-13	289	13	8	268	0	0	8	3	42	16	218	81	1126
Cumulative Total													
District													
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
2012-13	1,636	37	60	1,539	15	1	217	14	303	20	1,004	65	1130
Cumulative Total	4,835	69	190	4,576	30	1	550	12	928	20	3,068	67	1129
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: Hope High School
 District: Providence
 State: Rhode Island
 Code: 28-28149

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	289	13	8	268	0	0	8	3	42	16	218	81	1126	1,539	1	14	20	65	1130	10,438	2	32	26	40	1135	
Gender																										
Male	162	9	3	150	0	0	7	5	28	19	115	77	1126	772	1	16	19	64	1130	5,271	3	33	24	39	1136	
Female	127	4	5	118	0	0	1	1	14	12	103	87	1125	764	1	13	20	66	1129	5,162	2	30	28	40	1135	
Not Reported	0	0	0	0										3						5						
Race/Ethnicity																										
Hispanic or Latino	171	10	3	158	0	0	5	3	22	14	131	83	1126	951	<1	10	19	71	1128	2,082	<1	13	23	64	1130	
Not Hispanic or Latino																										
American Indian or Alaskan Native	0	0	0	0										5						42	2	26	26	45	1136	
Asian	18	0	1	17	0	0	1	6	5	29	11	65	1128	100	1	24	24	51	1133	286	6	34	27	34	1137	
Black or African American	66	3	2	61	0	0	2	3	9	15	50	82	1125	288	0	9	22	69	1128	858	0	14	21	64	1130	
Native Hawaiian or Pacific Islander	1	0	0	1										2						31	0	19	35	45	1136	
White	24	0	1	23	0	0	0	0	5	22	18	78	1127	156	7	41	18	34	1138	6,926	3	40	28	29	1138	
Two or more races	9	0	1	8										33	3	12	15	70	1131	187	4	24	20	52	1135	
No Race/Ethnicity Reported	0	0	0	0										4						26	0	0	15	85	1123	
LEP Status																										
Current LEP student	40	3	0	37	0	0	0	0	1	3	36	97	1121	208	0	0	3	97	1120	416	<1	3	6	90	1122	
Former LEP student - monitoring year 1	7	0	0	7										19	0	11	16	74	1129	47	0	9	23	68	1130	
Former LEP student - monitoring year 2	0	0	0	0										3						17	0	6	24	71	1129	
All Other Students	242	10	8	224	0	0	8	4	38	17	178	79	1127	1,309	1	16	22	60	1131	9,958	3	33	27	38	1136	
IEP																										
Students with an IEP	54	4	5	45	0	0	0	0	0	0	45	100	1120	228	0	3	3	94	1121	1,464	<1	5	12	83	1125	
All Other Students	235	9	3	223	0	0	8	4	42	19	173	78	1127	1,311	1	16	23	60	1131	8,974	3	36	28	33	1137	
SES																										
Economically Disadvantaged Students	209	10	5	194	0	0	7	4	32	16	155	80	1127	1,113	<1	12	21	67	1129	4,001	<1	17	24	58	1131	
All Other Students	80	3	3	74	0	0	1	1	10	14	63	85	1124	426	3	20	17	59	1131	6,437	4	41	27	28	1138	
Migrant																										
Migrant Students	0	0	0	0										0						0						
All Other Students	289	13	8	268	0	0	8	3	42	16	218	81	1126	1,539	1	14	20	65	1130	10,438	2	32	26	40	1135	
Title I																										
Students Receiving Title I Services	289	13	8	268	0	0	8	3	42	16	218	81	1126	1,515	1	14	20	65	1130	2,348	1	17	22	61	1131	
All Other Students	0	0	0	0										24	0	0	0	100	1116	8,090	3	36	27	34	1137	
504 Plan																										
Students with a 504 Plan	1	0	1	0										11	18	36	27	18	1141	245	3	28	33	36	1137	
All Other Students	288	13	7	268	0	0	8	3	42	16	218	81	1126	1,528	1	14	20	66	1129	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:	Hope High School
District:	Providence
State:	Rhode Island
Code:	28-28149

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													
2011-12													
2012-13	289	18	6	265	1	<1	58	22	170	64	36	14	5.2
Cumulative Total													
District													
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
2012-13	1,636	71	60	1,505	37	2	544	36	732	49	192	13	5.8
Cumulative Total	4,835	132	251	4,452	72	2	1,609	36	2,166	49	605	14	5.7
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: Hope High School
 District: Providence
 State: Rhode Island
 Code: 28-28149

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)	265	5.2		1,505	5.8		10,366	6.4	
	2011-12				181	5.7		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	46	4.9		256	5.6		1,705	6.4	
	2011-12				193	5.6		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	44	5.7		249	6.6		1,732	7.1	
	2011-12				185	6.1		1,317	6.7	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	22	5.4		132	6.0		881	6.8	
	2011-12				186	5.7		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	47	5.5		253	6.1		1,726	6.7	
	2011-12 (C)				1,493	5.6		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	38	5.7		241	6.0		1,700	6.7	
	2011-12				189	6.0		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:	Hope High School
District:	Providence
State:	Rhode Island
Code:	28-28149

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	4	<1	<1
10	5	5	1	<1	33	2	3
9	5	4	3	1	73	5	7
8	4	4	18	7	220	15	21
7	4	3	37	14	251	17	18
6	3	3	61	23	327	22	25
5	3	2	51	19	200	13	10
4	2	2	58	22	205	14	10
3	2	1	14	5	69	5	2
2	1	1	15	6	73	5	3
0	0	0	7	3	50	3	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:	Hope High School
District:	Providence
State:	Rhode Island
Code:	28-28149

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	289	18	6	265	1	<1	58	22	170	64	36	14	5.2	1,505	2	36	49	13	5.8	10,366	4	46	44	6	6.4
Gender																									
Male	162	12	3	147	1	1	31	21	91	62	24	16	5.0	760	3	31	50	16	5.6	5,232	3	39	49	8	6.1
Female	127	6	3	118	0	0	27	23	79	67	12	10	5.3	744	2	41	47	10	6.0	5,131	4	53	40	3	6.8
Not Reported	0	0	0	0										1						3					
Race/Ethnicity																									
Hispanic or Latino	171	14	3	154	0	0	33	21	96	62	25	16	5.1	929	1	36	49	15	5.6	2,036	1	33	54	12	5.7
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										5						42	2	43	52	2	6.5
Asian	18	1	0	17	0	0	3	18	12	71	2	12	5.2	100	2	42	44	12	6.0	281	5	47	42	6	6.6
Black or African American	66	3	2	61	1	2	13	21	41	67	6	10	5.3	283	2	31	57	10	5.7	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	24	0	0	24	0	0	8	33	15	63	1	4	5.5	151	13	48	32	7	6.9	6,918	4	52	40	4	6.7
Two or more races	9	0	1	8										33	0	33	61	6	6.0	187	4	43	49	4	6.4
No Race/Ethnicity Reported	0	0	0	0										2						23	0	13	17	70	3.3
LEP Status																									
Current LEP student	40	8	2	30	0	0	2	7	11	37	17	57	3.2	180	0	7	42	51	3.4	361	0	7	52	41	3.8
Former LEP student - monitoring year 1	7	0	0	7										19	0	21	74	5	5.7	47	0	23	68	9	5.7
Former LEP student - monitoring year 2	0	0	0	0										3						17	0	24	71	6	5.6
All Other Students	242	10	4	228	1	<1	56	25	152	67	19	8	5.4	1,303	3	40	49	8	6.1	9,941	4	48	44	5	6.5
IEP																									
Students with an IEP	54	4	1	49	0	0	1	2	38	78	10	20	4.1	235	0	9	60	30	4.2	1,463	<1	14	64	22	4.8
All Other Students	235	14	5	216	1	<1	57	26	132	61	26	12	5.4	1,270	3	41	46	10	6.1	8,903	4	51	41	3	6.7
SES																									
Economically Disadvantaged Students	209	15	5	189	0	0	46	24	123	65	20	11	5.3	1,088	1	36	51	11	5.8	3,961	1	35	55	8	5.9
All Other Students	80	3	1	76	1	1	12	16	47	62	16	21	4.8	417	5	37	42	17	5.8	6,405	5	53	38	4	6.8
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	289	18	6	265	1	<1	58	22	170	64	36	14	5.2	1,505	2	36	49	13	5.8	10,366	4	46	44	6	6.4
Title I																									
Students Receiving Title I Services	289	18	6	265	1	<1	58	22	170	64	36	14	5.2	1,482	2	37	49	12	5.8	2,297	2	37	51	10	5.9
All Other Students	0	0	0	0										23	0	0	26	74	2.1	8,069	4	49	43	5	6.6
504 Plan																									
Students with a 504 Plan	1	0	1	0										11	9	45	45	0	6.6	245	2	46	48	4	6.4
All Other Students	288	18	5	265	1	<1	58	22	170	64	36	14	5.2	1,494	2	36	49	13	5.8	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.