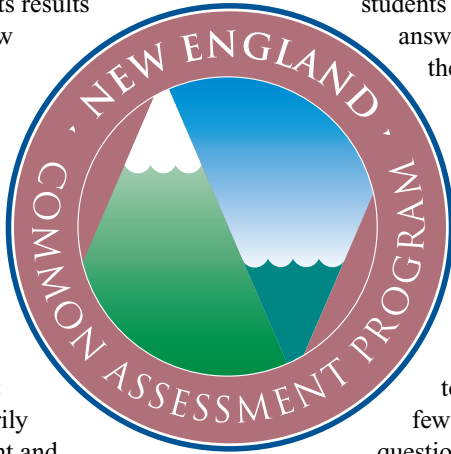


About The New England Common Assessment Program



This report highlights results from the Fall 2008 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 2008 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

School Results

School: Cumberland High School

District: Cumberland

Code: 08-08114



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Grade Level Summary Report

School: Cumberland High School
District: Cumberland
State: Rhode Island
Code: 08-08114

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled

in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	368			368			11,203			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	352	353	351	352	353	351	10,684	10,699	10,669	96	96	95	96	96	95	95	96	95
Students not tested in NECAP																		
State Approved	5	4	3	5	4	3	179	161	156	1	1	1	1	1	1	2	1	1
Alternate Assessment	2	2	2	2	2	2	76	76	76	1	1	1	1	1	1	1	1	1
First Year LEP	1	0	1	1	0	1	23	0	23	0	0	0	0	0	0	0	0	0
Withdrew After October 1	1	1	0	1	1	0	46	52	37	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	9	7	7	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	0	1	1	0	25	26	13	0	0	0	0	0	0	0	0	0
Other	11	11	14	11	11	14	340	343	378	3	3	4	3	3	4	3	3	3

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	368	5	11	352	82	23	193	55	55	16	22	6	1147	352	23	55	16	6	1147	10,684	18	51	20	11	1145
MATH	368	4	11	353	6	2	112	32	124	35	111	31	1136	353	2	32	35	31	1136	10,699	1	26	28	45	1134
WRITING	368	3	14	351	11	3	141	40	179	51	20	6	6.2	351	3	40	51	6	6.2	10,669	4	38	50	9	6.1

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.



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Reading Results

School: Cumberland High School
 District: Cumberland
 State: Rhode Island
 Code: 08-08114

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	368	5	11	352	82	23	193	55	55	16	22	6	1147	352	23	55	16	6	1147	10,684	18	51	20	11	1145
Gender																									
Male	186	4	5	177	30	17	100	56	31	18	16	9	1145	177	17	56	18	9	1145	5,347	13	52	21	14	1143
Female	182	1	6	175	52	30	93	53	24	14	6	3	1149	175	30	53	14	3	1149	5,336	23	51	19	8	1146
Not Reported	0	0	0	0									0						0	1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1									1						63	13	46	24	17	1142	
Asian	3	0	0	3									3						328	20	52	19	10	1146	
Black or African American	7	0	0	7									7						932	7	43	31	19	1139	
Hispanic or Latino	19	1	2	16	1	6	10	63	5	31	0	0	1144	16	6	63	31	0	1144	1,617	7	43	28	21	1139
Native Hawaiian or Pacific Islander	0	0	0	0									0						0						
White (non-Hispanic)	338	4	9	325	79	24	176	54	49	15	21	6	1148	325	24	54	15	6	1148	7,739	21	54	17	8	1147
No Primary Race/Ethnicity Reported	0	0	0	0									0						5						
LEP Status																									
Currently receiving LEP services	1	1	0	0									0						214	0	7	26	66	1126	
Former LEP student - monitoring year 1	0	0	0	0									0						45	0	24	42	33	1135	
Former LEP student - monitoring year 2	0	0	0	0									0						73	4	22	49	25	1136	
All Other Students	367	4	11	352	82	23	193	55	55	16	22	6	1147	352	23	55	16	6	1147	10,352	18	53	19	9	1145
IEP																									
Students with an IEP	52	2	2	48	1	2	15	31	17	35	15	31	1134	48	2	31	35	31	1134	1,609	2	27	34	36	1133
All Other Students	316	3	9	304	81	27	178	59	38	13	7	2	1149	304	27	59	13	2	1149	9,075	21	56	17	6	1147
SES																									
Economically Disadvantaged Students	46	1	3	42	7	17	20	48	10	24	5	12	1143	42	17	48	24	12	1143	3,225	8	45	28	19	1140
All Other Students	322	4	8	310	75	24	173	56	45	15	17	5	1148	310	24	56	15	5	1148	7,459	22	54	16	7	1147
Migrant																									
Migrant Students	0	0	0	0									0						0						
All Other Students	368	5	11	352	82	23	193	55	55	16	22	6	1147	352	23	55	16	6	1147	10,684	18	51	20	11	1145
Title I																									
Students Receiving Title I Services	0	0	0	0									0						2,224	10	47	25	19	1141	
All Other Students	368	5	11	352	82	23	193	55	55	16	22	6	1147	352	23	55	16	6	1147	8,460	20	53	19	9	1146
504 Plan																									
Students with a 504 Plan	3	0	0	3									3						248	20	60	17	4	1147	
All Other Students	365	5	11	349	82	23	192	55	54	15	21	6	1147	349	23	55	15	6	1147	10,436	18	51	20	11	1145

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Mathematics Results

School: Cumberland High School
 District: Cumberland
 State: Rhode Island
 Code: 08-08114

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

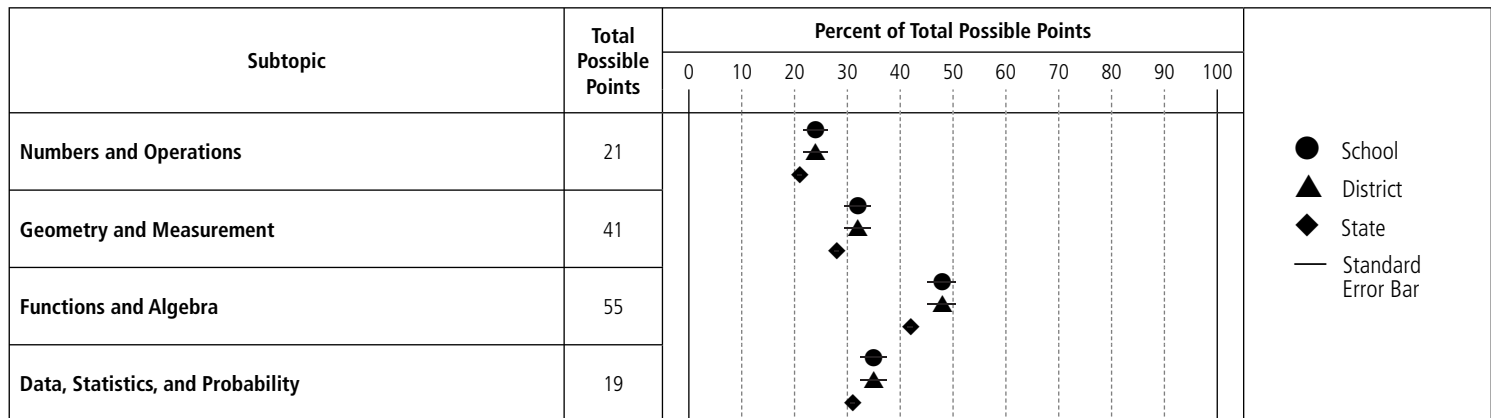
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08	373	2	10	361	3	1	71	20	109	30	178	49	1132
2008-09	368	4	11	353	6	2	112	32	124	35	111	31	1136
Cumulative Total	741	6	21	714	9	1	183	26	233	33	289	40	1134
DISTRICT													
2007-08	373	2	10	361	3	1	71	20	109	30	178	49	1132
2008-09	368	4	11	353	6	2	112	32	124	35	111	31	1136
Cumulative Total	741	6	21	714	9	1	183	26	233	33	289	40	1134
STATE													
2007-08	11661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.





Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Mathematics Results

School: Cumberland High School
 District: Cumberland
 State: Rhode Island
 Code: 08-08114

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	368	4	11	353	6	2	112	32	124	35	111	31	1136	353	2	32	35	31	1136	10,699	1	26	28	45	1134
Gender																									
Male	186	4	5	177	4	2	64	36	64	36	45	25	1137	177	2	36	36	25	1137	5,357	2	28	27	44	1134
Female	182	0	6	176	2	1	48	27	60	34	66	38	1135	176	1	27	34	38	1135	5,341	1	24	29	46	1133
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						62	0	11	21	68	1130
Asian	3	0	0	3										3						330	4	28	31	36	1136
Black or African American	7	0	0	7										7						928	0	7	19	73	1127
Hispanic or Latino	19	0	2	17	1	6	2	12	8	47	6	35	1132	17	6	12	47	35	1132	1,631	0	9	21	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	338	4	9	325	5	2	107	33	113	35	100	31	1136	325	2	33	35	31	1136	7,742	2	31	31	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						6					
LEP Status																									
Currently receiving LEP services	1	0	0	1										1						237	0	2	9	89	1121
Former LEP student - monitoring year 1	0	0	0	0										0						45	0	4	24	71	1126
Former LEP student - monitoring year 2	0	0	0	0										0						73	0	3	16	81	1127
All Other Students	367	4	11	352	6	2	112	32	124	35	110	31	1136	352	2	32	35	31	1136	10,344	1	26	29	43	1134
IEP																									
Students with an IEP	52	2	2	48	0	0	2	4	11	23	35	73	1125	48	0	4	23	73	1125	1,607	0	5	14	81	1125
All Other Students	316	2	9	305	6	2	110	36	113	37	76	25	1138	305	2	36	37	25	1138	9,092	2	29	31	39	1135
SES																									
Economically Disadvantaged Students	46	0	3	43	0	0	9	21	17	40	17	40	1131	43	0	21	40	40	1131	3,237	0	12	22	66	1129
All Other Students	322	4	8	310	6	2	103	33	107	35	94	30	1137	310	2	33	35	30	1137	7,462	2	32	31	36	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	368	4	11	353	6	2	112	32	124	35	111	31	1136	353	2	32	35	31	1136	10,699	1	26	28	45	1134
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,238	0	13	22	64	1129
All Other Students	368	4	11	353	6	2	112	32	124	35	111	31	1136	353	2	32	35	31	1136	8,461	2	29	30	40	1135
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						249	2	28	35	35	1136
All Other Students	365	4	11	350	6	2	111	32	124	35	109	31	1136	350	2	32	35	31	1136	10,450	1	26	28	45	1134

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Writing Results

School: Cumberland High School
 District: Cumberland
 State: Rhode Island
 Code: 08-08114

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.

	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													
2007-08	373	2	11	360	8	2	98	27	195	54	59	16	5.4
2008-09	368	3	14	351	11	3	141	40	179	51	20	6	6.2
Cumulative Total	741	5	25	711	19	3	239	34	374	53	79	11	5.8
DISTRICT													
2007-08	373	2	11	360	8	2	98	27	195	54	59	16	5.4
2008-09	368	3	14	351	11	3	141	40	179	51	20	6	6.2
Cumulative Total	741	5	25	711	19	3	239	34	374	53	79	11	5.8
STATE													
2007-08	11661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	11203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
Cumulative Total	22864	321	743	21,800	760	3	7,767	36	10,817	50	2,456	11	5.9

Proficient (Level 3)

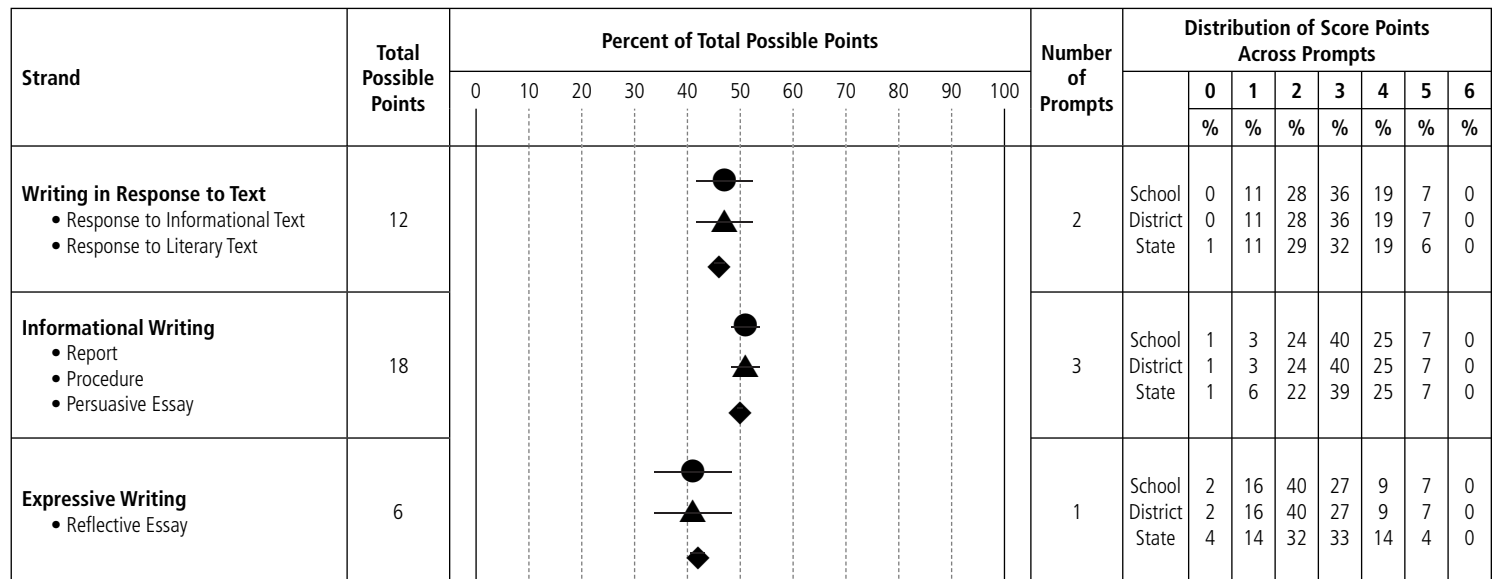
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.



● School ▲ District ◆ State — Standard Error Bar



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Writing Results

School: Cumberland High School
 District: Cumberland
 State: Rhode Island
 Code: 08-08114

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	368	3	14	351	11	3	141	40	179	51	20	6	6.2	351	3	40	51	6	6.2	10,669	4	38	50	9	6.1
Gender																									
Male	186	2	7	177	5	3	59	33	96	54	17	10	5.8	177	3	33	54	10	5.8	5,334	3	32	53	12	5.8
Female	182	1	7	174	6	3	82	47	83	48	3	2	6.6	174	3	47	48	2	6.6	5,334	4	43	47	5	6.4
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						63	0	30	62	8	5.7
Asian	3	0	0	3										3						327	6	39	45	10	6.3
Black or African American	7	0	0	7										7						933	1	26	58	16	5.3
Hispanic or Latino	19	1	2	16	0	0	4	25	10	63	2	13	5.1	16	0	25	63	13	5.1	1,618	1	25	59	15	5.3
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	338	2	12	324	11	3	133	41	162	50	18	6	6.2	324	3	41	50	6	6.2	7,723	5	42	47	6	6.3
No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
LEP Status																									
Currently receiving LEP services	1	1	0	0										0						210	0	8	45	47	3.7
Former LEP student - monitoring year 1	0	0	0	0										0						45	0	9	71	20	4.5
Former LEP student - monitoring year 2	0	0	0	0										0						74	0	14	69	18	4.9
All Other Students	367	2	14	351	11	3	141	40	179	51	20	6	6.2	351	3	40	51	6	6.2	10,340	4	39	50	8	6.2
IEP																									
Students with an IEP	52	2	4	46	0	0	7	15	31	67	8	17	4.7	46	0	15	67	17	4.7	1,593	1	12	59	28	4.5
All Other Students	316	1	10	305	11	4	134	44	148	49	12	4	6.4	305	4	44	49	4	6.4	9,076	4	42	48	5	6.4
SES																									
Economically Disadvantaged Students	46	1	4	41	1	2	7	17	29	71	4	10	5.3	41	2	17	71	10	5.3	3,216	1	26	59	14	5.4
All Other Students	322	2	10	310	10	3	134	43	150	48	16	5	6.3	310	3	43	48	5	6.3	7,453	5	43	46	6	6.4
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	368	3	14	351	11	3	141	40	179	51	20	6	6.2	351	3	40	51	6	6.2	10,669	4	38	50	9	6.1
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,223	1	27	58	14	5.5
All Other Students	368	3	14	351	11	3	141	40	179	51	20	6	6.2	351	3	40	51	6	6.2	8,446	4	41	48	7	6.3
504 Plan																									
Students with a 504 Plan	3	0	1	2										2						248	3	47	47	4	6.5
All Other Students	365	3	13	349	11	3	140	40	178	51	20	6	6.2	349	3	40	51	6	6.2	10,421	4	37	50	9	6.1

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.