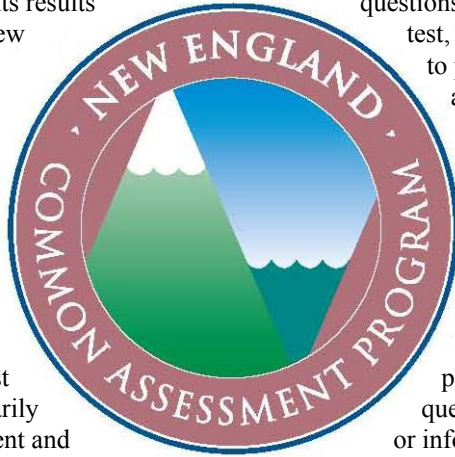


About The New England Common Assessment Program



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: Cumberland High School

District: Cumberland

Code: 08-08114



Fall 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Grade Level Summary Report

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

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	337			341			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	319	320	318	322	323	321	10,390	10,438	10,366	95	95	94	94	95	94	94	95	94
Current LEP Students	28	28	30	31	31	33	1,967	2,729	1,275	9	9	9	10	10	10	19	26	12
With an approved accommodation	1	1	1	1	1	1	365	416	361	<1	<1	<1	<1	<1	<1	4	4	3
IEP Students	0	0	0	0	0	0	97	131	88	0	0	0	0	0	0	27	31	24
With an approved accommodation	46	46	46	49	49	49	1,476	1,464	1,463	14	14	14	15	15	15	14	14	14
Other	24	24	25	27	27	28	860	885	848	52	52	54	55	55	57	58	60	58
Students not tested in NECAP	18	17	19	19	18	20	653	605	677	5	5	6	6	5	6	6	5	6
State Approved	3	3	3	3	3	3	225	181	216	17	18	16	16	17	15	34	30	32
Alternate Assessment	3	3	3	3	3	3	125	125	125	100	100	100	100	100	100	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	0	0	0	0	0	0	31	36	28	0	0	0	0	0	0	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	0	0	0	0	0	0	14	18	10	0	0	0	0	0	0	6	10	5
Other	15	14	16	16	15	17	428	424	461	83	82	84	84	83	85	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	337	3	15	319	123	39	154	48	31	10	11	3	1150	322	38	48	10	4	1150	10,390	33	46	14	8	1149
MATH	337	3	14	320	4	1	123	38	91	28	102	32	1137	323	1	38	28	33	1137	10,438	2	32	26	40	1135
WRITING	337	3	16	318	8	3	119	37	177	56	14	4	6.3	321	2	37	55	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: Cumberland High School
 District: Cumberland
 State: Rhode Island
 Code: 08-08114

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.

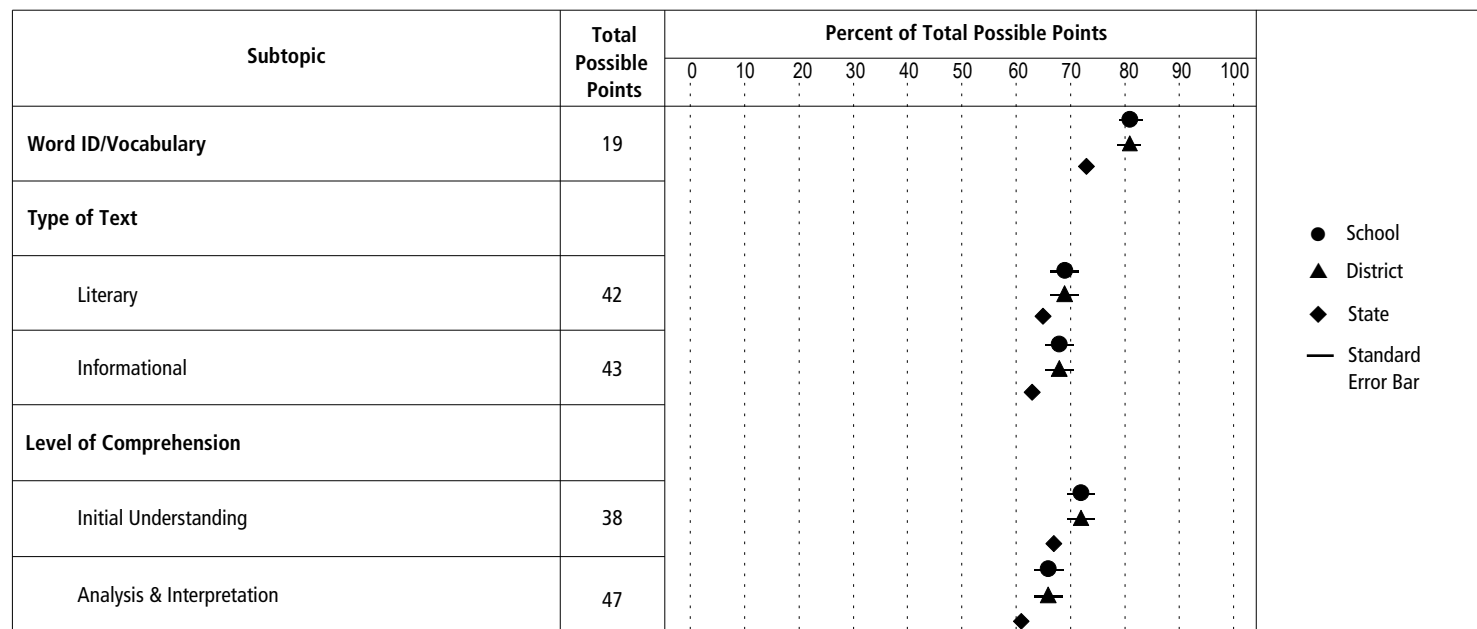
(Scaled Score 1130–1139)

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	376	2	12	362	107	30	192	53	45	12	18	5	1149
2011-12	355	1	20	334	92	28	182	54	48	14	12	4	1148
2012-13	337	3	15	319	123	39	154	48	31	10	11	3	1150
Cumulative Total	1,068	6	47	1,015	322	32	528	52	124	12	41	4	1149
District													
2010-11	381	4	13	364	107	29	192	53	45	12	20	5	1148
2011-12	359	2	21	336	92	27	183	54	48	14	13	4	1148
2012-13	341	3	16	322	123	38	154	48	32	10	13	4	1150
Cumulative Total	1,081	9	50	1,022	322	32	529	52	125	12	46	5	1149
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:	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 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	337	3	15	319	123	39	154	48	31	10	11	3	1150	322	38	48	10	4	1150	10,390	33	46	14	8	1149
Gender																									
Male	171	1	10	160	58	36	78	49	17	11	7	4	1149	163	36	48	11	6	1149	5,251	27	48	16	10	1147
Female	166	2	5	159	65	41	76	48	14	9	4	3	1152	159	41	48	9	3	1152	5,136	39	44	12	6	1150
Not Reported	0	0	0	0										0						3					
Race/Ethnicity																									
Hispanic or Latino	27	0	4	23	5	22	12	52	3	13	3	13	1142	23	22	52	13	13	1142	2,042	16	43	23	18	1142
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						42	31	50	19	0	1149
Asian	3	0	0	3										3						279	37	37	16	10	1148
Black or African American	6	0	2	4										4						852	16	44	24	16	1142
Native Hawaiian or Pacific Islander	0	0	0	0										0						32	19	53	22	6	1146
White	295	3	8	284	112	39	137	48	27	10	8	3	1151	287	39	48	10	3	1151	6,930	40	47	10	4	1151
Two or more races	6	0	1	5										5						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										1						365	1	8	24	67	1126
Former LEP student - monitoring year 1	3	0	1	2										2						46	0	48	41	11	1138
Former LEP student - monitoring year 2	1	0	0	1										1						17	0	41	53	6	1139
All Other Students	332	3	14	315	123	39	153	49	30	10	9	3	1151	318	39	48	10	3	1150	9,962	34	47	13	5	1149
IEP																									
Students with an IEP	55	3	6	46	0	0	24	52	13	28	9	20	1138	49	0	49	29	22	1137	1,476	4	34	33	29	1136
All Other Students	282	0	9	273	123	45	130	48	18	7	2	1	1153	273	45	48	7	1	1153	8,914	38	48	11	4	1151
SES																									
Economically Disadvantaged Students	71	3	9	59	14	24	29	49	11	19	5	8	1145	59	24	49	19	8	1145	3,967	18	47	22	12	1144
All Other Students	266	0	6	260	109	42	125	48	20	8	6	2	1152	263	41	48	8	3	1151	6,423	42	45	8	5	1151
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	337	3	15	319	123	39	154	48	31	10	11	3	1150	322	38	48	10	4	1150	10,390	33	46	14	8	1149
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,305	19	43	22	16	1143
All Other Students	337	3	15	319	123	39	154	48	31	10	11	3	1150	322	38	48	10	4	1150	8,085	37	46	11	5	1150
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						245	30	58	10	2	1150
All Other Students	337	3	15	319	123	39	154	48	31	10	11	3	1150	322	38	48	10	4	1150	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: 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.

(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.

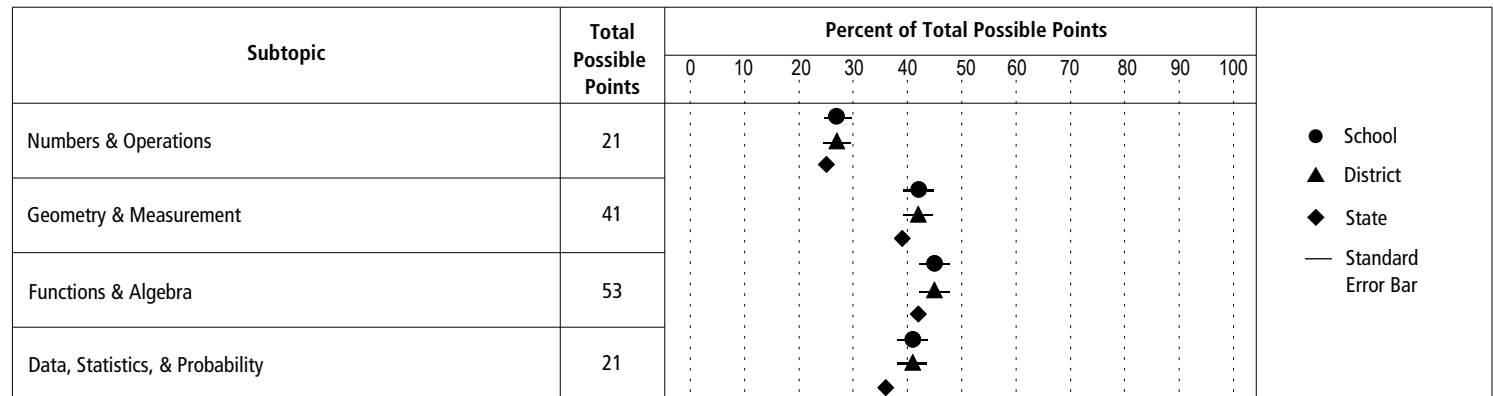
(Scaled Score 1134–1139)

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	376	2	12	362	3	1	126	35	118	33	115	32	1136
2011-12	355	1	20	334	6	2	98	29	101	30	129	39	1136
2012-13	337	3	14	320	4	1	123	38	91	28	102	32	1137
Cumulative Total	1,068	6	46	1,016	13	1	347	34	310	31	346	34	1136
District													
2010-11	381	4	13	364	3	1	126	35	118	32	117	32	1136
2011-12	359	2	21	336	6	2	98	29	102	30	130	39	1136
2012-13	341	3	15	323	4	1	123	38	91	28	105	33	1137
Cumulative Total	1,081	9	49	1,023	13	1	347	34	311	30	352	34	1136
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: 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 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	337	3	14	320	4	1	123	38	91	28	102	32	1137	323	1	38	28	33	1137	10,438	2	32	26	40	1135
Gender																									
Male	171	1	10	160	1	1	71	44	42	26	46	29	1137	163	1	44	26	30	1137	5,271	3	33	24	39	1136
Female	166	2	4	160	3	2	52	33	49	31	56	35	1136	160	2	33	31	35	1136	5,162	2	30	28	40	1135
Not Reported	0	0	0	0										0						5					
Race/Ethnicity																									
Hispanic or Latino	27	0	4	23	0	0	4	17	5	22	14	61	1129	23	0	17	22	61	1129	2,082	<1	13	23	64	1130
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						42	2	26	26	45	1136
Asian	3	0	0	3										3						286	6	34	27	34	1137
Black or African American	6	0	1	5										5						858	0	14	21	64	1130
Native Hawaiian or Pacific Islander	0	0	0	0										0						31	0	19	35	45	1136
White	295	3	8	284	4	1	113	40	83	29	84	30	1137	287	1	39	29	30	1137	6,926	3	40	28	29	1138
Two or more races	6	0	1	5										5						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										1						416	<1	3	6	90	1122
Former LEP student - monitoring year 1	3	0	1	2										2						47	0	9	23	68	1130
Former LEP student - monitoring year 2	1	0	0	1										1						17	0	6	24	71	1129
All Other Students	332	3	13	316	4	1	123	39	91	29	98	31	1137	319	1	39	29	32	1137	9,958	3	33	27	38	1136
IEP																									
Students with an IEP	55	3	6	46	0	0	0	0	6	13	40	87	1126	49	0	0	12	88	1125	1,464	<1	5	12	83	1125
All Other Students	282	0	8	274	4	1	123	45	85	31	62	23	1139	274	1	45	31	23	1139	8,974	3	36	28	33	1137
SES																									
Economically Disadvantaged Students	71	3	8	60	0	0	18	30	11	18	31	52	1133	60	0	30	18	52	1133	4,001	<1	17	24	58	1131
All Other Students	266	0	6	260	4	2	105	40	80	31	71	27	1138	263	2	40	30	28	1137	6,437	4	41	27	28	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	337	3	14	320	4	1	123	38	91	28	102	32	1137	323	1	38	28	33	1137	10,438	2	32	26	40	1135
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,348	1	17	22	61	1131
All Other Students	337	3	14	320	4	1	123	38	91	28	102	32	1137	323	1	38	28	33	1137	8,090	3	36	27	34	1137
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						245	3	28	33	36	1137
All Other Students	337	3	14	320	4	1	123	38	91	28	102	32	1137	323	1	38	28	33	1137	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:	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.
(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	376	1	16	359	7	2	203	57	135	38	14	4	6.8
2011-12	355	1	21	333	7	2	151	45	160	48	15	5	6.4
2012-13	337	3	16	318	8	3	119	37	177	56	14	4	6.3
Cumulative Total	1,068	5	53	1,010	22	2	473	47	472	47	43	4	6.5
District													
2010-11	381	3	17	361	7	2	203	56	136	38	15	4	6.8
2011-12	359	2	23	334	7	2	151	45	161	48	15	4	6.4
2012-13	341	3	17	321	8	2	119	37	177	55	17	5	6.2
Cumulative Total	1,081	8	57	1,016	22	2	473	47	474	47	47	5	6.5
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: Cumberland High School
 District: Cumberland
 State: Rhode Island
 Code: 08-08114

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)	318	6.3		321	6.2		10,366	6.4	
	2011-12	39	6.4		39	6.4		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	56	6.2		56	6.2		1,705	6.4	
	2011-12	42	6.0		43	6.0		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	53	7.4		54	7.4		1,732	7.1	
	2011-12	44	6.7		44	6.7		1,317	6.7	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	28	6.6		28	6.6		881	6.8	
	2011-12	39	7.0		39	7.0		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	52	6.4		53	6.2		1,726	6.7	
	2011-12 (C)	333	6.4		334	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	53	6.6		53	6.6		1,700	6.7	
	2011-12	42	6.7		42	6.7		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:	Cumberland High School
District:	Cumberland
State:	Rhode Island
Code:	08-08114

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	1	<1	1	<1	<1
11	6	5	0	0	0	0	<1
10	5	5	7	2	7	2	3
9	5	4	16	5	16	5	7
8	4	4	50	16	50	16	21
7	4	3	53	17	53	17	18
6	3	3	111	35	111	35	25
5	3	2	30	9	30	9	10
4	2	2	36	11	36	11	10
3	2	1	9	3	9	3	2
2	1	1	5	2	7	2	3
0	0	0	0	0	1	<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:	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	337	3	16	318	8	3	119	37	177	56	14	4	6.3	321	2	37	55	5	6.2	10,366	4	46	44	6	6.4
Gender																									
Male	171	1	10	160	4	3	52	33	94	59	10	6	6.1	163	2	32	58	8	6.0	5,232	3	39	49	8	6.1
Female	166	2	6	158	4	3	67	42	83	53	4	3	6.5	158	3	42	53	3	6.5	5,131	4	53	40	3	6.8
Not Reported	0	0	0	0										0						3					
Race/Ethnicity																									
Hispanic or Latino	27	0	4	23	0	0	6	26	14	61	3	13	5.7	23	0	26	61	13	5.7	2,036	1	33	54	12	5.7
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						42	2	43	52	2	6.5
Asian	3	0	0	3										3						281	5	47	42	6	6.6
Black or African American	6	0	2	4										4						848	1	33	56	10	5.8
Native Hawaiian or Pacific Islander	0	0	0	0										0						31	3	35	58	3	6.4
White	295	3	9	283	8	3	106	37	159	56	10	4	6.3	286	3	37	56	5	6.3	6,918	4	52	40	4	6.7
Two or more races	6	0	1	5										5						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										1						361	0	7	52	41	3.8
Former LEP student - monitoring year 1	3	0	1	2										2						47	0	23	68	9	5.7
Former LEP student - monitoring year 2	1	0	0	1										1						17	0	24	71	6	5.6
All Other Students	332	3	15	314	8	3	119	38	174	55	13	4	6.3	317	3	38	55	5	6.2	9,941	4	48	44	5	6.5
IEP																									
Students with an IEP	55	3	6	46	0	0	7	15	33	72	6	13	5.1	49	0	14	67	18	4.9	1,463	<1	14	64	22	4.8
All Other Students	282	0	10	272	8	3	112	41	144	53	8	3	6.5	272	3	41	53	3	6.5	8,903	4	51	41	3	6.7
SES																									
Economically Disadvantaged Students	71	3	10	58	0	0	16	28	38	66	4	7	5.8	58	0	28	66	7	5.8	3,961	1	35	55	8	5.9
All Other Students	266	0	6	260	8	3	103	40	139	53	10	4	6.4	263	3	39	53	5	6.3	6,405	5	53	38	4	6.8
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	337	3	16	318	8	3	119	37	177	56	14	4	6.3	321	2	37	55	5	6.2	10,366	4	46	44	6	6.4
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,297	2	37	51	10	5.9
All Other Students	337	3	16	318	8	3	119	37	177	56	14	4	6.3	321	2	37	55	5	6.2	8,069	4	49	43	5	6.6
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						245	2	46	48	4	6.4
All Other Students	337	3	16	318	8	3	119	37	177	56	14	4	6.3	321	2	37	55	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.