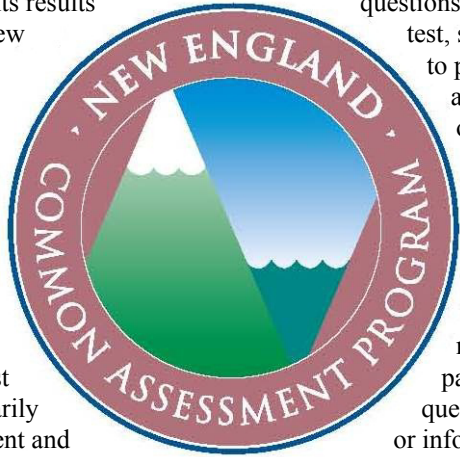


About The New England Common Assessment Program



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: Paul Cuffee Charter School

District: Paul Cuffee

Code: 51-28602



Fall 2012 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2012-2013

Grade Level Summary Report

School:	Paul Cuffee Charter School
District:	Paul Cuffee
State:	Rhode Island
Code:	51-28602

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	60			60			11,043			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	60	60	60	60	60	60	10,390	10,438	10,366	100	100	100	100	100	100	94	95	94
With an approved accommodation	29	36	25	29	36	25	1,967	2,729	1,275	48	60	42	48	60	42	19	26	12
Current LEP Students	0	0	0	0	0	0	365	416	361	0	0	0	0	0	0	4	4	3
With an approved accommodation	0	0	0	0	0	0	97	131	88							27	31	24
IEP Students	9	9	9	9	9	9	1,476	1,464	1,463	15	15	15	15	15	15	14	14	14
With an approved accommodation	8	8	8	8	8	8	860	885	848	89	89	89	89	89	89	58	60	58
Students not tested in NECAP	0	0	0	0	0	0	653	605	677	0	0	0	0	0	0	6	5	6
State Approved	0	0	0	0	0	0	225	181	216							34	30	32
Alternate Assessment	0	0	0	0	0	0	125	125	125							56	69	58
First Year LEP	0	0	0	0	0	0	54	0	52							24	0	24
Withdrew After October 1	0	0	0	0	0	0	31	36	28							14	20	13
Enrolled After October 1	0	0	0	0	0	0	1	2	1							<1	1	<1
Special Consideration	0	0	0	0	0	0	14	18	10							6	10	5
Other	0	0	0	0	0	0	428	424	461							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	60	0	0	60	11	18	35	58	13	22	1	2	1146	60	18	58	22	2	1146	10,390	33	46	14	8	1149
MATH	60	0	0	60	0	0	4	7	20	33	36	60	1132	60	0	7	33	60	1132	10,438	2	32	26	40	1135
WRITING	60	0	0	60	1	2	30	50	28	47	1	2	6.6	60	2	50	47	2	6.6	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: Paul Cuffee Charter School
 District: Paul Cuffee
 State: Rhode Island
 Code: 51-28602

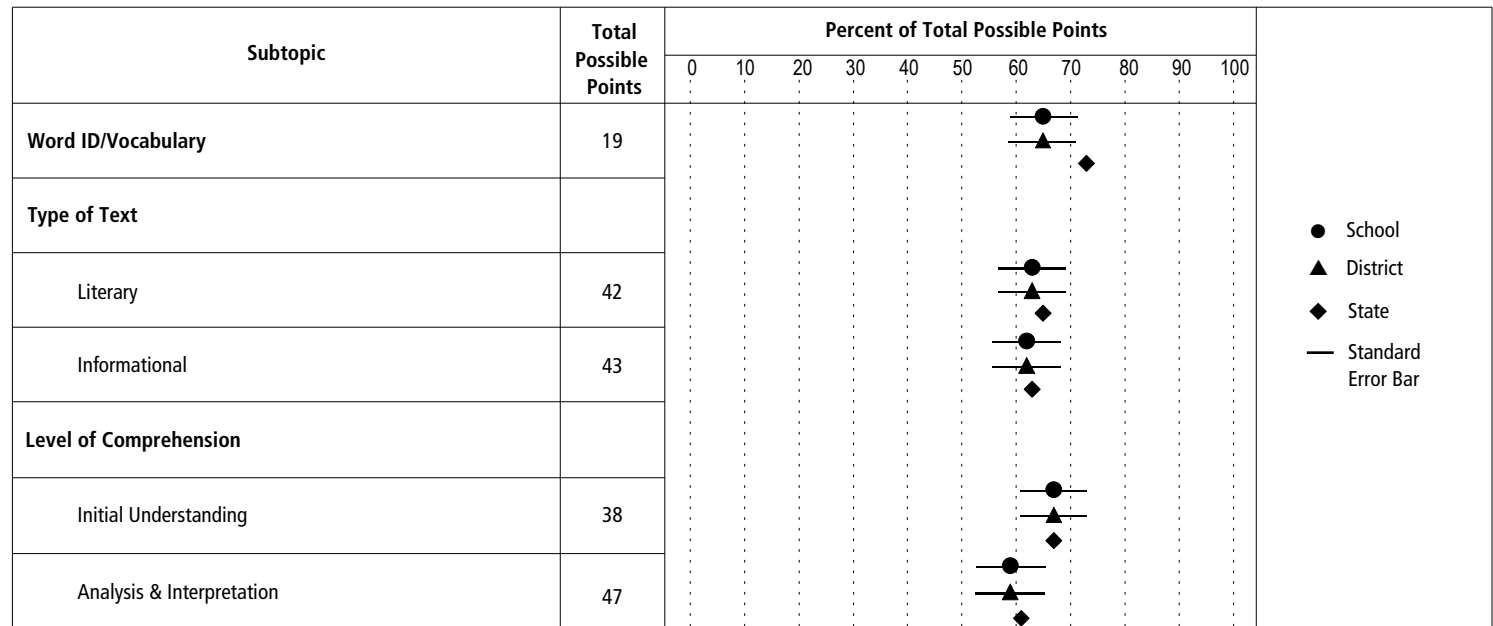
Proficient with Distinction (Level 4)
 Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the 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	60	0	0	60	11	18	35	58	13	22	1	2	1146
Cumulative Total													
District													
2010-11													
2011-12													
2012-13	60	0	0	60	11	18	35	58	13	22	1	2	1146
Cumulative Total													
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:	Paul Cuffee Charter School
District:	Paul Cuffee
State:	Rhode Island
Code:	51-28602

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	60	0	0	60	11	18	35	58	13	22	1	2	1146	60	18	58	22	2	1146	10,390	33	46	14	8	1149	
Gender																										
Male	26	0	0	26	5	19	15	58	6	23	0	0	1147	26	19	58	23	0	1147	5,251	27	48	16	10	1147	
Female	34	0	0	34	6	18	20	59	7	21	1	3	1145	34	18	59	21	3	1145	5,136	39	44	12	6	1150	
Not Reported	0	0	0	0										0						3						
Race/Ethnicity																										
Hispanic or Latino	39	0	0	39	7	18	20	51	11	28	1	3	1145	39	18	51	28	3	1145	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	18	0	0	18	3	17	13	72	2	11	0	0	1147	18	17	72	11	0	1147	852	16	44	24	16	1142	
Native Hawaiian or Pacific Islander	0	0	0	0										0						32	19	53	22	6	1146	
White	0	0	0	0										0						6,930	40	47	10	4	1151	
Two or more races	0	0	0	0										0						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	0	0	0	0										0							365	1	8	24	67	1126
Former LEP student - monitoring year 1	4	0	0	4										4						46	0	48	41	11	1138	
Former LEP student - monitoring year 2	2	0	0	2										2						17	0	41	53	6	1139	
All Other Students	54	0	0	54	11	20	34	63	8	15	1	2	1147	54	20	63	15	2	1147	9,962	34	47	13	5	1149	
IEP																										
Students with an IEP	9	0	0	9										9							1,476	4	34	33	29	1136
All Other Students	51	0	0	51	10	20	28	55	12	24	1	2	1146	51	20	55	24	2	1146	8,914	38	48	11	4	1151	
SES																										
Economically Disadvantaged Students	52	0	0	52	9	17	30	58	12	23	1	2	1146	52	17	58	23	2	1146	3,967	18	47	22	12	1144	
All Other Students	8	0	0	8										8							6,423	42	45	8	5	1151
Migrant																										
Migrant Students	0	0	0	0										0							0					
All Other Students	60	0	0	60	11	18	35	58	13	22	1	2	1146	60	18	58	22	2	1146	10,390	33	46	14	8	1149	
Title I																										
Students Receiving Title I Services	22	0	0	22	3	14	13	59	5	23	1	5	1145	22	14	59	23	5	1145	2,305	19	43	22	16	1143	
All Other Students	38	0	0	38	8	21	22	58	8	21	0	0	1147	38	21	58	21	0	1147	8,085	37	46	11	5	1150	
504 Plan																										
Students with a 504 Plan	1	0	0	1										1							245	30	58	10	2	1150
All Other Students	59	0	0	59	11	19	34	58	13	22	1	2	1146	59	19	58	22	2	1146	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: Paul Cuffee Charter School
 District: Paul Cuffee
 State: Rhode Island
 Code: 51-28602

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.

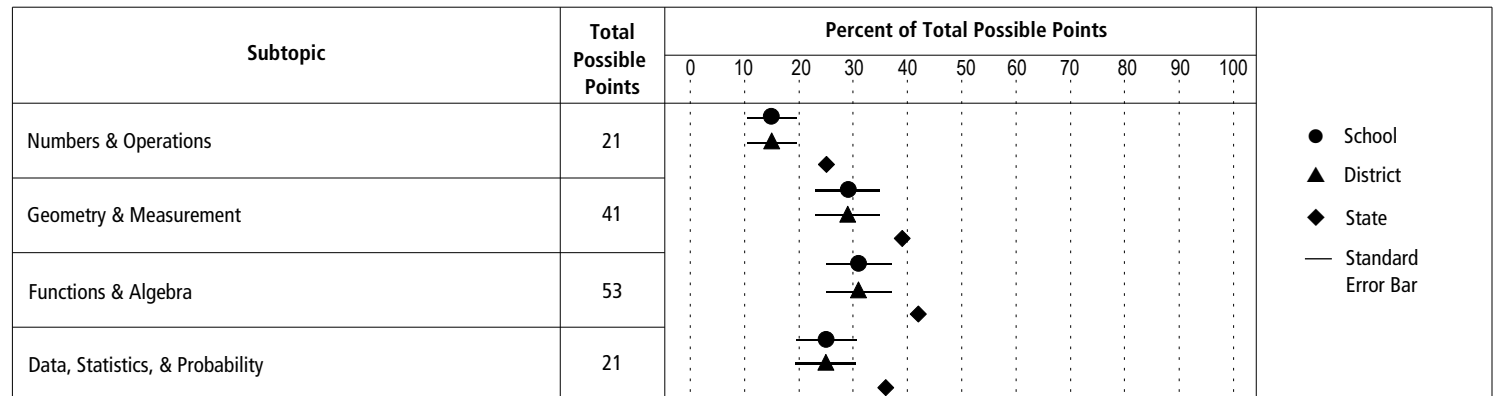
(Scaled Score 1134–1139)

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	60	0	0	60	0	0	4	7	20	33	36	60	1132
Cumulative Total													
District													
2010-11													
2011-12													
2012-13	60	0	0	60	0	0	4	7	20	33	36	60	1132
Cumulative Total													
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: Paul Cuffee Charter School
 District: Paul Cuffee
 State: Rhode Island
 Code: 51-28602

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	%
All Students	60	0	0	60	0	0	4	7	20	33	36	60	1132	60	0	7	33	60	1132	10,438	2	32	26	40	1135
Gender																									
Male	26	0	0	26	0	0	3	12	9	35	14	54	1134	26	0	12	35	54	1134	5,271	3	33	24	39	1136
Female	34	0	0	34	0	0	1	3	11	32	22	65	1131	34	0	3	32	65	1131	5,162	2	30	28	40	1135
Not Reported	0	0	0	0										0						5					
Race/Ethnicity																									
Hispanic or Latino	39	0	0	39	0	0	4	10	12	31	23	59	1132	39	0	10	31	59	1132	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	18	0	0	18	0	0	0	0	7	39	11	61	1132	18	0	0	39	61	1132	858	0	14	21	64	1130
Native Hawaiian or Pacific Islander	0	0	0	0										0						31	0	19	35	45	1136
White	0	0	0	0										0						6,926	3	40	28	29	1138
Two or more races	0	0	0	0										0						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	0	0	0	0										0						416	<1	3	6	90	1122
Former LEP student - monitoring year 1	4	0	0	4										4						47	0	9	23	68	1130
Former LEP student - monitoring year 2	2	0	0	2										2						17	0	6	24	71	1129
All Other Students	54	0	0	54	0	0	4	7	17	31	33	61	1132	54	0	7	31	61	1132	9,958	3	33	27	38	1136
IEP																									
Students with an IEP	9	0	0	9										9						1,464	<1	5	12	83	1125
All Other Students	51	0	0	51	0	0	3	6	19	37	29	57	1132	51	0	6	37	57	1132	8,974	3	36	28	33	1137
SES																									
Economically Disadvantaged Students	52	0	0	52	0	0	4	8	17	33	31	60	1132	52	0	8	33	60	1132	4,001	<1	17	24	58	1131
All Other Students	8	0	0	8										8						6,437	4	41	27	28	1138
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	60	0	0	60	0	0	4	7	20	33	36	60	1132	60	0	7	33	60	1132	10,438	2	32	26	40	1135
Title I																									
Students Receiving Title I Services	22	0	0	22	0	0	3	14	6	27	13	59	1132	22	0	14	27	59	1132	2,348	1	17	22	61	1131
All Other Students	38	0	0	38	0	0	1	3	14	37	23	61	1132	38	0	3	37	61	1132	8,090	3	36	27	34	1137
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						245	3	28	33	36	1137
All Other Students	59	0	0	59	0	0	4	7	20	34	35	59	1132	59	0	7	34	59	1132	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:	Paul Cuffee Charter School
District:	Paul Cuffee
State:	Rhode Island
Code:	51-28602

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	60	0	0	60	1	2	30	50	28	47	1	2	6.6
Cumulative Total													
District													
2010-11													
2011-12													
2012-13	60	0	0	60	1	2	30	50	28	47	1	2	6.6
Cumulative Total													
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: Paul Cuffee Charter School
 District: Paul Cuffee
 State: Rhode Island
 Code: 51-28602

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)	60	6.6		●		60	6.6		●		10,366	6.4		●	
	2011-12											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	10	6.3		●		10	6.3		●		1,705	6.4		●	
	2011-12											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	9					9					1,732	7.1		●	
	2011-12											1,317	6.7		▲	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2012-13	5					5					881	6.8		●	
	2011-12											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	11	7.2		●		11	7.2		●		1,726	6.7		●	
	2011-12 (C)											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	11	5.9		●		11	5.9		●		1,700	6.7		●	
	2011-12											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:	Paul Cuffee Charter School
District:	Paul Cuffee
State:	Rhode Island
Code:	51-28602

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	0	0	<1
10	5	5	1	2	1	2	3
9	5	4	2	3	2	3	7
8	4	4	17	28	17	28	21
7	4	3	11	18	11	18	18
6	3	3	18	30	18	30	25
5	3	2	6	10	6	10	10
4	2	2	4	7	4	7	10
3	2	1	0	0	0	0	2
2	1	1	0	0	0	0	3
0	0	0	1	2	1	2	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: Paul Cuffee Charter School
District: Paul Cuffee
State: Rhode Island
Code: 51-28602

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	60	0	0	60	1	2	30	50	28	47	1	2	6.6	60	2	50	47	2	6.6	10,366	4	46	44	6	6.4
Gender																									
Male	26	0	0	26	1	4	11	42	14	54	0	0	6.5	26	4	42	54	0	6.5	5,232	3	39	49	8	6.1
Female	34	0	0	34	0	0	19	56	14	41	1	3	6.6	34	0	56	41	3	6.6	5,131	4	53	40	3	6.8
Not Reported	0	0	0	0										0						3					
Race/Ethnicity																									
Hispanic or Latino	39	0	0	39	0	0	18	46	20	51	1	3	6.3	39	0	46	51	3	6.3	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	18	0	0	18	1	6	10	56	7	39	0	0	7.2	18	6	56	39	0	7.2	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	0	0	0	0										0						6,918	4	52	40	4	6.7
Two or more races	0	0	0	0										0						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	0	0	0	0										0						361	0	7	52	41	3.8
Former LEP student - monitoring year 1	4	0	0	4										4						47	0	23	68	9	5.7
Former LEP student - monitoring year 2	2	0	0	2										2						17	0	24	71	6	5.6
All Other Students	54	0	0	54	1	2	29	54	23	43	1	2	6.6	54	2	54	43	2	6.6	9,941	4	48	44	5	6.5
IEP																									
Students with an IEP	9	0	0	9										9						1,463	<1	14	64	22	4.8
All Other Students	51	0	0	51	1	2	29	57	20	39	1	2	6.7	51	2	57	39	2	6.7	8,903	4	51	41	3	6.7
SES																									
Economically Disadvantaged Students	52	0	0	52	1	2	27	52	23	44	1	2	6.6	52	2	52	44	2	6.6	3,961	1	35	55	8	5.9
All Other Students	8	0	0	8										8						6,405	5	53	38	4	6.8
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	60	0	0	60	1	2	30	50	28	47	1	2	6.6	60	2	50	47	2	6.6	10,366	4	46	44	6	6.4
Title I																									
Students Receiving Title I Services	22	0	0	22	0	0	10	45	11	50	1	5	6.2	22	0	45	50	5	6.2	2,297	2	37	51	10	5.9
All Other Students	38	0	0	38	1	3	20	53	17	45	0	0	6.8	38	3	53	45	0	6.8	8,069	4	49	43	5	6.6
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						245	2	46	48	4	6.4
All Other Students	59	0	0	59	1	2	30	51	27	46	1	2	6.6	59	2	51	46	2	6.6	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.