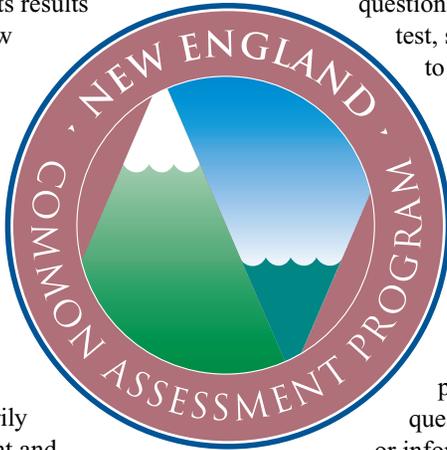


About The New England Common Assessment Program



This report highlights results from the Fall 2009 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 2009 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

District Results

District: Cumberland

Code: 08



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Grade Level Summary Report

District: Cumberland
 State: Rhode Island
 Code: 08

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, 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				392			11,189						100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				375	375	370	10,742	10,716	10,679				96	96	94	96	96	95
Students not tested in NECAP																		
State Approved				2	2	2	223	195	221				1	1	1	2	2	2
Alternate Assessment				2	2	2	114	114	114				1	1	1	1	1	1
First Year LEP				0	0	0	48	0	46				0	0	0	0	0	0
Withdrew After October 1				0	0	0	41	46	37				0	0	0	0	0	0
Enrolled After October 1				0	0	0	1	2	1				0	0	0	0	0	0
Special Consideration				0	0	0	19	33	23				0	0	0	0	0	0
Other				15	15	20	224	278	289				4	4	5	2	2	3

NECAP RESULTS

	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	392	2	15	375	83	22	226	60	46	12	20	5	1148	10,742	23	50	17	9	1146						
MATH	392	2	15	375	7	2	121	32	140	37	107	29	1136	10,716	2	26	28	45	1134						
WRITING	392	2	20	370	21	6	186	50	149	40	14	4	6.8	10,679	7	48	40	5	6.7						

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Reading Results

District: Cumberland
 State: Rhode Island
 Code: 08

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.

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.

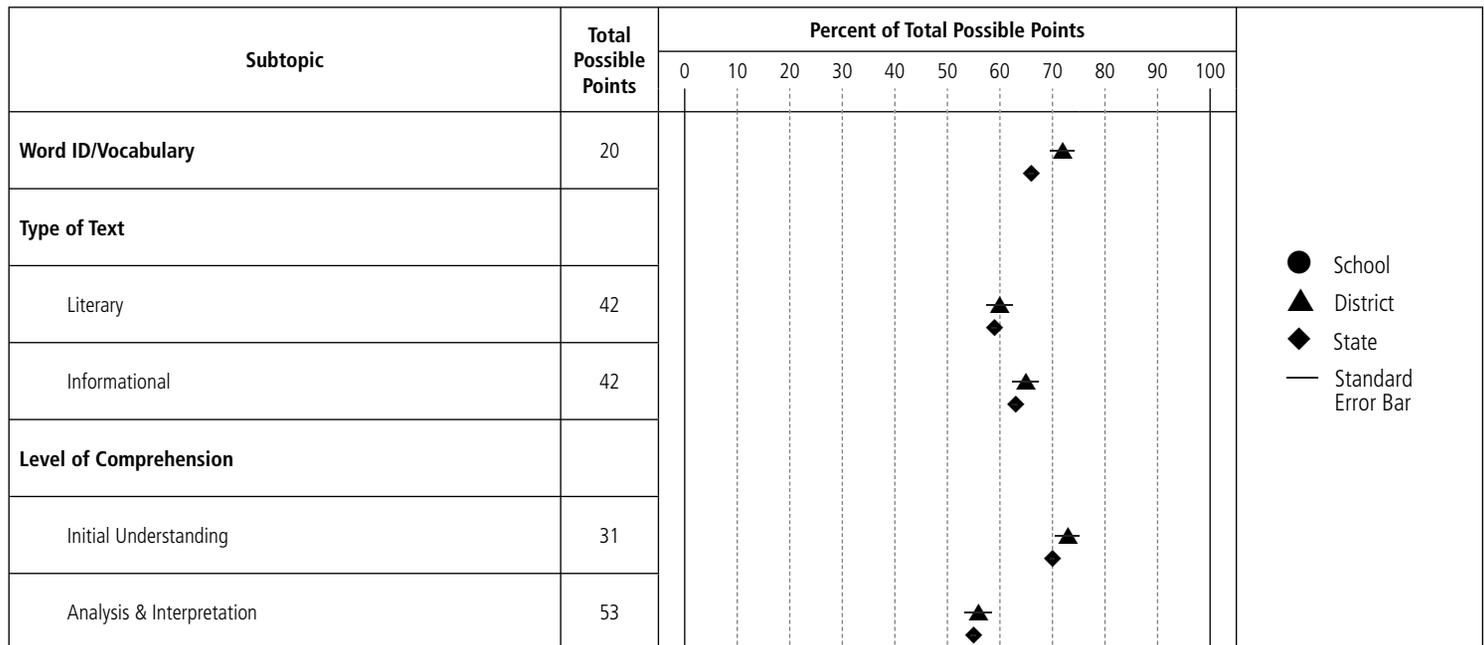
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
2009-2010													
Cumulative Total													
DISTRICT													
2007-08	373	3	10	360	52	14	167	46	97	27	44	12	1142
2008-09	368	5	11	352	82	23	193	55	55	16	22	6	1147
2009-2010	392	2	15	375	83	22	226	60	46	12	20	5	1148
Cumulative Total	1,133	10	36	1,087	217	20	586	54	198	18	86	8	1146
STATE													
2007-08	11,661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-2010	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
Cumulative Total	34,053	594	888	32,571	6,202	19	15,970	49	6,726	21	3,673	11	1145

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.

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.





Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Reading Results

District: Cumberland
State: Rhode Island
Code: 08

REPORTING CATEGORIES	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	392	2	15	375	83	22	226	60	46	12	20	5	1148	10,742	23	50	17	9	1146						
Gender																									
Male	193	2	6	185	31	17	114	62	28	15	12	6	1146	5,292	15	51	21	13	1144						
Female	199	0	9	190	52	27	112	59	18	9	8	4	1149	5,450	30	50	14	6	1149						
Not Reported	0	0	0	0									0												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										77	17	44	22	17	1141						
Asian	7	0	1	6										339	29	45	18	8	1147						
Black or African American	7	1	2	4										985	12	48	22	18	1142						
Hispanic or Latino	29	0	2	27	4	15	14	52	6	22	3	11	1144	1,811	12	47	25	15	1142						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	349	1	10	338	77	23	206	61	38	11	17	5	1148	7,530	27	52	15	6	1148						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	2	0	0	2										183	0	11	40	49	1130						
Former LEP student - monitoring year 1	0	0	0	0										72	0	47	35	18	1139						
Former LEP student - monitoring year 2	0	0	0	0										45	4	53	33	9	1141						
All Other Students	390	2	15	373	83	22	226	61	45	12	19	5	1148	10,442	24	51	17	8	1147						
IEP																									
Students with an IEP	68	2	5	61	2	3	29	48	17	28	13	21	1139	1,674	2	30	33	35	1134						
All Other Students	324	0	10	314	81	26	197	63	29	9	7	2	1149	9,068	27	54	15	4	1149						
SES																									
Economically Disadvantaged Students	65	0	4	61	6	10	34	56	14	23	7	11	1143	3,744	13	48	24	15	1142						
All Other Students	327	2	11	314	77	25	192	61	32	10	13	4	1148	6,998	29	52	14	6	1149						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	392	2	15	375	83	22	226	60	46	12	20	5	1148	10,742	23	50	17	9	1146						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,616	14	49	23	14	1143						
All Other Students	392	2	15	375	83	22	226	60	46	12	20	5	1148	8,126	26	51	16	7	1147						
504 Plan																									
Students with a 504 Plan	10	0	0	10	1	10	8	80	1	10	0	0	1148	230	18	60	17	6	1147						
All Other Students	382	2	15	365	82	22	218	60	45	12	20	5	1148	10,512	23	50	17	9	1146						

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Mathematics Results

District: Cumberland
 State: Rhode Island
 Code: 08

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.

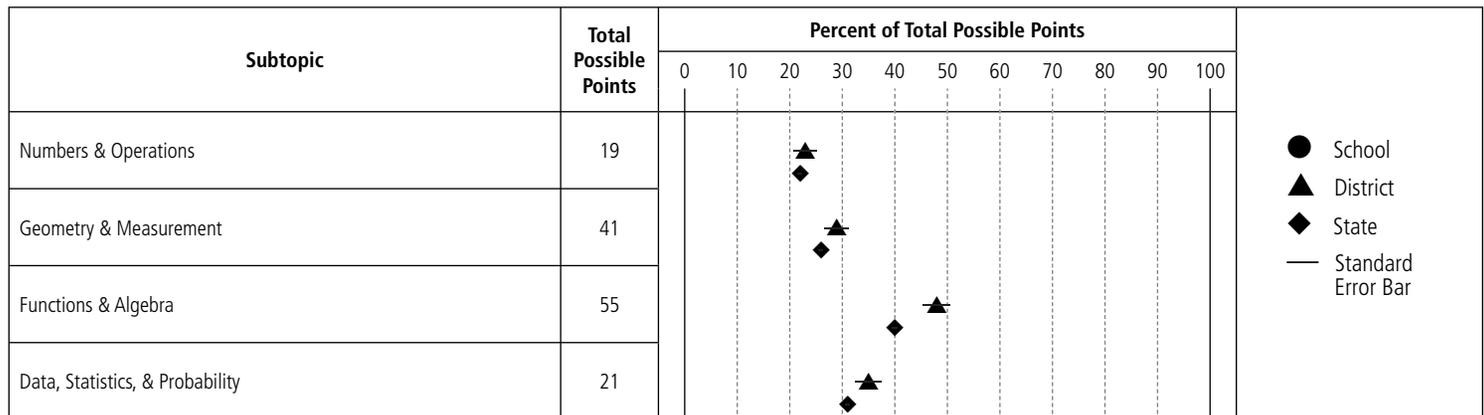
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
2009-2010													
Cumulative Total													
DISTRICT													
2007-08	373	2	10	361	3	1	71	20	109	30	178	49	1132
2008-09	368	4	11	353	6	2	112	32	124	35	111	31	1136
2009-2010	392	2	15	375	7	2	121	32	140	37	107	29	1136
Cumulative Total	1,133	8	36	1,089	16	1	304	28	373	34	396	36	1135
STATE													
2007-08	11,661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-2010	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
Cumulative Total	34,053	503	961	32,589	459	1	7,827	24	8,997	28	15,306	47	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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Mathematics Results

District: Cumberland
 State: Rhode Island
 Code: 08

REPORTING CATEGORIES	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	392	2	15	375	7	2	121	32	140	37	107	29	1136	10,716	2	26	28	45	1134						
Gender																									
Male	193	2	6	185	5	3	73	39	69	37	38	21	1138	5,272	2	28	26	44	1134						
Female	199	0	9	190	2	1	48	25	71	37	69	36	1135	5,444	1	24	29	46	1134						
Not Reported	0	0	0	0										0											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										75	0	16	17	67	1129						
Asian	7	0	1	6										336	4	30	26	40	1136						
Black or African American	7	1	2	4										981	0	7	22	71	1128						
Hispanic or Latino	29	0	2	27	0	0	4	15	7	26	16	59	1131	1,821	<1	9	20	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	349	1	10	338	6	2	115	34	132	39	85	25	1137	7,503	2	32	30	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	2	0	0	2										219	0	<1	5	94	1121						
Former LEP student - monitoring year 1	0	0	0	0										72	0	1	18	81	1128						
Former LEP student - monitoring year 2	0	0	0	0										45	0	2	24	73	1127						
All Other Students	390	2	15	373	7	2	121	32	139	37	106	28	1136	10,380	2	26	28	44	1134						
IEP																									
Students with an IEP	68	2	5	61	0	0	3	5	12	20	46	75	1127	1,652	0	4	10	86	1124						
All Other Students	324	0	10	314	7	2	118	38	128	41	61	19	1138	9,064	2	30	31	38	1136						
SES																									
Economically Disadvantaged Students	65	0	4	61	0	0	9	15	15	25	37	61	1131	3,742	<1	12	23	65	1130						
All Other Students	327	2	11	314	7	2	112	36	125	40	70	22	1137	6,974	2	33	30	34	1136						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	392	2	15	375	7	2	121	32	140	37	107	29	1136	10,716	2	26	28	45	1134						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,625	<1	12	22	66	1129						
All Other Students	392	2	15	375	7	2	121	32	140	37	107	29	1136	8,091	2	30	29	38	1136						
504 Plan																									
Students with a 504 Plan	10	0	0	10	0	0	3	30	5	50	2	20	1137	228	3	29	32	36	1136						
All Other Students	382	2	15	365	7	2	118	32	135	37	105	29	1136	10,488	2	26	27	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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Writing Results

District: Cumberland
 State: Rhode Island
 Code: 08

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.

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.

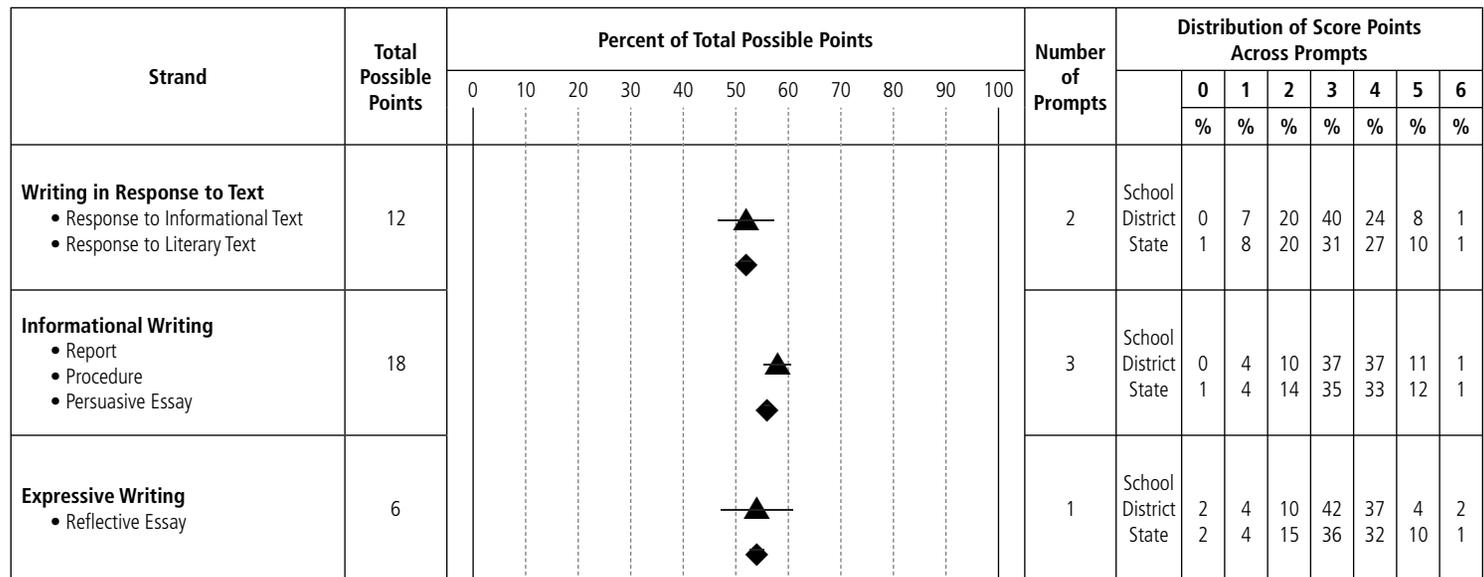
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	373 368 392 1,133	2 3 2 7	11 14 20 45	360 351 370 1,081	8 11 21 40	2 3 6 4	98 141 186 425	27 40 50 39	195 179 149 523	54 51 40 48	59 20 14 93	16 6 4 9	5.4 6.2 6.8 6.0
STATE 2007-08 2008-09 2009-2010 Cumulative Total	11,661 11,203 11,189 34,053	165 156 221 542	365 378 289 1,032	11,131 10,669 10,679 32,479	357 403 742 1,502	3 4 7 5	3,744 4,023 5,124 12,891	34 38 48 40	5,495 5,322 4,253 15,070	49 50 40 46	1,535 921 560 3,016	14 9 5 9	5.7 6.1 6.7 6.0

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 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Writing Results

District: Cumberland
State: Rhode Island
Code: 08

REPORTING CATEGORIES	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	392	2	20	370	21	6	186	50	149	40	14	4	6.8	10,679	7	48	40	5	6.7						
Gender																									
Male	193	2	9	182	9	5	86	47	78	43	9	5	6.7	5,248	5	43	45	7	6.4						
Female	199	0	11	188	12	6	100	53	71	38	5	3	6.9	5,431	9	53	35	3	7.0						
Not Reported	0	0	0	0										0											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										76	7	34	49	11	6.2						
Asian	7	0	1	6										340	9	54	35	3	7.0						
Black or African American	7	1	3	3										972	3	38	49	10	6.0						
Hispanic or Latino	29	0	2	27	0	0	13	48	14	52	0	0	6.6	1,790	4	38	50	9	6.1						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	349	1	14	334	20	6	168	50	132	40	14	4	6.9	7,501	8	52	36	4	7.0						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
Current LEP student	2	0	0	2										181	0	10	57	32	4.2						
Former LEP student - monitoring year 1	0	0	0	0										72	0	26	68	6	5.7						
Former LEP student - monitoring year 2	0	0	0	0										43	2	33	58	7	5.9						
All Other Students	390	2	20	368	21	6	186	51	147	40	14	4	6.9	10,383	7	49	39	5	6.8						
IEP																									
Students with an IEP	68	2	8	58	0	0	15	26	36	62	7	12	5.4	1,637	<1	20	61	19	5.0						
All Other Students	324	0	12	312	21	7	171	55	113	36	7	2	7.1	9,042	8	53	36	3	7.0						
SES																									
Economically Disadvantaged Students	65	0	7	58	2	3	23	40	29	50	4	7	6.3	3,710	4	39	49	8	6.2						
All Other Students	327	2	13	312	19	6	163	52	120	38	10	3	6.9	6,969	9	53	35	4	7.0						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	392	2	20	370	21	6	186	50	149	40	14	4	6.8	10,679	7	48	40	5	6.7						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,588	4	40	47	9	6.2						
All Other Students	392	2	20	370	21	6	186	50	149	40	14	4	6.8	8,091	8	51	37	4	6.9						
504 Plan																									
Students with a 504 Plan	10	0	0	10	1	10	2	20	7	70	0	0	6.3	227	4	47	47	3	6.6						
All Other Students	382	2	20	360	20	6	184	51	142	39	14	4	6.9	10,452	7	48	40	5	6.7						

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.