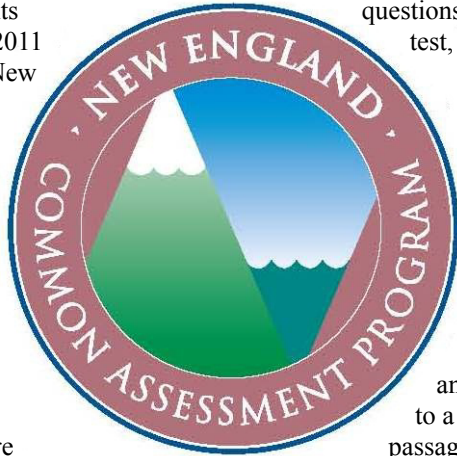


About The New England Common Assessment Program



This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, 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 writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four 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 that 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 a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

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 level results, schools and districts will also receive Summary Reports, 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 schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

State Results

State: Rhode Island



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Grade Level Summary Report

State: Rhode Island

PARTICIPATION in NECAP	Number									Percentage																	
	School			District			State			School			District			State											
Students enrolled on or after October 1										10,893																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
With an approved accommodation							10,627	10,692								98	98										
Current LEP Students							1,462	1,596								14	15										
With an approved accommodation							939	1,004								9	9										
IEP Students							177	250								19	25										
With an approved accommodation							1,537	1,537								14	14										
Students not tested in NECAP							959	965								62	63										
State Approved							266	201								2	2										
Alternate Assessment							103	99								39	49										
First Year LEP							84	84								82	85										
Withdrew After October 1							6	0								6	0										
Enrolled After October 1							2	4								2	4										
Special Consideration							1	1								1	1										
Other							10	10								10	10										
							163	102								61	51										

NECAP RESULTS

	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	%	%	%	%	
READING	10,893	103	163	10,627	2,204	21	5,476	52	1,811	17	1,136	11	346												
MATH	10,893	99	102	10,692	1,968	18	4,466	42	2,138	20	2,120	20	342												
WRITING																									

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 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Reading Results

State: Rhode Island

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 357–380)

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 340–356)

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.

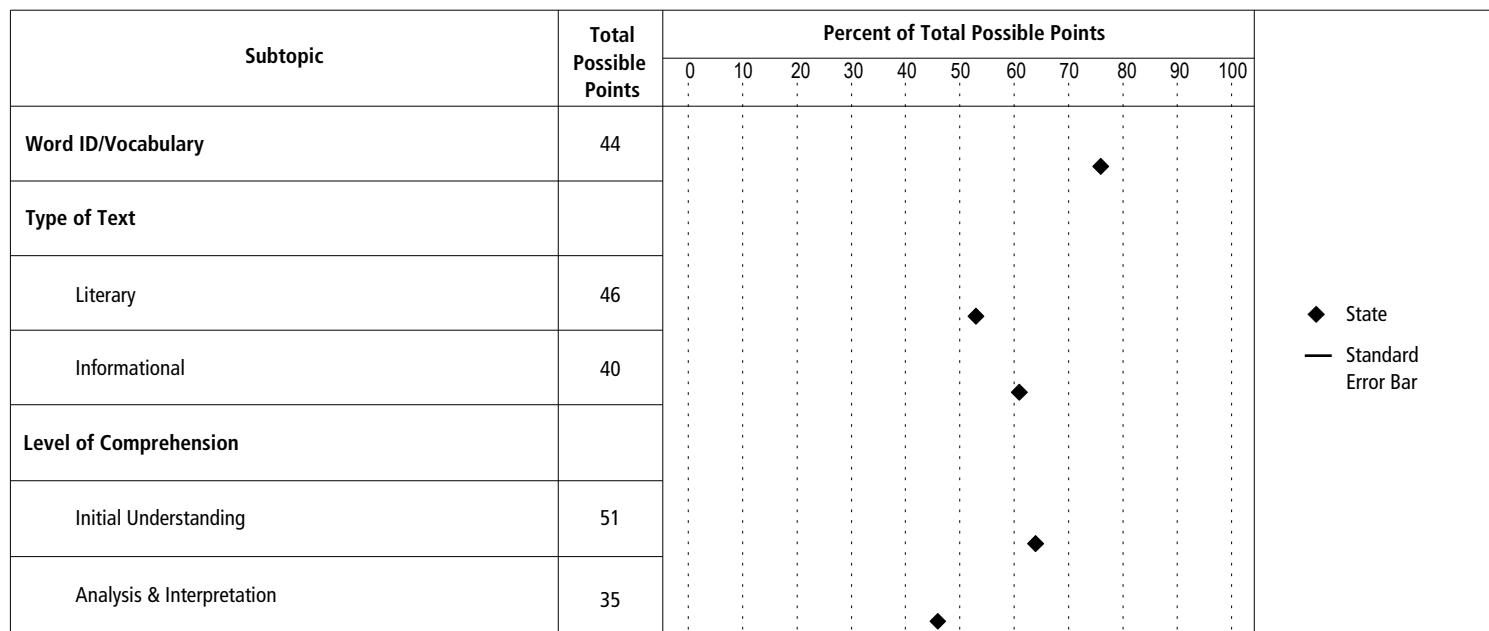
(Scaled Score 331–339)

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 300–330)

	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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	10,940	204	62	10,674	1,830	17	5,879	55	1,774	17	1,191	11	346
2010-11	10,869	170	47	10,652	1,525	14	6,047	57	1,949	18	1,131	11	346
2011-12	10,893	103	163	10,627	2,204	21	5,476	52	1,811	17	1,136	11	346
Cumulative Total	32,702	477	272	31,953	5,559	17	17,402	54	5,534	17	3,458	11	346





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	10,893	103	163	10,627	2,204	21	5,476	52	1,811	17	1,136	11	346												
Gender																									
Male	5,593	70	76	5,447	897	16	2,783	51	1,041	19	726	13	344												
Female	5,283	33	87	5,163	1,306	25	2,686	52	764	15	407	8	348												
Not Reported	17	0	0	17	1	6	7	41	6	35	3	18	338												
Race/Ethnicity																									
Hispanic or Latino	2,467	26	69	2,372	193	8	1,085	46	605	26	489	21	340												
Not Hispanic or Latino																									
American Indian or Alaskan Native	60	0	0	60	11	18	26	43	11	18	12	20	343												
Asian	314	2	9	303	58	19	154	51	66	22	25	8	346												
Black or African American	902	13	15	874	98	11	421	48	223	26	132	15	342												
Native Hawaiian or Pacific Islander	10	0	1	9																					
White	6,811	60	64	6,687	1,777	27	3,616	54	862	13	432	6	349												
Two or more races	301	1	5	295	62	21	158	54	35	12	40	14	346												
No Race/Ethnicity Reported	28	1	0	27	4	15	12	44	7	26	4	15	342												
LEP Status																									
Current LEP student	1,017	6	72	939	22	2	308	33	293	31	316	34	334												
Former LEP student - monitoring year 1	64	0	1	63	12	19	42	67	7	11	2	3	348												
Former LEP student - monitoring year 2	7	0	0	7																					
All Other Students	9,805	97	90	9,618	2,168	23	5,123	53	1,510	16	817	8	347												
IEP																									
Students with an IEP	1,656	86	33	1,537	76	5	470	31	394	26	597	39	334												
All Other Students	9,237	17	130	9,090	2,128	23	5,006	55	1,417	16	539	6	348												
SES																									
Economically Disadvantaged Students	5,156	43	88	5,025	516	10	2,457	49	1,205	24	847	17	342												
All Other Students	5,737	60	75	5,602	1,688	30	3,019	54	606	11	289	5	350												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,893	103	163	10,627	2,204	21	5,476	52	1,811	17	1,136	11	346												
Title I																									
Students Receiving Title I Services	5,018	49	91	4,878	484	10	2,348	48	1,186	24	860	18	341												
All Other Students	5,875	54	72	5,749	1,720	30	3,128	54	625	11	276	5	351												
504 Plan																									
Students with a 504 Plan	112	1	0	111	26	23	62	56	20	18	3	3	348												
All Other Students	10,781	102	163	10,516	2,178	21	5,414	51	1,791	17	1,133	11	346												

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 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Mathematics Results

State: Rhode Island

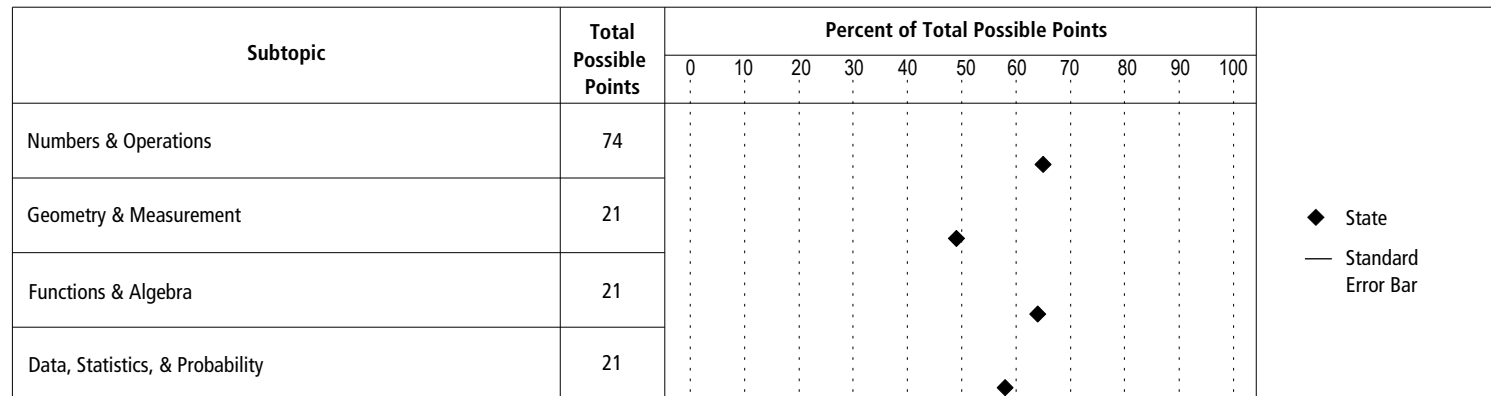
Proficient with Distinction (Level 4)
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.
(Scaled Score 353–380)

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 340–352)

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 332–339)

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 300–331)

	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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	10,940	143	62	10,735	1,922	18	4,650	43	2,138	20	2,025	19	342
2010-11	10,869	107	46	10,716	2,018	19	4,568	43	2,328	22	1,802	17	343
2011-12	10,893	99	102	10,692	1,968	18	4,466	42	2,138	20	2,120	20	342
Cumulative Total	32,702	349	210	32,143	5,908	18	13,684	43	6,604	21	5,947	19	342





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	10,893	99	102	10,692	1,968	18	4,466	42	2,138	20	2,120	20	342												
Gender																									
Male	5,593	69	54	5,470	1,027	19	2,253	41	1,076	20	1,114	20	342												
Female	5,283	30	48	5,205	941	18	2,207	42	1,058	20	999	19	343												
Not Reported	17	0	0	17	0	0	6	35	4	24	7	41	332												
Race/Ethnicity																									
Hispanic or Latino	2,467	22	30	2,415	152	6	751	31	648	27	864	36	336												
Not Hispanic or Latino																									
American Indian or Alaskan Native	60	0	0	60	8	13	20	33	11	18	21	35	338												
Asian	314	2	3	309	60	19	111	36	69	22	69	22	342												
Black or African American	902	14	10	878	55	6	298	34	229	26	296	34	337												
Native Hawaiian or Pacific Islander	10	0	1	9																					
White	6,811	59	54	6,698	1,644	25	3,149	47	1,110	17	795	12	346												
Two or more races	301	1	4	296	47	16	124	42	60	20	65	22	341												
No Race/Ethnicity Reported	28	1	0	27	2	7	8	30	9	33	8	30	336												
LEP Status																									
Current LEP student	1,017	2	11	1,004	22	2	204	20	243	24	535	53	331												
Former LEP student - monitoring year 1	64	0	1	63	9	14	32	51	14	22	8	13	344												
Former LEP student - monitoring year 2	7	0	0	7																					
All Other Students	9,805	97	90	9,618	1,935	20	4,228	44	1,880	20	1,575	16	344												
IEP																									
Students with an IEP	1,656	86	33	1,537	76	5	363	24	326	21	772	50	332												
All Other Students	9,237	13	69	9,155	1,892	21	4,103	45	1,812	20	1,348	15	344												
SES																									
Economically Disadvantaged Students	5,156	42	46	5,068	421	8	1,819	36	1,253	25	1,575	31	338												
All Other Students	5,737	57	56	5,624	1,547	28	2,647	47	885	16	545	10	347												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,893	99	102	10,692	1,968	18	4,466	42	2,138	20	2,120	20	342												
Title I																									
Students Receiving Title I Services	5,018	46	47	4,925	433	9	1,719	35	1,218	25	1,555	32	338												
All Other Students	5,875	53	55	5,767	1,535	27	2,747	48	920	16	565	10	347												
504 Plan																									
Students with a 504 Plan	112	1	0	111	27	24	48	43	18	16	18	16	345												
All Other Students	10,781	98	102	10,581	1,941	18	4,418	42	2,120	20	2,102	20	342												

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.