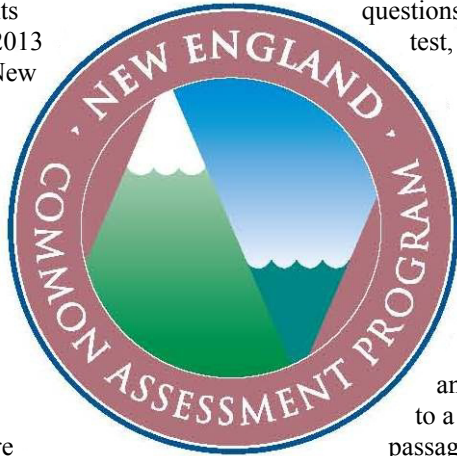


About The New England Common Assessment Program



This report highlights results from the Fall 2013 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 2013 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

State Results

State: Rhode Island



Fall 2013 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

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										10,800																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing						
With an approved accommodation							10,542	10,620	10,524										98	98	97						
Current LEP Students							2,055	2,096	1,947										19	20	19						
With an approved accommodation							515	586	513										5	6	5						
IEP Students							161	192	160										31	33	31						
With an approved accommodation							1,395	1,398	1,389										13	13	13						
Other							1,163	1,170	1,131										83	84	81						
Students not tested in NECAP										258 180 276																	
State Approved										227 148 239																	
Alternate Assessment										115 115 115																	
First Year LEP										81 0 80																	
Withdrew After October 1										9 13 23																	
Enrolled After October 1										4 2 1																	
Special Consideration										18 18 20																	
Other										31 32 37																	

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	10,800	227	31	10,542	2,182	21	5,545	53	1,852	18	963	9	547												
MATH	10,800	148	32	10,620	1,655	16	4,814	45	1,858	17	2,293	22	542												
WRITING	10,800	239	37	10,524	1,795	17	4,945	47	2,588	25	1,196	11	543												

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 2013 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

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 556–580)

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 540–555)

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.

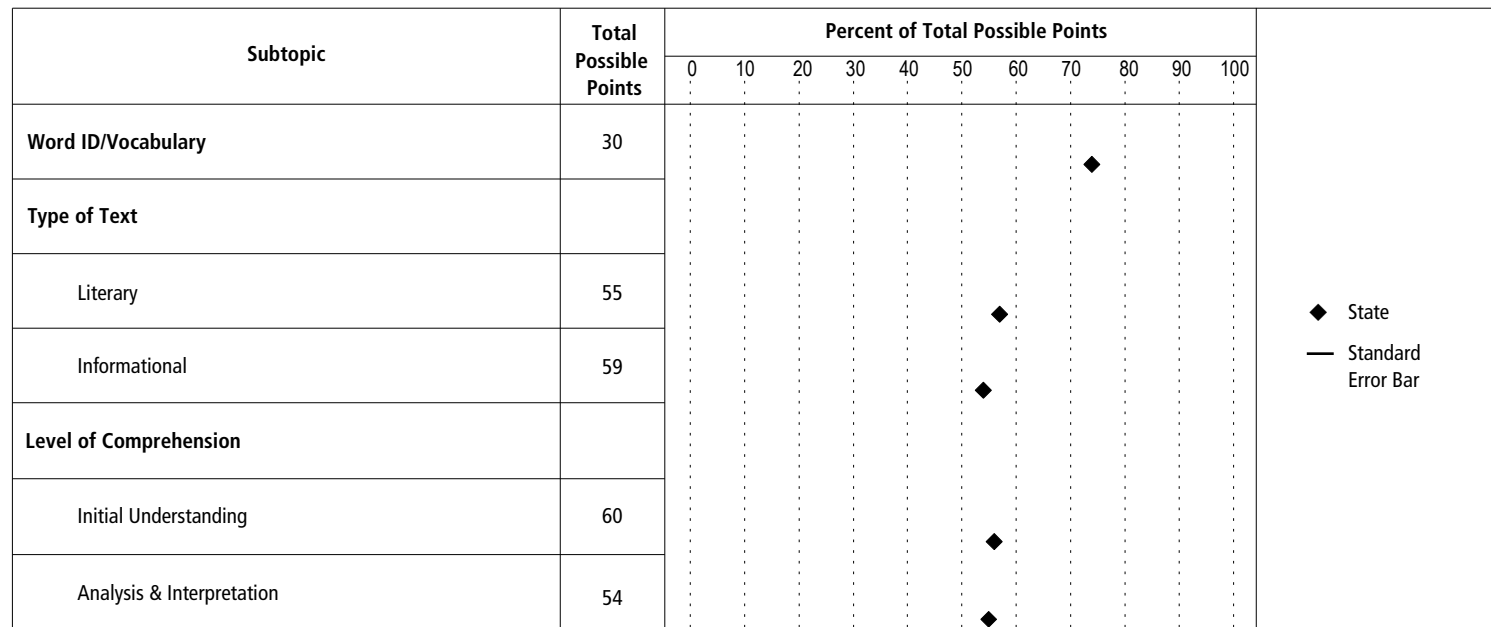
(Scaled Score 530–539)

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 500–529)

	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													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	10,945	154	118	10,673	2,119	20	5,191	49	2,133	20	1,230	12	546
2012-13	10,919	215	45	10,659	2,186	21	5,457	51	1,938	18	1,078	10	547
2013-14	10,800	227	31	10,542	2,182	21	5,545	53	1,852	18	963	9	547
Cumulative Total	32,664	596	194	31,874	6,487	20	16,193	51	5,923	19	3,271	10	547





Fall 2013 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

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	%		N	%	%	%	%		N	%	%	%	%		
All Students	10,800	227	31	10,542	2,182	21	5,545	53	1,852	18	963	9	547													
Gender																										
Male	5,533	141	17	5,375	767	14	2,854	53	1,112	21	642	12	545													
Female	5,257	85	13	5,159	1,415	27	2,687	52	737	14	320	6	550													
Not Reported	10	1	1	8																						
Race/Ethnicity																										
Hispanic or Latino	2,487	85	7	2,395	232	10	1,115	47	622	26	426	18	541													
Not Hispanic or Latino																										
American Indian or Alaskan Native	64	0	0	64	7	11	27	42	20	31	10	16	543													
Asian	309	12	2	295	70	24	142	48	60	20	23	8	548													
Black or African American	881	27	2	852	106	12	418	49	210	25	118	14	543													
Native Hawaiian or Pacific Islander	10	0	0	10	3	30	5	50	2	20	0	0	551													
White	6,703	96	18	6,589	1,697	26	3,668	56	867	13	357	5	550													
Two or more races	336	6	1	329	67	20	166	50	68	21	28	9	547													
No Race/Ethnicity Reported	10	1	1	8																						
LEP Status																										
Current LEP student	592	74	3	515	6	1	75	15	201	39	233	45	531													
Former LEP student - monitoring year 1	226	0	0	226	8	4	138	61	68	30	12	5	543													
Former LEP student - monitoring year 2	185	0	0	185	22	12	118	64	41	22	4	2	546													
All Other Students	9,797	153	28	9,616	2,146	22	5,214	54	1,542	16	714	7	548													
IEP																										
Students with an IEP	1,532	125	12	1,395	20	1	300	22	496	36	579	42	532													
All Other Students	9,268	102	19	9,147	2,162	24	5,245	57	1,356	15	384	4	550													
SES																										
Economically Disadvantaged Students	5,191	120	15	5,056	548	11	2,526	50	1,231	24	751	15	543													
All Other Students	5,609	107	16	5,486	1,634	30	3,019	55	621	11	212	4	551													
Migrant																										
Migrant Students	0	0	0	0																						
All Other Students	10,800	227	31	10,542	2,182	21	5,545	53	1,852	18	963	9	547													
Title I																										
Students Receiving Title I Services	3,816	98	11	3,707	418	11	1,732	47	953	26	604	16	542													
All Other Students	6,984	129	20	6,835	1,764	26	3,813	56	899	13	359	5	550													
504 Plan																										
Students with a 504 Plan	177	1	1	175	27	15	99	57	40	23	9	5	547													
All Other Students	10,623	226	30	10,367	2,155	21	5,446	53	1,812	17	954	9	547													

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 2013 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

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 554–580)

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 540–553)

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.

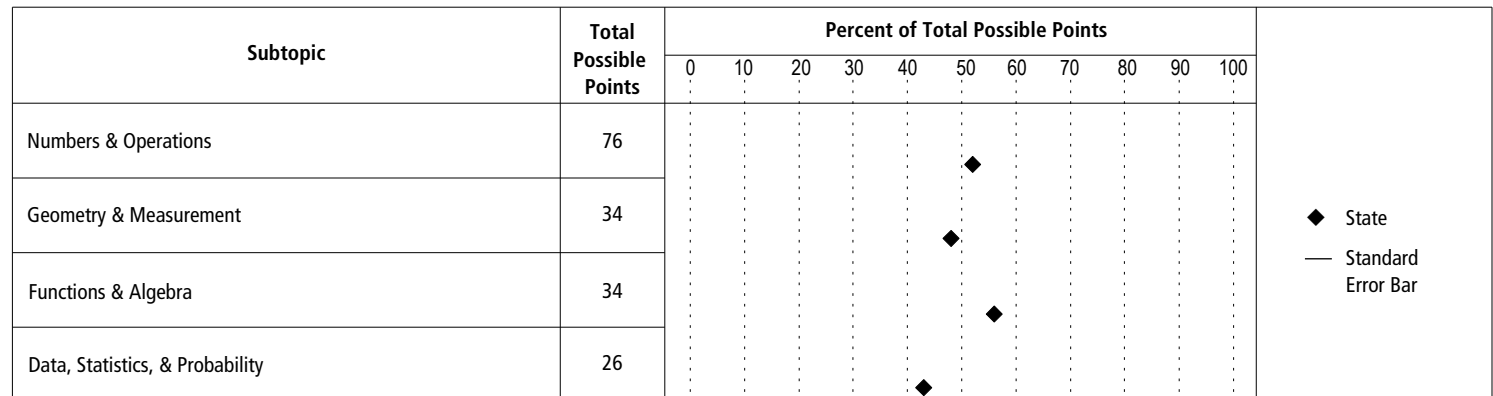
(Scaled Score 533–539)

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 500–532)

	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													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	10,945	150	64	10,731	1,980	18	4,754	44	1,779	17	2,218	21	543
2012-13	10,919	142	36	10,741	2,031	19	4,667	43	1,836	17	2,207	21	543
2013-14	10,800	148	32	10,620	1,655	16	4,814	45	1,858	17	2,293	22	542
Cumulative Total	32,664	440	132	32,092	5,666	18	14,235	44	5,473	17	6,718	21	543





Fall 2013 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

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	10,800	148	32	10,620	1,655	16	4,814	45	1,858	17	2,293	22	542												
Gender																									
Male	5,533	93	18	5,422	848	16	2,427	45	926	17	1,221	23	542												
Female	5,257	54	13	5,190	807	16	2,385	46	929	18	1,069	21	543												
Not Reported	10	1	1	8																					
Race/Ethnicity																									
Hispanic or Latino	2,487	34	6	2,447	142	6	855	35	529	22	921	38	536												
Not Hispanic or Latino																									
American Indian or Alaskan Native	64	0	0	64	6	9	22	34	16	25	20	31	538												
Asian	309	5	2	302	60	20	136	45	54	18	52	17	544												
Black or African American	881	18	3	860	46	5	327	38	179	21	308	36	537												
Native Hawaiian or Pacific Islander	10	0	0	10	1	10	4	40	4	40	1	10	543												
White	6,703	86	19	6,598	1,357	21	3,329	50	1,011	15	901	14	545												
Two or more races	336	4	1	331	43	13	139	42	62	19	87	26	541												
No Race/Ethnicity Reported	10	1	1	8																					
LEP Status																									
Current LEP student	592	2	4	586	7	1	57	10	96	16	426	73	526												
Former LEP student - monitoring year 1	226	0	0	226	7	3	83	37	76	34	60	27	538												
Former LEP student - monitoring year 2	185	0	0	185	11	6	100	54	41	22	33	18	542												
All Other Students	9,797	146	28	9,623	1,630	17	4,574	48	1,645	17	1,774	18	543												
IEP																									
Students with an IEP	1,532	121	13	1,398	15	1	209	15	265	19	909	65	528												
All Other Students	9,268	27	19	9,222	1,640	18	4,605	50	1,593	17	1,384	15	544												
SES																									
Economically Disadvantaged Students	5,191	68	14	5,109	333	7	1,989	39	1,108	22	1,679	33	537												
All Other Students	5,609	80	18	5,511	1,322	24	2,825	51	750	14	614	11	547												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,800	148	32	10,620	1,655	16	4,814	45	1,858	17	2,293	22	542												
Title I																									
Students Receiving Title I Services	3,816	56	11	3,749	283	8	1,358	36	782	21	1,326	35	537												
All Other Students	6,984	92	21	6,871	1,372	20	3,456	50	1,076	16	967	14	545												
504 Plan																									
Students with a 504 Plan	177	1	1	175	18	10	88	50	36	21	33	19	542												
All Other Students	10,623	147	31	10,445	1,637	16	4,726	45	1,822	17	2,260	22	542												

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 2013 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

Writing Results

State: Rhode Island

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.
(Scaled Score 555–580)

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.
(Scaled Score 540–554)

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.
(Scaled Score 527–539)

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.
(Scaled Score 500–526)

	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													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	10,945	150	149	10,646	1,146	11	4,680	44	3,647	34	1,173	11	541
2012-13	10,919	212	55	10,652	1,717	16	4,590	43	3,210	30	1,135	11	542
2013-14	10,800	239	37	10,524	1,795	17	4,945	47	2,588	25	1,196	11	543
Cumulative Total	32,664	601	241	31,822	4,658	15	14,215	45	9,445	30	3,504	11	542

Subtopic	Total Possible Points	Percent of Total Possible Points											◆ State — Standard Error Bar				
		0	10	20	30	40	50	60	70	80	90	100					
Multiple Choice	10																
Short Responses	12																
Extended Response	12																



Fall 2013 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2013-2014

Disaggregated Writing 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	10,800	239	37	10,524	1,795	17	4,945	47	2,588	25	1,196	11	543												
Gender																									
Male	5,533	144	22	5,367	532	10	2,331	43	1,676	31	828	15	539												
Female	5,257	94	14	5,149	1,261	24	2,613	51	910	18	365	7	546												
Not Reported	10	1	1	8																					
Race/Ethnicity																									
Hispanic or Latino	2,487	89	9	2,389	218	9	990	41	681	29	500	21	538												
Not Hispanic or Latino																									
American Indian or Alaskan Native	64	0	0	64	6	9	25	39	16	25	17	27	537												
Asian	309	12	2	295	57	19	147	50	68	23	23	8	545												
Black or African American	881	30	3	848	89	10	384	45	248	29	127	15	540												
Native Hawaiian or Pacific Islander	10	0	0	10	3	30	4	40	3	30	0	0	548												
White	6,703	100	19	6,584	1,369	21	3,245	49	1,480	22	490	7	545												
Two or more races	336	7	3	326	51	16	149	46	90	28	36	11	542												
No Race/Ethnicity Reported	10	1	1	8																					
LEP Status																									
Current LEP student	592	75	4	513	6	1	92	18	159	31	256	50	527												
Former LEP student - monitoring year 1	226	0	0	226	11	5	106	47	87	38	22	10	540												
Former LEP student - monitoring year 2	185	0	0	185	22	12	90	49	63	34	10	5	542												
All Other Students	9,797	164	33	9,600	1,756	18	4,657	49	2,279	24	908	9	543												
IEP																									
Students with an IEP	1,532	128	15	1,389	14	1	196	14	540	39	639	46	527												
All Other Students	9,268	111	22	9,135	1,781	19	4,749	52	2,048	22	557	6	545												
SES																									
Economically Disadvantaged Students	5,191	133	18	5,040	463	9	2,175	43	1,511	30	891	18	539												
All Other Students	5,609	106	19	5,484	1,332	24	2,770	51	1,077	20	305	6	546												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,800	239	37	10,524	1,795	17	4,945	47	2,588	25	1,196	11	543												
Title I																									
Students Receiving Title I Services	3,816	104	12	3,700	363	10	1,526	41	1,117	30	694	19	538												
All Other Students	6,984	135	25	6,824	1,432	21	3,419	50	1,471	22	502	7	545												
504 Plan																									
Students with a 504 Plan	177	2	1	174	22	13	72	41	60	34	20	11	541												
All Other Students	10,623	237	36	10,350	1,773	17	4,873	47	2,528	24	1,176	11	543												

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.