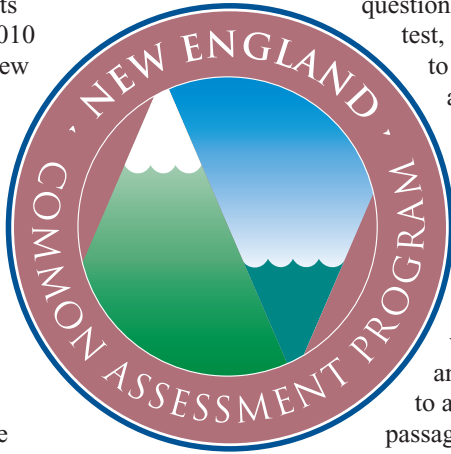


About The New England Common Assessment Program



This report highlights results from the Fall 2010 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 2010 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

State Results

State: Rhode Island



Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

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										10,240																	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing						
Students tested										10,019 10,090 10,001																	
With an approved accommodation										1,791 2,009 1,671																	
Current LEP Students										451 519 451																	
With an approved accommodation										120 158 90																	
IEP Students										1,426 1,423 1,422																	
With an approved accommodation										1,046 1,071 1,030																	
Students not tested in NECAP										221 150 239																	
State Approved										183 112 192																	
Alternate Assessment										86 86 86																	
First Year LEP										79 0 79																	
Withdrew After October 1										9 18 16																	
Enrolled After October 1										3 0 1																	
Special Consideration										6 8 10																	
Other										38 38 47																	

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	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547												
MATH	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543												
WRITING	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	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 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

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.

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.

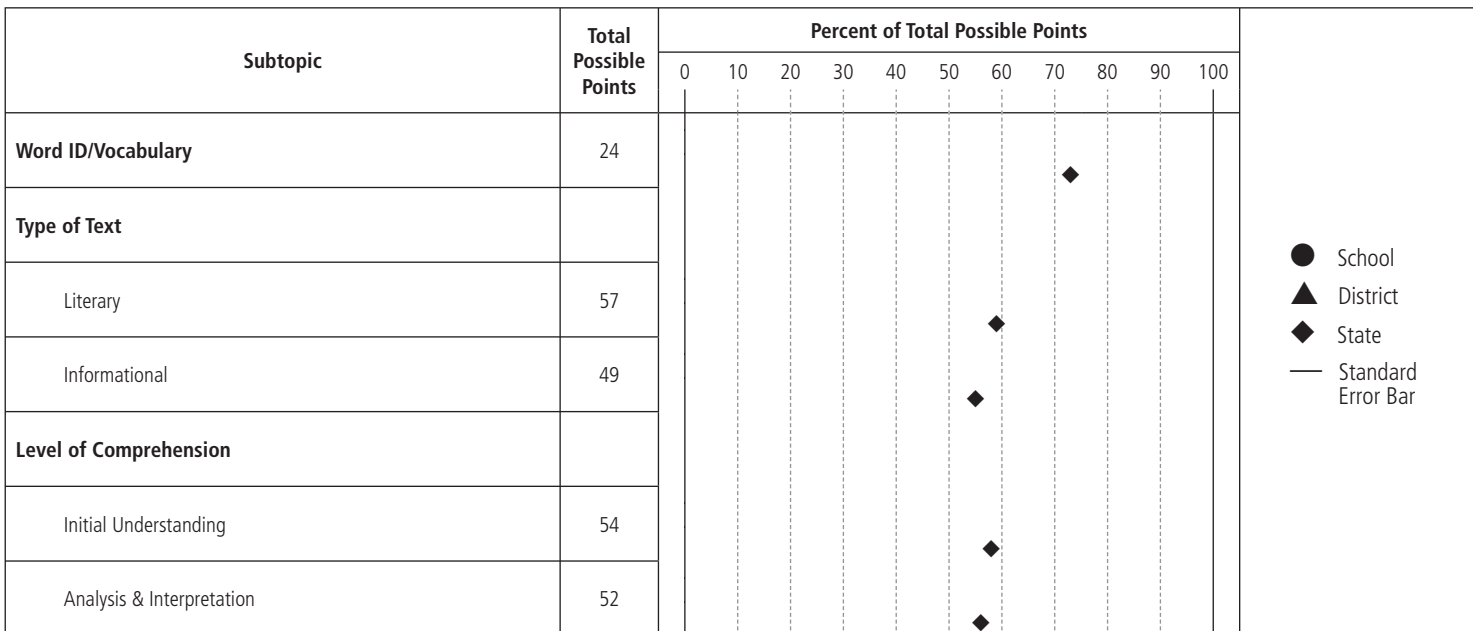
Partially Proficient (Level 2)

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.

	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													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11													
Cumulative Total													
STATE													
2008-09	11,034	154	43	10,837	1,635	15	5,709	53	2,311	21	1,182	11	545
2009-10	9,852	187	38	9,627	1,770	18	5,174	54	1,728	18	955	10	546
2010-11	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547
Cumulative Total	31,126	524	119	30,483	5,685	19	15,930	52	5,859	19	3,009	10	546





Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

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	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547												
Gender																									
Male	5,364	119	20	5,225	952	18	2,702	52	994	19	577	11	545												
Female	4,872	64	18	4,790	1,328	28	2,343	49	826	17	293	6	549												
Not Reported	4	0	0	4																					
Race/Ethnicity																									
Hispanic or Latino	2,167	67	12	2,088	230	11	969	46	560	27	329	16	542												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	1	0	71	6	8	34	48	17	24	14	20	541												
Asian	297	13	3	281	103	37	124	44	39	14	15	5	551												
Black or African American	759	22	6	731	85	12	323	44	199	27	124	17	541												
Native Hawaiian or Pacific Islander	9	1	0	8																					
White	6,600	66	12	6,522	1,802	28	3,437	53	942	14	341	5	549												
Two or more races	286	4	1	281	50	18	141	50	56	20	34	12	544												
No Race/Ethnicity Reported	50	9	4	37	3	8	14	38	5	14	15	41	536												
LEP Status																									
Current LEP student	527	70	6	451	15	3	108	24	179	40	149	33	534												
Former LEP student - monitoring year 1	106	0	1	105	11	10	52	50	34	32	8	8	543												
Former LEP student - monitoring year 2	29	1	1	27	6	22	11	41	5	19	5	19	542												
All Other Students	9,578	112	30	9,436	2,248	24	4,876	52	1,602	17	710	8	547												
IEP																									
Students with an IEP	1,529	87	16	1,426	42	3	370	26	493	35	521	37	533												
All Other Students	8,711	96	22	8,593	2,238	26	4,677	54	1,327	15	351	4	549												
SES																									
Economically Disadvantaged Students	4,730	110	17	4,603	603	13	2,164	47	1,183	26	653	14	542												
All Other Students	5,510	73	21	5,416	1,677	31	2,883	53	637	12	219	4	550												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547												
Title I																									
Students Receiving Title I Services	3,761	98	20	3,643	489	13	1,663	46	977	27	514	14	542												
All Other Students	6,479	85	18	6,376	1,791	28	3,384	53	843	13	358	6	549												
504 Plan																									
Students with a 504 Plan	166	2	0	164	25	15	95	58	39	24	5	3	547												
All Other Students	10,074	181	38	9,855	2,255	23	4,952	50	1,781	18	867	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 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

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.

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.

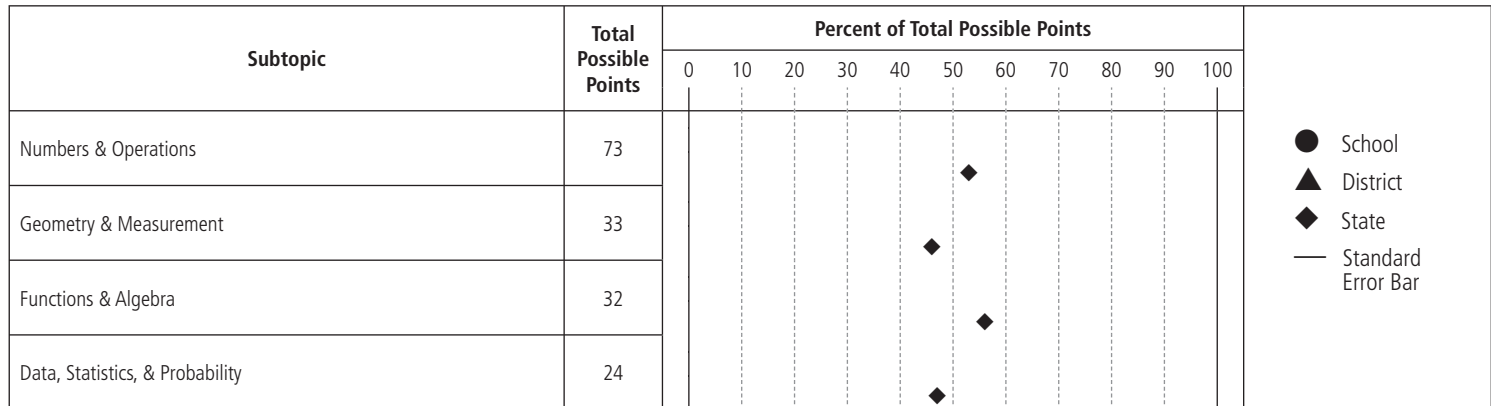
Partially Proficient (Level 2)

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.

	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													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11													
Cumulative Total													
STATE													
2008-09	11,034	91	50	10,893	1,686	15	4,938	45	1,803	17	2,466	23	542
2009-10	9,852	125	38	9,689	1,648	17	4,215	44	1,617	17	2,209	23	542
2010-11	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543
Cumulative Total	31,126	328	126	30,672	5,070	17	13,661	45	5,086	17	6,855	22	542





Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

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	%		N	%	%	%	%		N	%	%	%	%	
All Students	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543												
Gender																									
Male	5,364	79	20	5,265	931	18	2,357	45	843	16	1,134	22	543												
Female	4,872	33	18	4,821	805	17	2,151	45	821	17	1,044	22	542												
Not Reported	4	0	0	4																					
Race/Ethnicity																									
Hispanic or Latino	2,167	24	12	2,131	115	5	785	37	433	20	798	37	536												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	1	0	71	7	10	16	23	17	24	31	44	535												
Asian	297	2	2	293	72	25	142	48	33	11	46	16	545												
Black or African American	759	9	5	745	37	5	240	32	152	20	316	42	535												
Native Hawaiian or Pacific Islander	9	0	0	9																					
White	6,600	67	13	6,520	1,478	23	3,194	49	961	15	887	14	546												
Two or more races	286	4	2	280	25	9	120	43	56	20	79	28	539												
No Race/Ethnicity Reported	50	5	4	41	1	2	7	17	12	29	21	51	530												
LEP Status																									
Current LEP student	527	3	5	519	13	3	84	16	80	15	342	66	527												
Former LEP student - monitoring year 1	106	0	1	105	7	7	43	41	24	23	31	30	539												
Former LEP student - monitoring year 2	29	1	1	27	0	0	11	41	9	33	7	26	536												
All Other Students	9,578	108	31	9,439	1,716	18	4,370	46	1,553	16	1,800	19	543												
IEP																									
Students with an IEP	1,529	88	18	1,423	42	3	292	21	251	18	838	59	530												
All Other Students	8,711	24	20	8,667	1,694	20	4,216	49	1,415	16	1,342	15	545												
SES																									
Economically Disadvantaged Students	4,730	49	18	4,663	335	7	1,805	39	951	20	1,572	34	538												
All Other Students	5,510	63	20	5,427	1,401	26	2,703	50	715	13	608	11	547												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543												
Title I																									
Students Receiving Title I Services	3,761	40	20	3,701	257	7	1,400	38	733	20	1,311	35	537												
All Other Students	6,479	72	18	6,389	1,479	23	3,108	49	933	15	869	14	546												
504 Plan																									
Students with a 504 Plan	166	3	0	163	24	15	75	46	39	24	25	15	544												
All Other Students	10,074	109	38	9,927	1,712	17	4,433	45	1,627	16	2,155	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 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

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.

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.

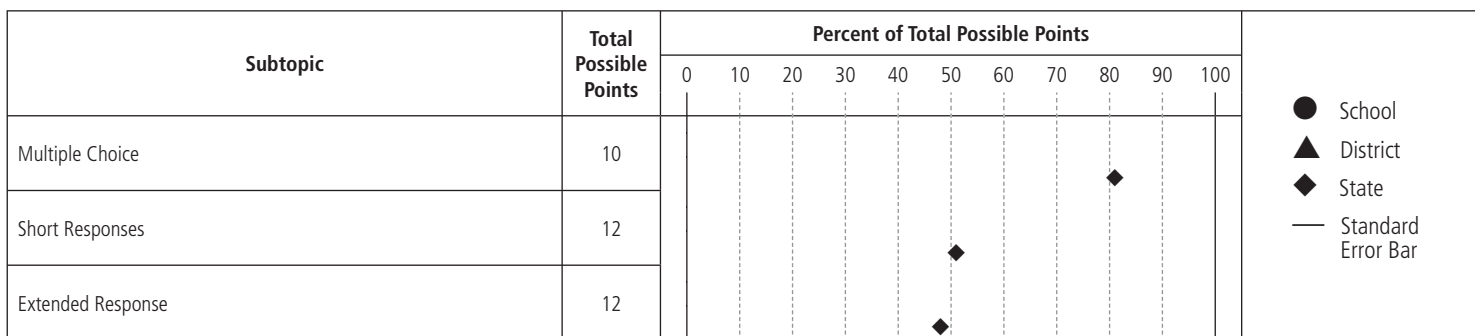
Partially Proficient (Level 2)

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.

	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													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11													
Cumulative Total													
STATE													
2008-09	11,034	142	65	10,827	3,046	28	3,253	30	2,799	26	1,729	16	545
2009-10													
2010-11	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	543
Cumulative Total	21,274	334	112	20,828	4,616	22	7,560	36	6,187	30	2,465	12	544





Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

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	%		N	%	%	%	%		N	%	%	%	%	
All Students	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	543												
Gender																									
Male	5,364	125	28	5,211	508	10	2,062	40	2,107	40	534	10	540												
Female	4,872	67	19	4,786	1,062	22	2,244	47	1,280	27	200	4	546												
Not Reported	4	0	0	4																					
Race/Ethnicity																									
Hispanic or Latino	2,167	67	12	2,088	156	7	812	39	873	42	247	12	539												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	1	0	71	6	8	23	32	30	42	12	17	538												
Asian	297	13	3	281	64	23	127	45	80	28	10	4	546												
Black or African American	759	22	7	730	64	9	250	34	313	43	103	14	538												
Native Hawaiian or Pacific Islander	9	1	0	8																					
White	6,600	75	19	6,506	1,238	19	2,979	46	1,968	30	321	5	545												
Two or more races	286	5	2	279	40	14	102	37	110	39	27	10	542												
No Race/Ethnicity Reported	50	8	4	38	1	3	10	26	12	32	15	39	531												
LEP Status																									
Current LEP student	527	70	6	451	9	2	94	21	230	51	118	26	533												
Former LEP student - monitoring year 1	106	0	1	105	10	10	39	37	54	51	2	2	541												
Former LEP student - monitoring year 2	29	1	2	26	4	15	9	35	10	38	3	12	541												
All Other Students	9,578	121	38	9,419	1,547	16	4,165	44	3,094	33	613	7	544												
IEP																									
Students with an IEP	1,529	87	20	1,422	23	2	231	16	723	51	445	31	531												
All Other Students	8,711	105	27	8,579	1,547	18	4,076	48	2,665	31	291	3	545												
SES																									
Economically Disadvantaged Students	4,730	112	22	4,596	399	9	1,694	37	1,974	43	529	12	539												
All Other Students	5,510	80	25	5,405	1,171	22	2,613	48	1,414	26	207	4	546												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	543												
Title I																									
Students Receiving Title I Services	3,761	99	22	3,640	331	9	1,364	37	1,527	42	418	11	540												
All Other Students	6,479	93	25	6,361	1,239	19	2,943	46	1,861	29	318	5	545												
504 Plan																									
Students with a 504 Plan	166	3	0	163	16	10	65	40	75	46	7	4	541												
All Other Students	10,074	189	47	9,838	1,554	16	4,242	43	3,313	34	729	7	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.