

# Rhode Island's Statewide Results for Students in Grades 3 through 8 and High School

2017 PARCC, PSAT/NMSQT & SAT School Day



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## TABLE OF CONTENTS

<b>Executive Summary</b> .....	3
<b>Introduction</b> .....	6
<b>PARCC Statewide Results</b>	
Statewide Overview .....	8
English Language Arts (ELA)/Literacy.....	9
Mathematics .....	12
Student Group.....	17
<b>PARCC District Results</b>	
English Language Arts and Mathematics 2017.....	20
<b>PARCC School Results</b>	
Elementary and Middle School ELA/Literacy 2015-2017 .....	29
Elementary and Middle School Mathematics 2015-2017 .....	43
High School ELA/Literacy and Mathematics 2017 .....	58
<b>PSAT/NMSQT &amp; SAT Results</b>	
PSAT/NMSQT and SAT School Day Statewide Results.....	62
SAT School Day Student Group Results.....	63
PSAT/NMSQT School Results .....	64
SAT School Day School Results.....	67
<b>Appendices</b>	
Appendix A. Clarifying Information .....	71
Appendix B. PARCC Performance Level Descriptors.....	74
Appendix C. Split-Level Schools .....	76
Appendix D. Calculating Standard Error (SE) .....	77

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## EXECUTIVE SUMMARY

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This report provides information about Rhode Island’s 2017 administration of the PARCC (Partnership for Assessment of Readiness for College and Careers) state assessment along with comparisons to our 2015 and 2016 PARCC administrations when appropriate and PSAT/NMSQT and SAT School Day. This year marks the third and final administration of the PARCC assessment, which measures student progress on challenging learning standards designed to prepare students for their future opportunities in the next grade, post-secondary education, or their careers. The 2016-2017 school year was the first statewide administration of PSAT/NMSQT and SAT School Day. Governor Gina M. Raimondo included funds in the state budget to make the PSAT and SAT free for every public high school sophomore and junior. This ensures that all students can use the SAT to consider higher education opportunities.

The PARCC assessments summarize student performance through one of five performance levels. They include: *Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations, or Did Not Yet Meet Expectations*. The knowledge and skills students need to demonstrate at each of the performance levels were based on the recommendations of educator panels representing each of the participating states in the Consortium. Rhode Island teachers were strong participants on these panels. All states in the Consortium have adopted these same performance standards.

*A Rhode Island graduate is one who is well-prepared for postsecondary education, work, and life. He or she can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen.*

[2020 Vision for Education:  
Rhode Island’s Strategic Plan](#)

The PSAT/NMSQT and SAT are highly relevant to student future success because they focus on the skills and knowledge at the heart of education. Increasing participation in the SAT is the first step to having more students be college and career ready. The SAT sets an appropriately high standard for Rhode Island students and will be a good tool to help the state close the gap between expected future job requirements for post-secondary education and current college enrollment and completion. Providing these tests for free is also about equity by increasing access to college for all students.

This year’s results offer Rhode Island information on our students’ progress on state standards and challenging learning expectations. This new information provides valuable insight into the benchmarks set last year and will help us monitor our continuing progress toward meeting our shared commitment to provide all students with an opportunity to leave our schools ready to pursue their goals and dreams.

To be clear, academic readiness in these areas does not provide a complete picture about our students. School communities must develop students’ academic knowledge and skills in reading and mathematics but also in the arts and sciences. In addition, a comprehensive program develops students’ abilities to persist through challenging assignments, work collaboratively, innovate, and problem solve. This is the work our school communities actively engage in every day to help Rhode Island students grow. Assessments serve only one purpose – to give us the information necessary to continuously improve teaching, and this year’s results remind us that there is still much work ahead of us. As we stated last year, these results are not an evaluation of the collective efforts of teachers and leaders, nor do they signal everything that our students are

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capable of accomplishing academically. Today we offer a check on Rhode Island's efforts to ensure that all students have the opportunity to learn. We are proud of the foundational work that has been accomplished and invite you to stay committed to our ongoing progress.

### **Overall Achievement**

Results of the spring 2017 PARCC assessments revealed that, overall, Rhode Island students' scores remained unchanged from the previous year while participation rates continued to increase. With a change in testing requirements at the high school level, year-to-year comparisons are not always available. In ELA, grade 10 was not required in 2016-17. In Mathematics, the requirements changed from all students needing to take the Algebra I and Geometry assessments in 2015-16 to students only required to test once in high school in 2016-17.

### **STATE-LEVEL RESULTS**

At the state level, approximately 39% of students across grades 3 through 9 met or exceeded expectations on PARCC English Language Arts/Literacy assessment. Student proficiency rates in grades 3 – 8 remained consistent with 2016 levels with 40% meeting or exceeding expectations. Grade 9 ELA/Literacy performance increased by 1% compared with 2016 performance. Mathematics proficiency for grade 3-8 students compared to 2016, has 33% of students meeting or exceeding expectations. Algebra I performance decreased by 1 percentage point compared with 2016. 28% of students met or exceeded expectations in 2016 while 27% met or exceeded expectations in 2017.

As a result of statewide conversations in all communities and increased engagement with families, the statewide participation rates in both PARCC subjects reached 98% (up from 96% in 2015-16). The participation rate is *above* the U.S. Department of Education requirement of 95% or better participation in state assessments.

Of the 75% of Rhode Island public school students who participated in the free PSAT/NMSQT, 31% are on track to meet the "College and Career Ready" benchmark in both Evidence-Based Reading and Writing (EBRW) and Mathematics. 56% of students who participated are considered on track to meet the college and career readiness benchmark for EBRW and 34% for Mathematics. In April 2017, 79% of Rhode Island grade 11 students participated in the SAT School Day. Of the 79% of students who participated, 32% met the SAT College and Career Ready benchmark in both EBRW and Mathematics, 56% met the college and career readiness benchmark for EBRW and 34% met the college and career readiness benchmark for Mathematics.

### **STUDENT GROUP RESULTS**

Statewide, 39% of the total students testing population met or exceeded expectations in ELA/Literacy. Females outperformed males by 14 percentage points. The gap between students with and without disabilities was 38 percentage points. 5.2% of English learners met or exceeded

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expectations while 29.2% of monitored English Language Learners met or exceeded expectations. 41.5% of non-ELL students met or exceeded expectations. The achievement gap for low income versus non-low income students was 32 percentage points.

In Mathematics, 31.6% of students met or exceeded expectations statewide. 32.3% of females met or exceeded expectations, while 30.9% of males met or exceeded expectations. 35.5% of students without disabilities met or exceeded expectations, compared with 5.3% of students with disabilities who met or exceeded expectations. 16.8% of low income students met or exceeded expectations, compared with the 45.7% proficiency rate of non-low income students.

### **DISTRICT RESULTS<sup>1</sup>**

Fifty-seven Rhode Island districts participated in PARCC English Language Arts/Literacy testing. 34 districts exceeded the state average of 39% of students meeting or exceeding expectations in English Language Arts/Literacy. Fifty of the 57 districts met or exceeded the participation rate target of 95% for ELA/Literacy.

Of the 57 districts that participated in PARCC Mathematics testing, 28 districts met or exceeded expectations, achieving greater than the state average of 31.6% proficiency, and 53 districts met or exceeded the 95% participation target.

### **SCHOOL RESULTS<sup>2</sup>**

Of Rhode Island's 235 elementary and middle schools that participated in PARCC English Language Arts/Literacy testing, 14 had statistically significant increases in the percent of students who met or exceeded expectations while 15 had statistically significant decreases. Seventeen schools had 70% or more students who met or exceeded expectations (of those, 3 schools had 80% or more); 87 schools had 50% or more students who met or exceeded expectations; and 137 met or exceeded the state average of 39% on the PARCC English Language Arts/Literacy assessment.

Of Rhode Island's 235 elementary and middle schools that participated in PARCC Mathematics testing, 8 had statistically significant increases in the percent of students who met or exceeded expectations while only 7 had a statistically significant decrease. Seven schools had 70% or more students who met or exceeded (of those, 4 schools had 75% or more); 61 schools had 50% or more students who met or exceeded expectations; and 139 schools met or exceeded the state average of 32% in Mathematics.

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<sup>1</sup> Throughout this report the term "district" is used as an inclusive identifier of traditional districts, charter schools, and state-operated schools, all of which are "Local Education Agencies" or LEAs.

<sup>2</sup> See Appendix C for information on how schools were counted.

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## INTRODUCTION

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State assessments in English Language Arts/Literacy and Mathematics provide information that helps us understand how Rhode Island students are progressing on agreed-upon learning standards as expressed by the Common Core State Standards (CCSS). The results are one indicator among many that give us information about the health and vibrancy of our schools and their progress toward ensuring that all students are learning important skills and knowledge that will prepare them to be productive citizens, successful post-secondary learners, and employees in fulfilling personal careers.

*Assessments should be used in service of teaching and learning. They are the starting point for our work- not the conclusion.*

This year's administration of the PARCC assessments sheds light on our progress toward our state's learning standards. The information does not define a district, school, or, most importantly, a student. Rather, the information offers an objective check on student learning and should be considered within a set of information that is known about his or her academic progress. PARCC assessments provide important information to families and to educators about student achievement and student progress in relation to their peers. Teachers and family members<sup>3</sup> will use these results to identify student strengths and needs and to improve instruction. Schools and districts will review this year's data against the work that has been done to align curriculum and instructional practices to the CCSS.

The 2016-2017 school year was the first statewide administration of PSAT/NMSQT and SAT School Day. Governor Gina M. Raimondo included funds in the state budget to make the PSAT and SAT free for every public high school sophomore and junior. This ensures that all students can use the SAT to consider higher education opportunities. The PSAT/NMSQT and SAT are highly relevant to student future success because they focus on the skills and knowledge at the heart of education. The SAT sets an appropriately high standard for Rhode Island students and should be a good tool to help the state close the gap between expected future job requirements for post-secondary education and current college enrollment and completion.

### ***Connections to Teaching and Learning***

Assessments are part of a larger system of teaching and learning. In isolation, assessment results cannot improve student achievement. Their power is realized when the results are reviewed against a school's curriculum, instructional practices, student work, grading practices, along with other local data and then action on this analysis is taken. We are able to see where we are in relation to last year and whether we are heading in

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the right direction or need to make further adjustments. The work ahead of us is to use this information as one tool for the state, districts, schools, as well as parents and other stakeholders to work together to advocate for and support improved student learning.

- **Families** can use the results to engage their child in conversations about school and his or her progress.<sup>3</sup> Families can work with their child's teacher(s) to understand the report within the context of many other indicators of student learning. Finally, collectively, families can work within their school community to help shape the school's goals and planning.
- **Teachers** can use this year's results to reflect on the instructional shifts they have made in comparison to their students' performance on the assessment. Student performance overall, on subclaims and on specific assessment questions may help them evaluate materials, supports, and curriculum they have used. The process of reviewing is best done in partnership with teachers working at the same grade level or instructing the same course. The collective analysis along with feedback through the evaluation process should shape ongoing professional learning.
- **Schools** can use this information to look at patterns across grade levels and between student groups to make informed curriculum decisions, ensure that all students have the opportunity to learn, engage parents, and to make decisions that guarantee that all students are placed with teachers who can meet their needs.
- **Districts** can use the results to review each school's performance to identify which supports and resources best meet the needs of their students. Districts can review patterns of performance between schools to identify those that need additional support. The results of these analyses can be used to engage the community on plans to move the district and its schools forward.

<sup>3</sup> More information on PARCC score reports for students is available online at [www.UnderstandTheScore.org](http://www.UnderstandTheScore.org)

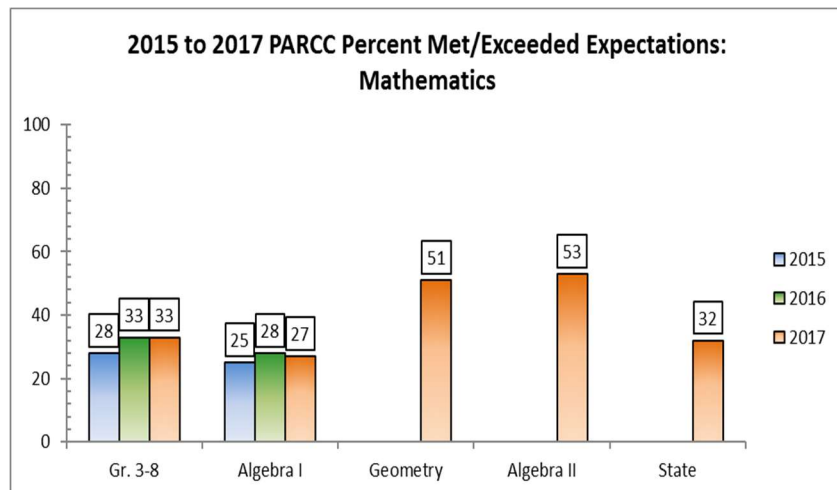
# PARCC STATEWIDE RESULTS

The PARCC assessments summarize student performance through one of five performance levels including *Exceeded Expectations*, *Met Expectations*, *Approached Expectations*, *Partially Met Expectations*, or *Did Not Yet Meet Expectations*. In the 2016-17 school year, 73,685 students in English Language Arts/Literacy and 74,762 students in Mathematics participated in the PARCC assessments. Statewide, approximately 40% of students in grades 3 through 8 met or exceeded expectations in English Language Arts/Literacy, representing no change in ELA compared to last year. In Mathematics, statewide achievement also remained unchanged from last year, with 33% of students across grades 3 through 8 who met or exceeded the learning expectations for their grade level. As a result of changing test requirements, statewide results from previous administrations of the Geometry test are not comparable and therefore not reported here.

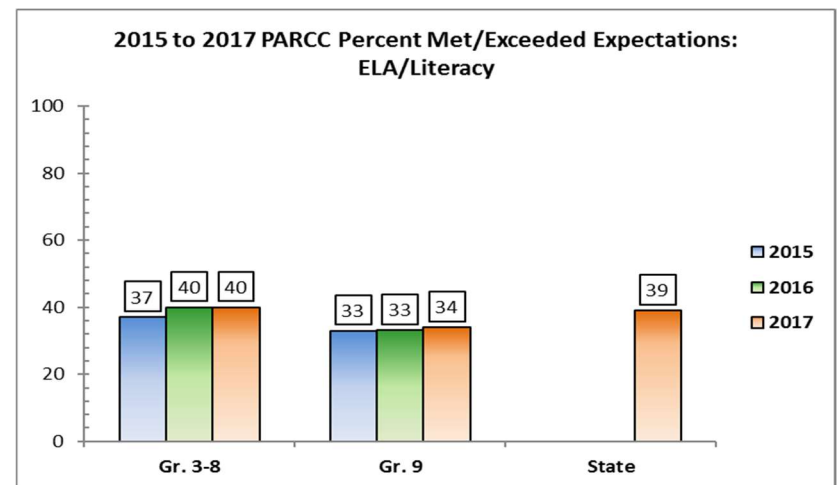
As a result of tremendous efforts by schools, approximately 97.4% of students took the assessment on computer platforms. The integration of technology and assessment is a reflection of our schools' use of technology to enhance instructional practices for students in classrooms. Further, the use of technology responds to the demands of post-secondary institutions and businesses that students be confident users of technology.

As a result of statewide conversations in all communities and increasing engagement with families, the statewide PARCC participation rates in both English Language Arts/Literacy and Mathematics reached 98%. This marks an increase in PARCC English Language Arts/literacy and Mathematics participation rates compared to last year, which were 96% in both content areas. At the state level, both tests' participation rates are above the federal requirements to have at least 95% of students engaged in state testing.

**Figure 1. PARCC Statewide Mathematics Results**



**Figure 2. PARCC Statewide ELA/Literacy Results**





## PARCC State-Level English Language Arts/Literacy Results

PARCC results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment. The results of the 2017 PARCC ELA/Literacy assessment by grade level, along with the 2015 and 2016 results, are presented in the tables and figures below. In English Language Arts/Literacy, Rhode Island demonstrated significant improvement from the 2015 to the 2017 administration in the percentage of students meeting or exceeding expectations in grades 3-6 and 8. No significant changes were demonstrated in grades 7 or 9. Only grade 8 ELA/Literacy demonstrated significant change from the 2016 to 2017 administration.

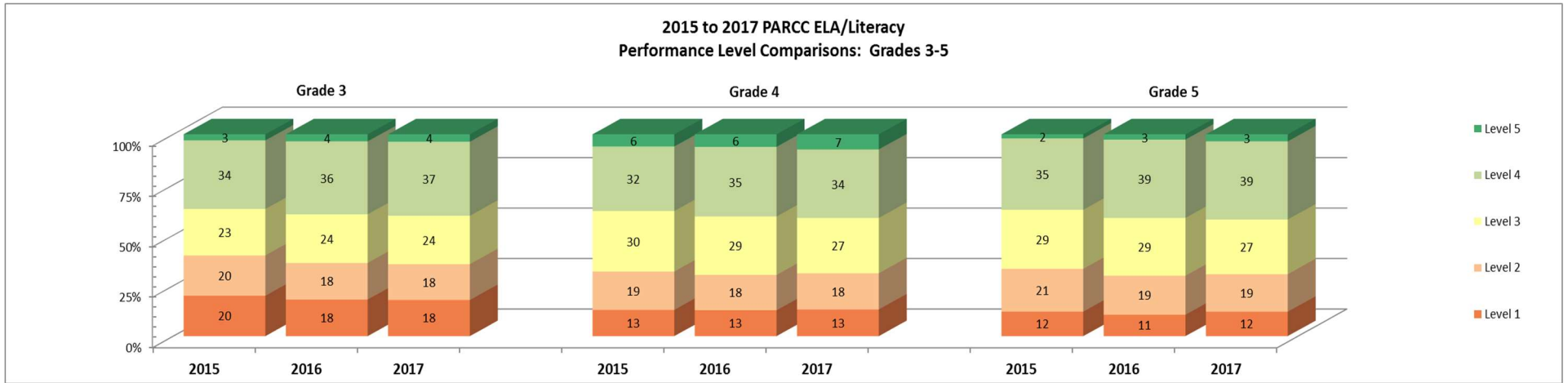
**Table 1. PARCC Statewide ELA/Literacy (ELA/L) Results by Grade: 2015 to 2017**

ELA/L Grade	2015 # Enrolled	2015 % Tested	2015 % Meeting or Exceeding Expectations	2015 SE	2016 # Enrolled	2016 % Tested	2016 % Meeting or Exceeding Expectations	2016 SE	2017 # Enrolled	2017 % Tested	2017 % Meeting or Exceeding Expectations	2017 SE	Difference: 2016 to 2017 % Meeting or Exceeding Expectations	Difference: 2015 to 2017 % Meeting or Exceeding Expectations
3	10,814	95	37.4	0.5	10,846	98	39.6	0.5	10,695	99	40.3	0.5	1	3
4	10,709	95	37.6	0.5	10,725	98	40.8	0.5	10,904	99	41.4	0.5	1	4
5	10,947	94	37.6	0.5	10,594	98	41.5	0.5	10,727	98	42.2	0.5	1	5
6	10,771	91	34.8	0.5	10,794	97	36.8	0.5	10,583	98	37.8	0.5	1	3
7	10,843	90	38.3	0.5	10,652	96	38.4	0.5	10,858	98	39.9	0.5	2	2
8	10,833	88	35.1	0.5	10,769	96	40.8	0.5	10,660	97	37.3	0.5	-3	2
9	10,852	79	32.8	0.5	10,893	94	33.2	0.5	10,981	96	34.0	0.5	1	1

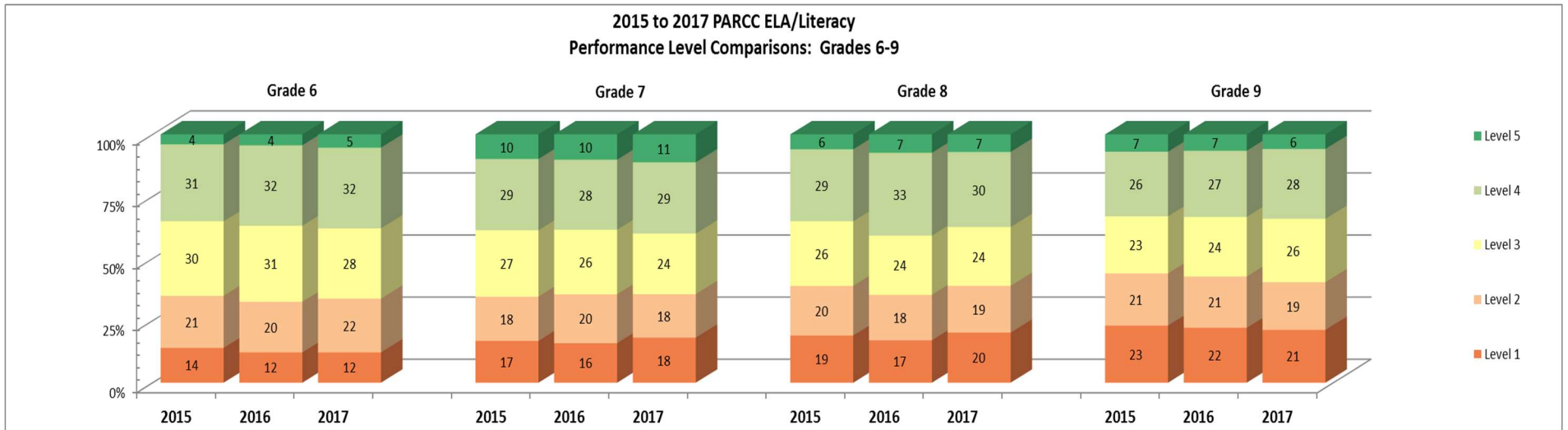
Key SE = Standard error (see Appendix D)

■ = Statistically significant *decrease* in percent of students *Level 4 or above* ■ = Statistically significant *increase* in percent of students *Level 4 or above* □ = No statistically significant difference between comparison years

**Figure 3. PARCC Statewide ELA/Literacy Results: Percent of Students in Each Performance-Level<sup>4</sup> by Elementary Grades 3-5: 2015 to 2017**

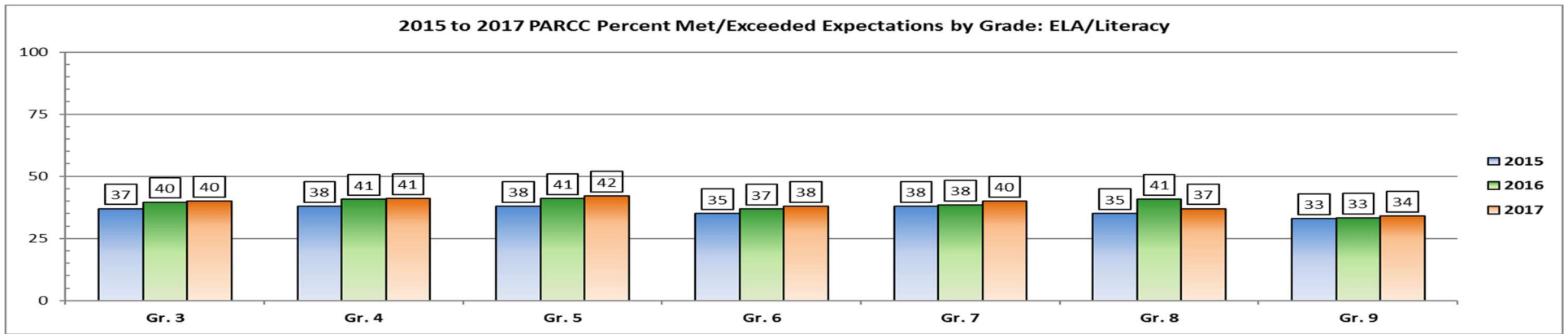


**Figure 4. PARCC Statewide ELA/Literacy Results: Percent of Students in Each Performance-Level by Grades 6-9: 2015 to 2017**



<sup>4</sup> Due to rounding, the five performance levels for each grade may not add up to 100%.

**Figure 5. PARCC Statewide ELA/Literacy Results: Percent of Students who Met or Exceeded Expectations: 2015 to 2017**



In addition to capturing the percentage of students at each performance level, performance can be described as a scale score. The PARCC assessments have scale scores that range from 650 to 850 for overall performance in Mathematics and English Language Arts (ELA)/Literacy. Scale scores are useful to capture changes in performance over time. The table below represents the average scale scores in ELA/Literacy for students in our state. A score of 750 or higher indicates that students met or exceeded expectations of what students are expected to learn at each grade and in both content areas. While most students at all grade levels still “Approached Expectations” in English Language Arts/Literacy, it is worth noting that we are seeing growth within this performance level as students progress toward the 750 cut score for meeting grade-level expectations

**Table 2. PARCC Statewide ELA/Literacy Scale Scores.**

Grade	2015: ELA/Literacy Average Scale Score (Range: 650-850)	2015 State Perf. Level	2016: ELA/Literacy Average Scale Score (Range: 650-850)	2016 State Perf. Level	2017: ELA/Literacy Average Scale Score (Range: 650-850)	2017 State Perf. Level	Scale Score Diff.: 2016 to 2017	Scale Score Diff.: 2015 to 2017
3	736	Approached Expectations	738	Approached Expectations	739	Approached Expectations	0	3
4	739	Approached Expectations	740	Approached Expectations	741	Approached Expectations	1	2
5	738	Approached Expectations	741	Approached Expectations	741	Approached Expectations	0	3
6	736	Approached Expectations	738	Approached Expectations	739	Approached Expectations	1	3
7	737	Approached Expectations	738	Approached Expectations	738	Approached Expectations	0	1
8	734	Approached Expectations	739	Approached Expectations	736	Approached Expectations	-3	2
9	731	Approached Expectations	732	Approached Expectations	733	Approached Expectations	1	2

**Key**

■ = Statistically significant *decrease* in average scale scores. ■ = Statistically significant *increase* in average scale scores. □ = No statistically significant difference in average scale scores.

## PARCC State-Level Mathematics Results


The results of the 2017 PARCC Mathematics assessment by grade level, along with the 2015 and 2016 results, are presented in the tables and figures below. In Mathematics, Rhode Island demonstrated significant improvement from the 2015 to the 2017 administrations in the percentage of students meeting or exceeding expectations in grades 3-6, 8, and Algebra I. No significant changes were demonstrated in grades 7. No grades or courses demonstrated significant change from the 2016 to 2017 administration.


**Table 3. PARCC Statewide Mathematics Results by Grade/Course: 2015 to 2017**


Math Grade/Course	2015 # Enrolled	2015 % Tested	2015 % Meeting or Exceeding Expectations	2015 SE	2016 # Enrolled	2016 % Tested	2016 % Meeting or Exceeding Expectations	2016 SE	2017 # Enrolled	2017 % Tested	2017 % Meeting or Exceeding Expectations	2017 SE	Difference: 2016 to 2017 % Meeting or Exceeding Expectations	Difference: 2015 to 2017 % Meeting or Exceeding Expectations
<b>3</b>	10,839	96	36.3	0.5	10,952	98	43.7	0.5	10,829	99	44.2	0.5	0	8
<b>4</b>	10,733	96	26.8	0.4	10,844	98	35.0	0.5	11,038	99	34.6	0.5	0	8
<b>5</b>	10,973	95	26.7	0.4	10,715	98	33.8	0.5	10,836	98	34.5	0.5	1	8
<b>6</b>	10,775	93	25.9	0.4	10,899	97	29.0	0.4	10,673	98	29.0	0.4	0	3
<b>7</b>	10,855	91	25.4	0.4	10,733	95	27.6	0.4	10,960	98	26.5	0.4	-1	1
<b>8</b>	8,215	87	11.9	0.4	8,136	95	15.7	0.4	7,770	96	14.6	0.4	-1	3
<b>Algebra I</b>	11,445	83	25.5	0.4	11,649	95	28.1	0.4	11,026	99	27.3	0.4	-1	2

**Key**

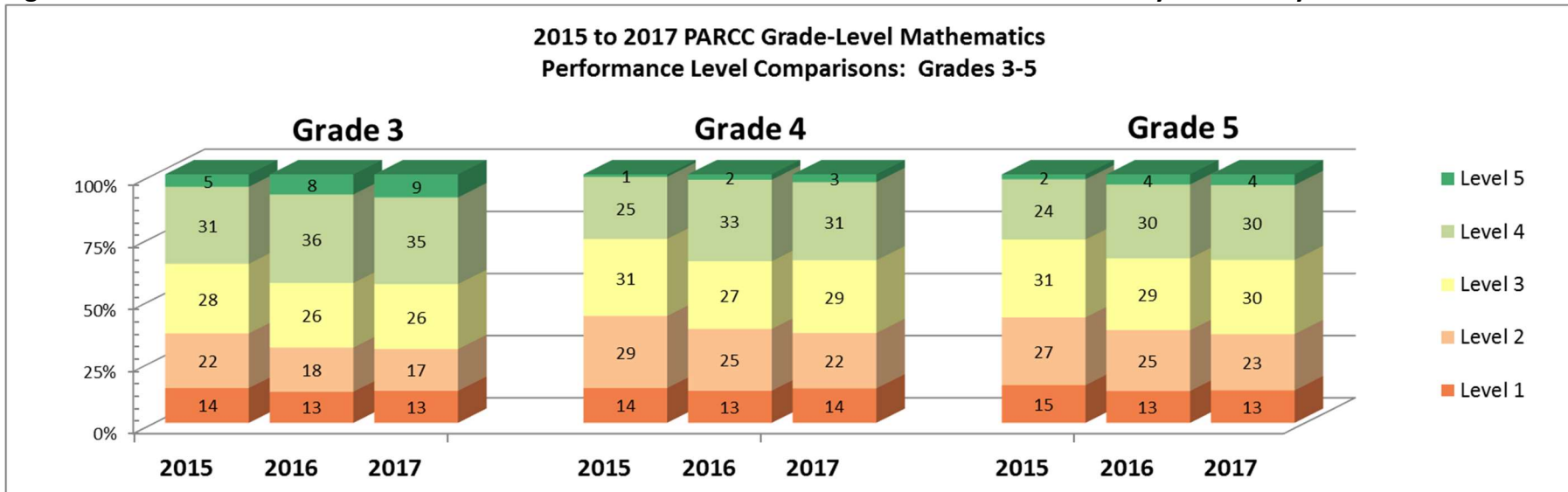
SE = Standard error (see Appendix D)

 = Statistically significant *decrease* in percent of students *Level 4 or above*

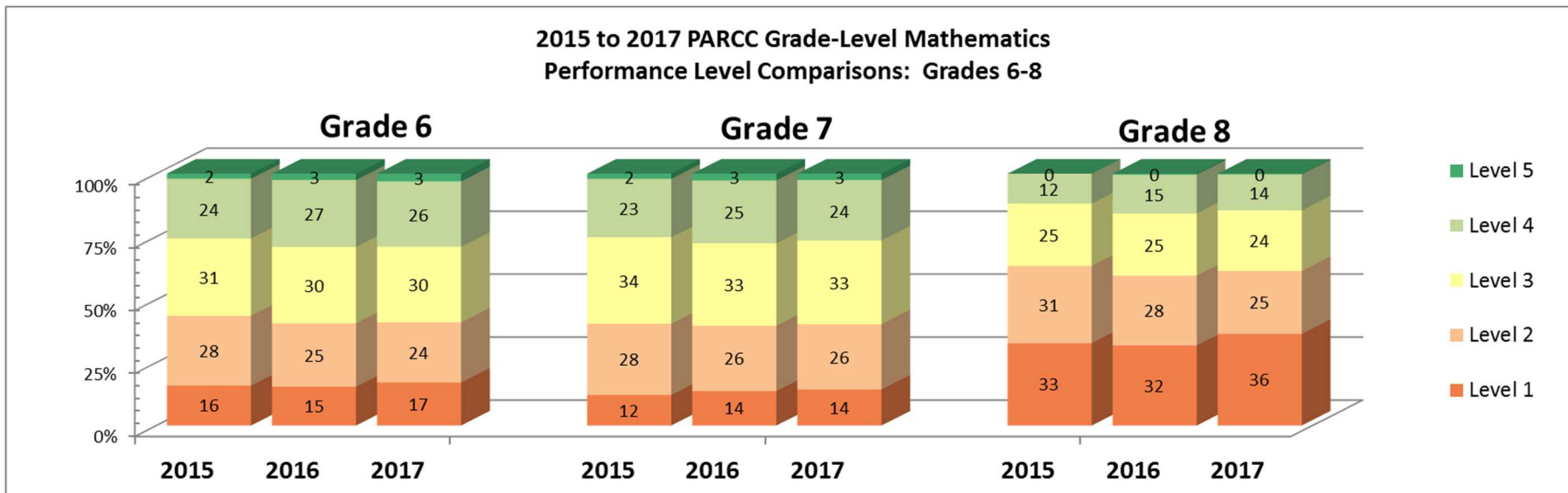
 = Statistically significant *increase* in percent of students *Level 4 or above*

 = No statistically significant difference between comparison years

**Figure 6. PARCC Statewide Mathematics Results: Percent of Students in Each Performance-Level by Elementary Grades 3-5: 2015 to 2017**

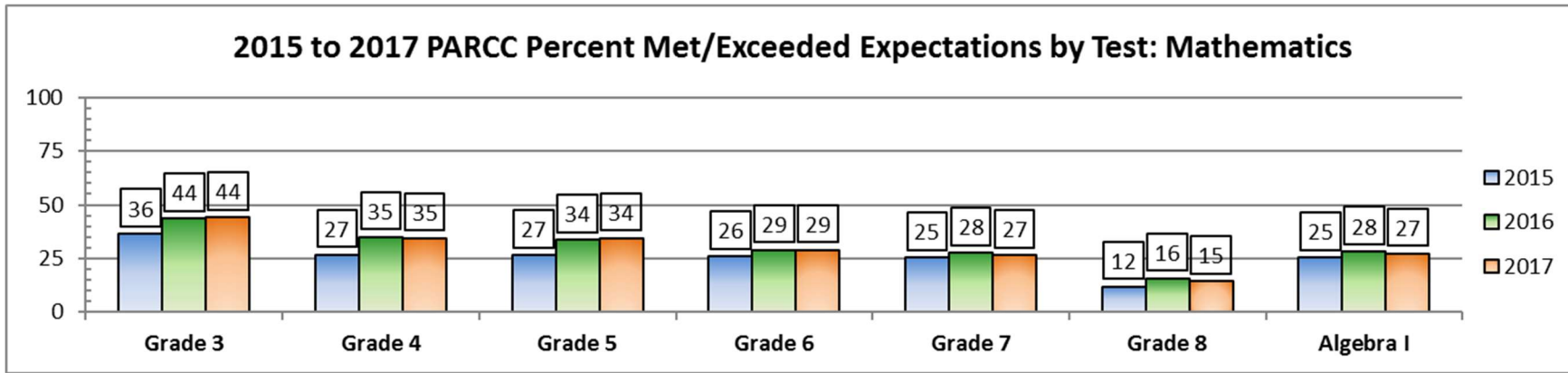


**Figure 7. PARCC Statewide Mathematics Results: Percent of Students in Each Performance-Level by Middle School Grades 6-8: 2015 to 2017**



**NOTE:** Due to rounding, the five performance levels for each grade may not add up to 100%.

Figure 8. PARCC Mathematics Results: Percent of Grade 3-8 & Algebra I Students who Met or Exceeded Expectations: 2015 to 2017



NOTE 1: Grade 8 percentages only include students who took the Grade 8 Math Assessment and State Average percentages only include Level 4 and Level 5.

NOTE 2: This graph includes all students (irrespective of grade) who were enrolled in Algebra I.

Table 4 below represents the overall scale scores in Mathematics for students in our state. A score of 750 or higher indicates that students met or exceeded expectations of what students are expected to learn at each grade or content area. As indicated in the table, most students *Approached Expectations* in Mathematics, with the exception of Grade 8, where students *Partially Met Expectations*. It bears noting that most Grade 3 students in Rhode Island are now only eight scale score points away from *Met Expectations* in Mathematics. Lastly, it also bears noting that the Grade 8 Mathematics data this year once again underestimates the overall Mathematics performance of our eighth-graders since 25% of them took the Algebra I test instead.

Table 4. PARCC Statewide Mathematics Scale Scores: 2015 to 2017

Grade	2015: Math Average Scale Score (Range: 650-850)	2015 State Perf. Level	2016: Math Average Scale Score (Range: 650-850)	2016 State Perf. Level	2017: Math Average Scale Score (Range: 650-850)	2017 State Perf. Level	Scale Score Diff.: 2016 to 2017	Scale Score Diff.: 2015 to 2017
3	737	Approached Expectations	742	Approached Expectations	742	Approached Expectations	1	6
4	731	Approached Expectations	736	Approached Expectations	736	Approached Expectations	0	4
5	731	Approached Expectations	735	Approached Expectations	736	Approached Expectations	1	6
6	729	Approached Expectations	731	Approached Expectations	731	Approached Expectations	0	1
7	731	Approached Expectations	732	Approached Expectations	731	Approached Expectations	-1	0
8	714	Partially Met Expectations	716	Partially Met Expectations	714	Partially Met Expectations	-2	0
Alg. I	727	Approached Expectations	729	Approached Expectations	730	Approached Expectations	1	3

Key

■ = Statistically significant *decrease* in average scale scores. ■ = Statistically significant *increase* in average scale scores.

□ = No statistically significant difference in average scale scores.

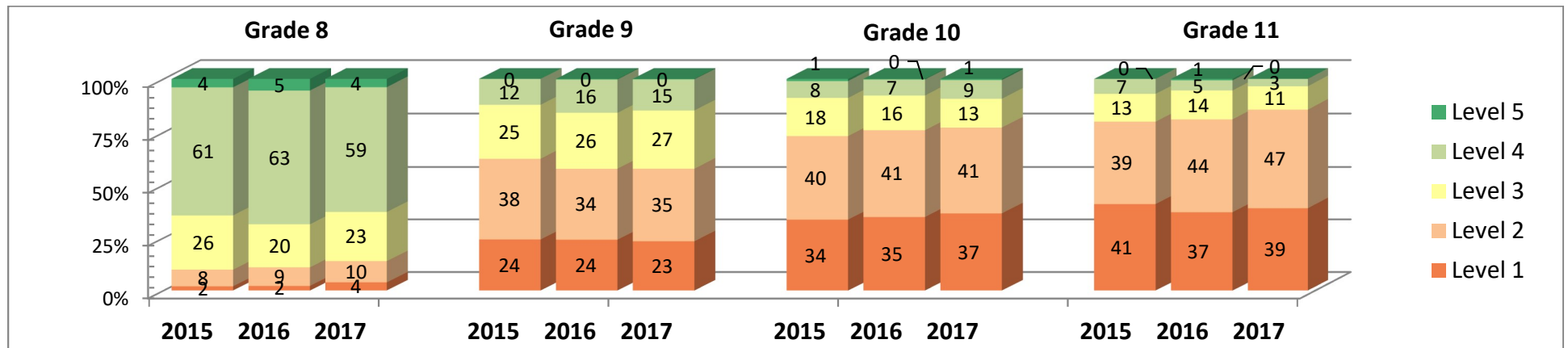
Course sequencing is especially important in Mathematics. Mathematical understanding develops cumulatively, requiring that students master certain concepts and skills in order to successfully engage in learning the next level of concepts and skills. Beginning in middle school some students begin to enroll in accelerated Mathematics courses. During the 2016-2017 school year, roughly 25% of students in 8<sup>th</sup> grade took Algebra I instead of the PARCC Grade 8 Mathematics tests. As indicated in Tables 5 and Figure 9 below, these students met or exceeded expectations on the PARCC Algebra I assessment at significantly higher rates than those students who took these assessments in higher grades. Students in lower grades also generally demonstrated larger increases in the percent of students who met or exceeded expectations than the higher grades.

**Table 5. PARCC Statewide Algebra I Results by Grade: 2015 to 2017**

Grade	2015 # Tested	2015 % L4 + L5	2015 SE	2016 # Tested	2016 % L4 + L5	2016 SE	2017 # Tested	2017 % L4 + L5	2017 SE	Difference: 2016 to 2017 % L4+L5	Difference: 2015 to 2017 % L4+L5
<b>STATE</b>	9,465	25.5	0.4	11,009	28.1	0.4	10,900	27.3	0.4	-1	2
<b>8</b>	2,482	64.4	1.0	2,658	68.6	0.9	2,902	62.8	0.9	-6	-2
<b>9</b>	6,226	11.8	0.4	7,478	15.9	0.4	7,246	14.8	0.4	-1	3
<b>10</b>	584	8.4	1.1	696	7.8	1.0	571	9.3	1.2	2	1
<b>11</b>	152	7.2	2.1	148	5.4	1.9	146	3.4	1.5	-2	-4

**Key**  
■ = Statistically significant *decrease* in percent of students Level 4 or above; ■ = Statistically significant *increase* in percent of students Level 4 or above;  = No statistically significant difference between comparison years

**Figure 9. PARCC Statewide Algebra I Results: Percent of Students in Each Performance Level by Grade: 2015 to 2017**



**NOTES:** 1) Due to rounding, the five performance levels for each grade may not add up to 100%. 2) State Average percentages include all students enrolled in Algebra I who took the PARCC Algebra I Assessment.

As part of the changes in the Rhode Island required state assessment program for 2017, all students were no longer required to take the Geometry assessment before they exited high school. Instead, high school students needed to test once in high school. For the majority of students the test they took was Algebra I, but some students because of his or her course sequence took Geometry or Algebra II. Comparisons to previous years' performance on Geometry cannot be made due to the change in the population of students who took the test, therefore only 2017 results are provided.

**Table 6. PARCC Statewide Geometry and Algebra II Results by Grade: 2017**

Math Grade/Course	Geometry		Algebra II	
	2017 # Tested	2017 % L4 + L5	2017 # Tested	2017 % L4 + L5
<b>STATE</b>	2775	50.5	227	53.3
<b>8</b>	77	88.3	3	100
<b>9</b>	2179	55.3	150	68.7
<b>10</b>	477	26.4	53	26.4
<b>11</b>	37	5.4	21	4.8



## PARCC Student Group Results

The table below presents the overall performance among various groups of Rhode Island students. The profile by student groups is important because we are as concerned about the differences in achievement based on gender, ethnicity, student support services, or income levels as we are about the state as a whole. These differences in performance among groups are often referred to as opportunity gaps. In Rhode Island, as is the case nationwide, the differences are still too large. The challenge ahead of us is to ensure that all students have the opportunity to learn challenging content in safe and supportive schools led by great teachers and administrators.

*Our intense focus on achievement gaps needs to be combined with an equally intense focus on opportunity gaps.*

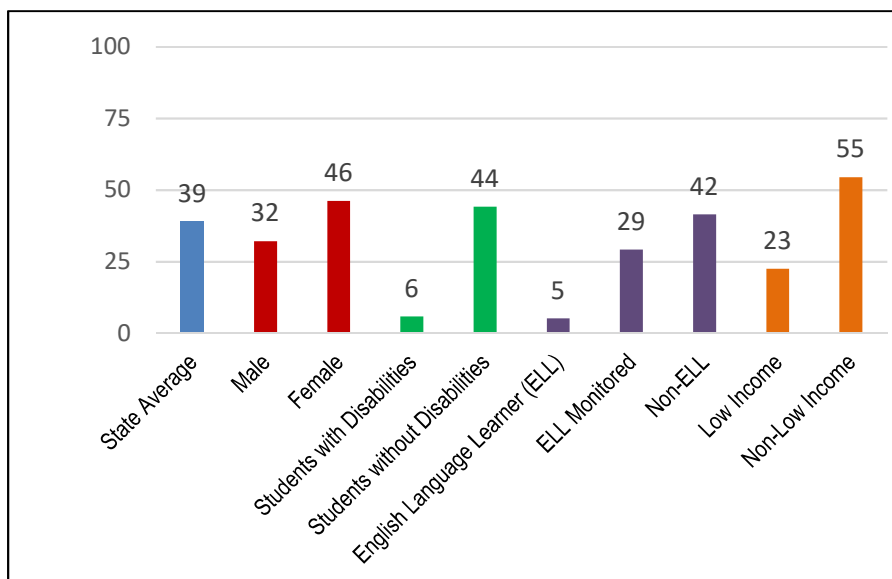
**Table 7. English Language Arts/Literacy (ELA/L)  
Statewide Student Group Performance**

ELA/L	2017
	% Meeting or Exceeding Expectations
State Average	39.0
Male	32.2
Female	46.2
Students with Disabilities	5.9
Students without Disabilities	44.2
English Language Learners (ELL)	5.2
ELL Monitored	29.2
Non-ELL	41.5
Low Income	22.6
Non-Low Income	54.5
American Indian	19.6
Asian	50.1
Black or African American	22.4
Hispanic or Latino	21.8
White	48.9
Pacific Islander	34.0
Two or More Races	32.7

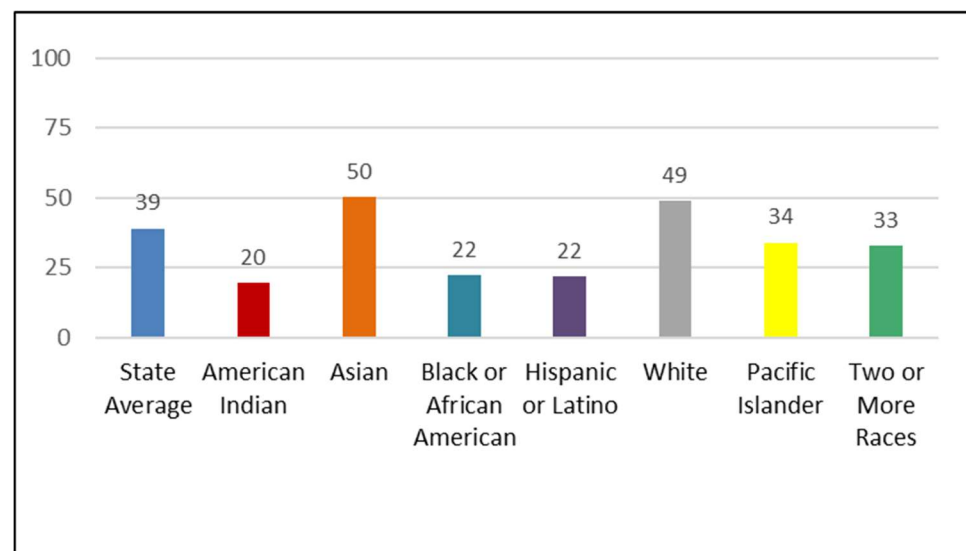
**Table 8. Mathematics  
Statewide Student Group Performance.**

Mathematics	2017
	% Meeting or Exceeding Expectations
State Average	31.6
Male	30.9
Female	32.3
Students with Disabilities	5.3
Students without Disabilities	35.5
English Language Learners (ELL)	6.7
ELL Monitored	23.3
Non-ELL	33.8
Low Income	16.8
Non-Low Income	45.7
American Indian	14.6
Asian	47.1
Black or African American	15.4
Hispanic or Latino	16.2
White	40.5
Pacific Islander	22.9
Two or More Races	27.1

**Figure 10. PARCC ELA/Literacy Statewide Subgroup Percent Meeting or Exceeding Expectations**



**Figure 11. PARCC Statewide ELA/Literacy Race/Ethnicity Percent Meeting or Exceeding Expectations**



The table below shows the opportunity gap in the PARCC English Language Arts/Literacy assessment between students that are and are not part of specific subgroups. The values indicate the percentage point gap between the two groups.

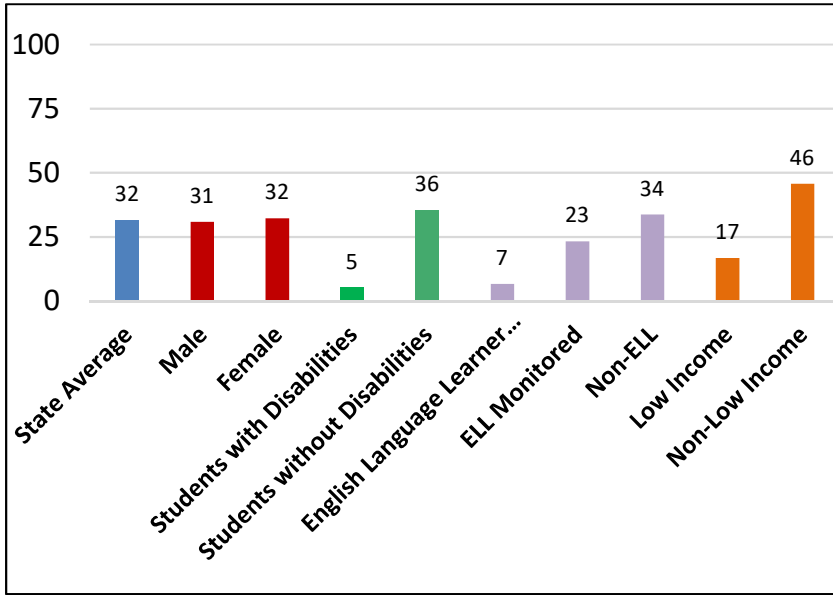
**Table 9. English Language Arts/Literacy (ELA/L) Statewide Student Group Opportunity Gaps<sup>5</sup> by Grade Level: 2015 to 2017**

ELA/L	STUDENTS W/ DISABILITIES : STUDENTS W/O DISABILITIES			ELL : NON-ELL			LOW-INCOME <sup>6</sup> : NON-LOW INCOME		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
3 <sup>rd</sup>	31	35	32	30	28	33	32	31	32
4 <sup>th</sup>	37	41	41	31	29	38	32	32	32
5 <sup>th</sup>	39	42	43	30	34	41	30	30	31
6 <sup>th</sup>	37	37	38	31	33	38	31	29	34
7 <sup>th</sup>	37	40	40	35	38	40	31	34	34
8 <sup>th</sup>	35	41	39	32	38	38	29	34	32
9 <sup>th</sup>	32	33	34	29	31	35	24	25	30

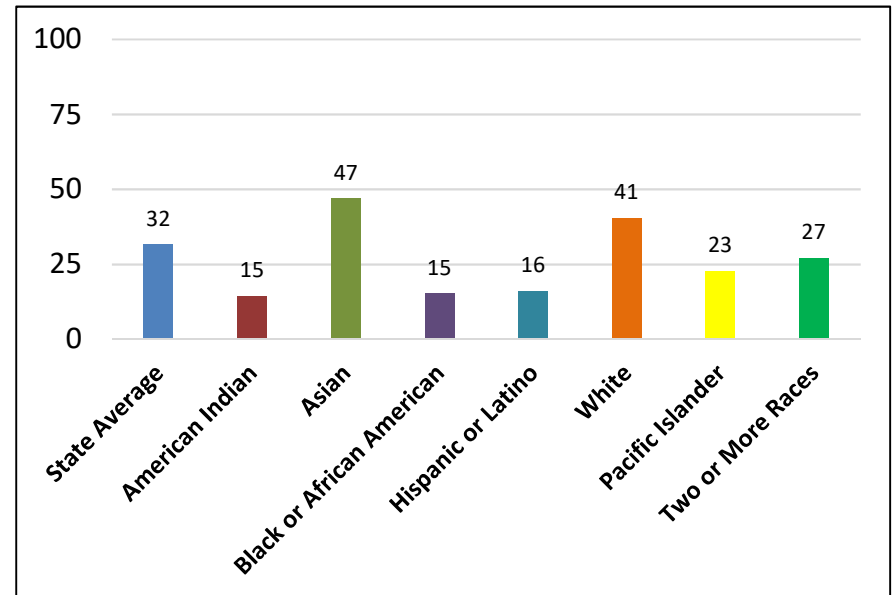
<sup>5</sup> An achievement gap is a difference in the percentage of students Meeting or Exceeding Expectations for distinct groups of students.

<sup>6</sup> Eligibility for free or reduced price meal benefits through the National School Lunch Program is the most commonly used indicator of low income/economic disadvantage.

**Figure 12. PARCC Mathematics Statewide Subgroup Percent Meeting or Exceeding Expectations**



**Figure 13. PARCC Mathematics Statewide Race/Ethnicity Percent Meeting or Exceeding Expectations**



The table below shows the opportunity gap in the PARCC Mathematics assessment between students that are and are not part of specific subgroups. The values indicate the percentage point gap in proficiency between the two groups.

**Table 10. Mathematics Statewide Student Group Opportunity Gaps<sup>7</sup> by Grade Level: 2015 to 2017**

Mathematics	STUDENTS W/ DISABILITIES : STUDENTS W/O DISABILITIES			ELL : NON-ELL			LOW-INCOME <sup>8</sup> : NON-LOW INCOME		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
3 <sup>rd</sup>	28	33	32	27	27	28	31	31	31
4 <sup>th</sup>	27	33	34	22	27	32	28	30	30
5 <sup>th</sup>	27	35	35	21	27	33	25	29	30
6 <sup>th</sup>	27	30	31	23	26	28	28	29	30
7 <sup>th</sup>	27	29	28	23	27	27	29	30	29
8 <sup>th</sup>	12	15	15	10	16	14	10	16	15
Algebra I	25	28	26	24	27	28	27	29	29

<sup>7</sup> An achievement gap is a difference in the percentage of students Meeting or Exceeding Expectations for distinct groups of students.

<sup>8</sup> Eligibility for free or reduced price meal benefits through the National School Lunch Program is the most commonly used indicator of low income/economic disadvantage.

# PARCC DISTRICT RESULTS

## *English Language Arts and Mathematics 2017*

The table below shows the percentage of students meeting or exceeding expectations on the 2017 administration of PARCC ELA/Literacy and Mathematics assessments at the district level as a whole as well as at the district elementary, middle, and high school levels.

**Table 11. ELA/Literacy & Mathematics: District Percent of Students Meeting or Exceeding Expectations: 2017**

District	School Level	ELA/Literacy			Mathematics		
		2017 #	2017 %	2017 % Meeting or Exceeding Expectations	2017 #	2017 %	2017 % Meeting or Exceeding Expectations
		Enrolled	Tested		Enrolled	Tested	
Achievement First Charter	ES	179	100	48.0	180	100	59.4
Barrington	All	1877	98	75.3	1875	98	67.4
	ES	771	98	68.1	773	98	69.0
	MS	799	97	80.7	799	97	63.2
	HS	307	99	79.3	303	100	74.3
Beacon Charter	All	146	98	45.5	148	100	25.0
	MS	90	100	43.3	90	100	26.7
	HS	56	95	49.1	58	100	22.4
Blackstone Academy Charter	HS	83	100	13.3	83	100	3.6
Blackstone Valley Prep Charter	All	825	100	51.8	824	100	44.2
	ES	328	100	43.9	328	100	39.9
	MS	402	100	56.0	402	100	47.8
	HS	95	99	61.7	94	100	43.6
Bristol-Warren	All	1758	97	55.8	1789	97	40.8
	ES	794	97	57.1	799	97	51.9

		ELA/Literacy		
District	School Level	2017	2017	2017
		#	%	% Meeting or Exceeding Expectations
		Enrolled	Tested	
	MS	747	98	50.2
	HS	217	95	70.9
<b>Burrillville</b>	All	1255	96	31.8
	ES	508	98	27.1
	MS	548	94	40.6
	HS	199	96	20.4
<b>Central Falls</b>	All	1309	98	10.5
	ES	480	99	12.9
	MS	686	98	8.6
	HS	143	93	11.3
<b>Chariho</b>	All	1686	99	63.4
	ES	463	99	67.7
	MS	948	99	62.1
	HS	275	98	60.4
<b>Coventry</b>	All	2514	99	49.7
	ES	1057	99	56.4
	MS	1082	99	48.8
	HS	375	98	33.2
<b>Cranston</b>	All	5663	99	42.3
	ES	2397	99	48.0
	MS	2447	99	40.3
	HS	819	97	31.3
<b>Cumberland</b>	All	2524	96	54.8
	ES	1031	98	57.5

Mathematics		
2017	2017	2017
#	%	% Meeting or Exceeding Expectations
Enrolled	Tested	
752	97	32.2
238	95	30.7
1252	97	23.2
508	98	23.3
547	94	25.1
197	100	18.3
1413	98	8.8
501	99	15.3
733	98	5.1
179	92	5.5
1686	99	53.5
463	99	63.2
947	99	49.0
276	100	52.7
2601	99	37.5
1057	99	47.7
1082	99	31.8
462	100	27.6
5630	99	30.1
2418	99	36.4
2462	99	26.9
750	100	20.7
2480	96	48.4
1031	98	58.5

		ELA/Literacy		
District	School Level	2017	2017	2017
		#	%	% Meeting or Exceeding Expectations
		Enrolled	Tested	
	MS	1129	95	58.1
	HS	364	96	36.9
<b>Davies Career and Tech.</b>	HS	221	100	33.9
<b>DCYF</b>	All	18	39	14.3
	MS	5	20	-
	HS	13	46	16.7
<b>East Greenwich</b>	All	1399	97	63.0
	ES	549	98	57.3
	MS	669	97	65.8
	HS	181	96	69.9
<b>East Providence</b>	All	2788	98	28.3
	ES	1236	99	35.9
	MS	1184	98	23.7
	HS	368	96	16.7
<b>Exeter-West Greenwich</b>	All	858	98	51.6
	ES	435	98	48.5
	MS	284	98	55.9
	HS	139	99	52.6
<b>Foster</b>	ES	156	99	37.7
<b>Foster-Glocester</b>	All	647	96	45.5
	MS	478	96	46.9
	HS	169	96	41.4

Mathematics		
2017	2017	2017
#	%	% Meeting or Exceeding Expectations
Enrolled	Tested	
1129	94	46.9
320	99	21.2
231	93	14.9
14	71	-
4	0	--
10	100	-
1385	98	60.5
550	98	57.3
672	98	60.9
163	100	69.9
2798	98	25.4
1243	99	37.4
1193	98	17.9
362	100	8.6
820	98	57.1
435	98	60.3
284	98	47.3
101	100	70.3
156	99	35.7
677	97	30.6
478	96	34.9
199	100	20.6

District	School Level	ELA/Literacy		
		2017	2017	2017
		# Enrolled	% Tested	% Meeting or Exceeding Expectations
<b>Glocester</b>	ES	289	98	54.6
<b>Highlander Charter</b>	All	294	99	22.1
	ES	110	100	23.6
	MS	154	98	23.2
	HS	30	97	10.3
<b>International Charter</b>	ES	165	98	36.4
<b>Jamestown</b>	All	324	99	73.9
	ES	107	99	79.2
	MS	216	100	71.6
<b>Johnston</b>	All	1752	99	32.1
	ES	742	99	36.3
	MS	756	99	32.1
	HS	254	97	19.4
<b>Kingston Hill Charter</b>	ES	74	99	83.6
<b>Lincoln</b>	All	1661	97	45.8
	ES	667	99	50.5
	MS	757	96	40.8
	HS	237	94	48.4
<b>Little Compton</b>	All	169	91	59.1
	ES	78	92	48.6
	MS	91	90	68.3
<b>MET Career &amp; Tech.</b>	HS	160	99	16.4

Mathematics		
2017	2017	2017
# Enrolled	% Tested	% Meeting or Exceeding Expectations
290	98	61.6
292	99	14.2
110	100	18.2
154	97	11.3
28	100	14.3
169	99	23.8
323	100	68.6
106	99	83.8
216	100	61.6
1737	99	25.1
742	99	34.6
761	99	20.3
234	98	10.4
74	97	79.2
1651	98	45.4
668	99	54.4
757	97	37.8
226	99	43.0
170	91	47.4
78	92	54.2
92	89	41.5
163	99	6.2

District	School Level	ELA/Literacy		
		2017	2017	2017
		# Enrolled	% Tested	% Meeting or Exceeding Expectations
<b>Middletown</b>	All	1133	98	45.3
	ES	314	99	43.9
	MS	648	98	48.2
	HS	171	93	36.5
<b>Narragansett</b>	All	691	98	60.1
	ES	174	98	61.8
	MS	425	98	59.7
	HS	92	98	58.9
<b>New Shoreham</b>	All	59	88	57.7
	ES	35	80	67.9
	HS	24	100	45.8
<b>Newport</b>	All	1080	96	32.3
	ES	316	97	37.5
	MS	597	97	34.7
	HS	167	89	12.2
<b>North Kingstown</b>	All	2135	99	63.4
	ES	815	100	58.7
	MS	937	99	65.3
	HS	383	97	68.9
<b>North Providence</b>	All	1916	98	41.8
	ES	801	97	41.5
	MS	851	99	41.0

Mathematics		
2017	2017	2017
# Enrolled	% Tested	% Meeting or Exceeding Expectations
1155	98	42.3
326	98	46.4
659	98	43.7
170	100	28.8
742	98	49.2
174	97	60.7
425	98	48.6
143	100	37.8
64	97	33.9
37	100	37.8
27	93	28.0
1076	98	24.2
326	98	32.3
604	97	23.3
146	99	9.7
2166	98	51.8
820	99	51.1
940	99	52.6
406	94	51.4
1926	98	28.5
806	97	31.8
856	99	25.6



District	School Level	ELA/Literacy		
		2017	2017	2017
		# Enrolled	% Tested	% Meeting or Exceeding Expectations
	HS	264	98	45.2
<b>North Smithfield</b>	All	958	99	59.1
	ES	398	99	59.3
	MS	416	99	56.9
	HS	144	99	64.8
<b>Paul Cuffee Charter</b>	All	408	99	31.3
	ES	171	99	25.3
	MS	178	98	33.7
	HS	59	98	41.4
<b>Pawtucket</b>	All	4985	98	27.8
	ES	2459	99	34.2
	MS	2047	98	22.1
	HS	479	95	18.6
<b>Portsmouth</b>	All	1340	96	52.7
	ES	168	96	47.2
	MS	920	96	57.6
	HS	252	98	38.7
<b>Providence</b>	All	12730	98	17.3
	ES	5688	99	21.3
	MS	5270	97	13.9
	HS	1772	94	14.6

Mathematics		
2017	2017	2017
# Enrolled	% Tested	% Meeting or Exceeding Expectations
264	98	27.8
950	99	46.5
398	99	48.3
417	99	44.4
135	100	47.4
408	99	24.4
171	99	24.1
178	98	25.7
59	97	21.1
5086	99	20.2
2512	99	30.5
2076	98	10.5
498	100	8.2
1324	96	48.8
168	96	50.3
919	96	50.0
237	100	43.5
13514	98	14.0
5873	99	20.4
5484	97	9.3
2157	99	8.5

		ELA/Literacy		
District	School Level	2017	2017	2017
		# Enrolled	% Tested	% Meeting or Exceeding Expectations
RI Nurses Institute Charter	HS	68	96	9.2
RI School for the Deaf	All	28	86	4.2
	ES	8	100	-
	MS	14	100	7.1
	HS	6	33	-
Scituate	All	720	98	49.6
	ES	271	98	60.0
	MS	349	97	42.4
	HS	100	100	47.0
Segue Institute Charter	MS	234	100	43.2
Sheila Skip Nowell Charter	HS	9	89	-
Smithfield	All	1315	93	54.3
	ES	573	94	62.8
	MS	556	94	46.9
	HS	186	86	50.0
South Kingstown	All	1699	98	55.1
	ES	435	98	66.4
	MS	1024	98	53.4
	HS	240	99	42.0
The Compass School Charter	All	113	99	69.6

Mathematics		
2017	2017	2017
# Enrolled	% Tested	% Meeting or Exceeding Expectations
78	97	2.6
28	100	-
8	100	-
14	100	-
6	100	-
701	97	42.0
271	97	51.9
349	97	36.6
81	99	32.5
234	100	16.2
34	76	-
1290	95	44.6
573	94	47.0
555	95	45.5
162	97	33.1
1708	98	54.2
440	98	62.8
1027	98	53.4
241	100	41.9
113	99	54.5

District	School Level	ELA/Literacy		
		2017	2017	2017
		# Enrolled	% Tested	% Meeting or Exceeding Expectations
	ES	57	100	66.7
	MS	56	98	72.7
The Greene School Charter	HS	41	98	35.0
The Learning Community Charter	All	367	100	55.9
	ES	185	100	57.8
	MS	182	100	53.8
Tiverton	All	986	98	48.8
	ES	281	98	52.9
	MS	556	99	47.2
	HS	149	93	47.1
Trinity Academy Charter	All	119	99	28.8
	MS	85	100	34.1
	HS	34	97	15.2
Urban Collaborative	MS	136	98	9.0
Village Green Virtual Charter	HS	49	71	40.0
Warwick	All	4821	98	40.9
	ES	2707	98	46.6
	MS	1401	97	34.7
	HS	713	97	31.4
West Warwick	All	1787	97	35.2

Mathematics		
2017	2017	2017
# Enrolled	% Tested	% Meeting or Exceeding Expectations
57	100	49.1
56	98	60.0
44	95	23.8
367	100	37.6
185	100	44.9
182	100	30.2
1014	99	41.7
281	98	58.3
556	98	37.8
177	100	27.7
118	100	5.9
85	100	5.9
33	100	6.1
136	97	3.8
33	100	21.2
4727	98	30.6
2716	98	38.5
1408	97	21.3
603	98	16.4
1761	98	24.4

		ELA/Literacy		
District	School Level	2017	2017	2017
		#	%	% Meeting or Exceeding Expectations
		Enrolled	Tested	
	ES	569	99	31.2
	MS	976	97	36.6
	HS	242	93	39.1
<b>Westerly</b>	<b>All</b>	<b>1511</b>	<b>98</b>	<b>44.1</b>
	ES	422	99	49.0
	MS	869	98	45.8
	HS	220	96	27.4
<b>Woonsocket</b>	<b>All</b>	<b>3175</b>	<b>97</b>	<b>17.1</b>
	ES	1481	98	20.1
	MS	1264	96	14.6
	HS	430	93	14.0

Mathematics		
2017	2017	2017
#	%	% Meeting or Exceeding Expectations
Enrolled	Tested	
570	99	23.3
976	96	23.3
215	100	32.1
<b>1502</b>	<b>99</b>	<b>34.9</b>
422	99	49.8
866	98	30.6
214	100	22.5
<b>3009</b>	<b>98</b>	<b>15.3</b>
1501	98	21.1
1274	97	9.9
234	98	7.0

# PARCC SCHOOL RESULTS

## Elementary and Middle School ELA/Literacy 2015-2017

The percent of students in each elementary and middle school who met or exceeded expectations from the 2015-2017 PARCC ELA/Literacy assessment administrations is provided in the table below. Of Rhode Island's 235 elementary and middle schools that participated in PARCC English Language Arts/Literacy testing, 14 had statistically significant increases in the percent of students who met or exceeded expectations while 15 had statistically significant decreases. Seventeen schools had 70% or more students who met or exceeded expectations (of those, 3 schools had 80% or more); 87 schools had 50% or more students who met or exceeded expectations; and 137 met or exceeded the state average of 39% on the PARCC English Language Arts/Literacy assessment.

**Table 12. PARCC ELA/Literacy: Elementary and Middle School Percent of Students Meeting or Exceeding Expectations: 2015- 2017**

District	School ELA	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
Achievement First	Achievement First Academy ES	n/a	n/a	n/a	n/a	90	100	45.6	5.2	179	100	48.0	3.7	2	n/a
<b>Barrington</b>															
	Hampden Meadows ES	498	95	63.5	2.2	513	97	68.6	2.1	533	98	69.8	2.0	1	6
	Nayatt ES	90	100	65.6	5	92	99	73.6	4.6	94	100	73.4	4.6	0	8
	Primrose Hill ES	85	95	64.2	5.3	96	97	57	5.1	68	96	55.4	6.2	-2	-9
	Sowams ES	79	100	58.2	5.5	68	100	50	6.1	72	99	63.4	5.7	13	5
	Barrington MS	811	98	73.7	1.6	831	98	82	1.3	795	97	80.7	1.4	-1	7
<b>Beacon Charter</b>															
	Founders Academy MS	n/a	n/a	n/a	n/a	46	96	50	7.5	90	100	43.3	5.2	-7	n/a
<b>Blackstone Valley</b>															

District	School ELA	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
	Blackstone Valley Prep 1 ES	166	100	55.4	3.9	164	100	50	3.9	162	100	41.4	3.9	-9	-14
	Blackstone Valley Prep 2 ES	81	98	54.4	5.6	161	100	50.9	3.9	166	100	46.4	3.9	-5	-8
	Blackstone Valley Prep MS	325	99	42.4	2.8	318	100	60.4	2.7	322	100	55.6	2.8	-5	13
*	Blackstone Valley Prep 2 MS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80	100	57.5	5.5	n/a	n/a
<b>Bristol-Warren</b>															
	Colt Andrews ES	180	95	42.7	3.8	188	96	56.4	3.7	180	97	57.1	3.7	1	14
	Guiteras ES	158	97	51	4	162	99	48.8	4	143	100	67.1	3.9	18	16
	Hugh Cole ES	300	91	31.4	2.8	295	97	49.8	3	321	95	44.8	2.8	-5	13
	Rockwell ES	147	97	66.4	3.9	140	100	70.7	3.8	139	99	76.8	3.6	6	10
	Kickemuit MS	760	93	43.5	1.9	741	92	45.4	1.9	744	98	50.3	1.9	5	7
<b>Burrillville</b>															
	Steere Farm ES	279	72	28.4	3.2	287	91	28.6	2.8	284	99	29.6	2.7	1	1
	W. L. Callahan ES	250	80	33.5	3.3	220	99	36.4	3.3	221	98	23.6	2.9	-13	-10
	Burrillville MS	620	39	33.1	3	586	94	30.5	2	548	94	40.6	2.2	10	8
<b>Central Falls</b>															
	Ella Risk ES	235	95	14.3	2.3	197	99	17.4	2.7	211	99	13.5	2.4	-4	-1
	Veterans Memorial ES	252	98	10.6	2	236	98	14.7	2.3	267	99	12.5	2.0	-2	2
	Dr. E. F. Calcutt MS	659	92	8.9	1.2	683	99	10.4	1.2	684	98	8.7	1.1	-2	0
<b>Chariho</b>															
	Ashaway ES	64	94	63.3	6.2	74	100	51.4	5.8	85	99	66.7	5.1	15	3
	Charlestown ES	122	95	63.8	4.5	115	97	62.2	4.6	107	97	74.0	4.3	12	10
	Hope Valley ES	81	100	51.9	5.6	70	100	67.1	5.6	73	100	72.6	5.2	5	21

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	Richmond ES	169	97	68.9	3.6	182	100	70.9	3.4	198	99	62.9	3.4	-8	-6
	Chariho Regional MS	977	95	67.1	1.5	933	99	68.5	1.5	948	99	62.1	1.6	-6	-5
<b>Coventry</b>															
	Blackrock ES	220	98	45.6	3.4	217	99	45.6	3.4	201	100	61.2	3.4	16	16
	Hopkins Hill ES	185	98	47.5	3.7	194	100	56.2	3.6	194	99	46.1	3.6	-10	-1
	Tiogue ES	191	99	41.1	3.6	191	99	54	3.6	193	98	52.1	3.6	-2	11
	Washington Oak ES	299	99	45.8	2.9	284	97	44	3	270	99	56.6	3.0	13	11
	Western Coventry ES	183	99	41.4	3.7	203	100	57.6	3.5	197	99	66.3	3.4	9	25
	A. S. Feinstein MS	1142	96	31.8	1.4	1121	99	38.5	1.5	1082	99	48.8	1.5	10	17
<b>Cranston</b>															
	Arlington ES	173	100	28.9	3.4	177	100	34.5	3.6	104	100	37.5	4.7	3	9
	Chester W. Barrows ES	100	100	51	5	93	100	48.4	5.2	99	100	51.5	5.0	3	1
	Daniel D. Waterman ES	146	95	47.1	4.2	149	94	48.6	4.2	114	100	55.3	4.7	7	8
	Eden Park ES	213	99	39.8	3.4	198	99	37.2	3.5	155	98	33.6	3.8	-4	-6
	Edgewood Highland ES	166	98	35.8	3.8	160	99	35.2	3.8	100	100	64.0	4.8	29	28
	Edward S. Rhodes ES	187	95	53.4	3.7	168	98	50.3	3.9	102	100	56.9	4.9	7	3
	Garden City ES	167	98	49.1	3.9	193	99	58.6	3.6	143	100	62.2	4.1	4	13
	George J. Peters ES	204	97	40.1	3.5	217	99	36.7	3.3	170	98	44.6	3.9	8	4
	Gladstone Street ES	289	96	25.5	2.6	286	100	18.9	2.3	274	99	20.2	2.4	1	-5
	Glen Hills ES	191	97	47.6	3.7	195	99	47.7	3.6	146	99	59.7	4.1	12	12
	Oak Lawn ES	164	91	48.3	4.1	163	100	46.6	3.9	104	100	56.7	4.9	10	8

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	Orchard Farms ES	192	98	64.9	3.5	186	99	63.2	3.5	255	98	65.3	3.0	2	0
	Stadium ES	209	98	38	3.4	208	100	43	3.4	151	100	41.1	4.0	-2	3
	Stone Hill ES	175	99	54.3	3.8	161	99	52.5	3.9	131	100	63.4	4.2	11	9
	William R. Dutemple ES	194	99	46.4	3.6	196	99	35.6	3.4	151	98	37.8	4.0	2	-9
	Woodridge ES	202	96	63.9	3.4	213	99	57.3	3.4	171	99	50.3	3.8	-7	-14
*	Hope Highlands MS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	269	100	57.5	3.0	n/a	n/a
	Hugh B. Bain Middle School	476	96	30.6	2.2	476	99	24.5	2.0	631	100	25.0	1.7	0	-6
	Park View MS	507	96	47	2.3	524	99	36.6	2.1	723	98	35.6	1.8	-1	-11
	Western Hills MS	710	92	51.8	2	658	98	53.3	2	812	99	51.2	1.8	-2	-1
<b>Cumberland</b>															
	Ashton ES	136	96	55	4.3	126	99	48.8	4.5	132	98	55.4	4.4	7	0
	B.F. Norton ES	228	95	34.7	3.2	234	97	41.7	3.3	208	98	39.2	3.4	-2	4
	Community ES	333	97	63.4	2.7	318	98	75.7	2.4	303	98	75.0	2.5	-1	12
	Garvin Memorial ES	190	100	38.9	3.5	204	96	41.8	3.5	201	99	53.3	3.5	11	14
	J.J.M. Cumberland Hill ES	180	98	47.5	3.8	172	97	51.5	3.9	183	97	56.7	3.7	5	9
	Joseph L. McCourt MS	450	90	30	2.3	448	93	29.9	2.2	463	92	38.3	2.4	8	8
	North Cumberland MS	663	94	48.5	2	684	96	59.1	1.9	665	97	71.2	1.8	12	23
<b>DCYF</b>	DCYF Alt. Ed. Program MS	2	50	-	-	3	100	-	-	4	0	-	-	-	-
<b>East Greenwich</b>															
	George Hanaford ES	276	95	57.8	3	281	93	52.7	3.1	247	98	52.5	3.2	0	-5



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	James H. Eldredge ES	297	97	67.5	2.8	295	98	65.4	2.8	299	98	61.6	2.8	-4	-6
	Archie R. Cole MS	609	96	78.5	1.7	635	95	75.8	1.7	667	97	65.9	1.9	-10	-13
<b>East Providence</b>															
	Agnes B. Hennessey ES	136	99	19.4	3.4	144	97	18	3.3	150	98	13.6	2.8	-4	-6
	Alice M. Waddington ES	222	85	44.7	3.6	209	92	46.4	3.6	201	99	45.2	3.5	-1	1
	Emma G. Whiteknact ES	134	97	22.3	3.7	135	98	25.8	3.8	142	99	23.4	3.6	-2	1
	James R. D. Oldham ES	99	94	19.4	4.1	101	98	28.3	4.5	86	100	36.0	5.2	8	17
	Kent Heights ES	132	95	40.8	4.4	143	97	40.6	4.2	148	99	41.5	4.1	1	1
	Myron J. Francis ES	191	94	48.6	3.7	197	98	48.2	3.6	207	99	46.3	3.5	-2	-2
	Orlo Avenue ES	150	98	30.6	3.8	152	99	29.3	3.7	147	98	33.3	3.9	4	3
	Silver Spring ES	137	98	28.4	3.9	139	96	40.3	4.2	148	98	41.4	4.1	1	13
	Edward R. Martin MS	663	92	35.2	1.9	707	84	24.4	1.8	743	99	17.6	1.4	-7	-18
	Riverside MS	479	64	28.3	2.6	434	75	33	2.6	435	95	34.8	2.3	2	6
<b>Exe.-W. Greenwich</b>															
	Metcalf ES	504	90	40.7	2.3	445	96	43.4	2.4	434	98	48.6	2.4	5	8
	Exeter-W. Greenwich MS	256	87	57.2	3.3	284	100	58.8	2.9	283	99	55.9	3.0	-3	-1
<b>Foster</b>	Captain Isaac Paine ES	154	93	37.1	4	160	99	41.1	3.9	156	99	37.7	3.9	-3	1
<b>Foster-Glocester</b>	Ponaganset MS	470	94	42.6	2.4	474	95	48.4	2.4	478	96	46.9	2.3	-1	4
<b>Glocester</b>															
	Fogarty Memorial ES	157	97	62.5	3.9	165	98	61.7	3.8	165	98	63.0	3.8	1	0

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	West Gloucester ES	123	93	35.7	4.5	121	92	30.6	4.4	124	98	43.4	4.5	13	8
<b>Highlander</b>															
	Highlander Charter ES	108	99	12.1	3.2	108	99	9.3	2.8	109	100	23.9	4.1	15	12
	Highlander Charter MS	108	99	27.1	4.3	136	99	23.9	3.7	154	98	23.2	3.4	-1	-4
<b>International</b>	International Charter ES	157	99	37.2	3.9	164	96	42	3.9	165	98	36.4	3.8	-6	-1
<b>Jamestown</b>															
	Jamestown-Melrose ES	113	96	61.1	4.7	112	98	70	4.4	106	99	80.0	3.9	10	19
	Jamestown-Lawn MS	206	96	61.9	3.5	208	100	71.5	3.1	215	100	72.0	3.1	0	10
<b>Johnston</b>															
	Brown Avenue ES	128	98	77	3.7	135	97	73.3	3.9	134	98	56.5	4.3	-17	-20
	Sarah Dyer Barnes ES	144	94	43	4.3	157	99	47.7	4	165	99	38.7	3.8	-9	-4
	Thornton ES	223	99	44.1	3.3	227	100	39.4	3.3	204	100	29.1	3.2	-10	-15
	Winsor Hill ES	216	97	44.3	3.4	222	98	42.9	3.4	233	99	30.0	3.0	-13	-14
	Nicholas A. Ferri MS	747	96	46.8	1.9	749	100	39.5	1.8	747	100	32.3	1.7	-7	-14
<b>Kingston Hill</b>	Kingston Hill Academy ES	78	95	77	4.9	62	98	80.3	5.1	74	99	83.6	4.3	3	7
<b>Lincoln</b>															
	Lincoln Central ES	173	97	63.7	3.7	160	98	70.1	3.7	171	99	64.7	3.7	-5	1
	Lonsdale ES	173	94	54.6	3.9	144	98	59.6	4.1	149	99	47.3	4.1	-12	-7
	Northern Lincoln ES	208	96	56.8	3.5	213	98	56.3	3.4	209	99	44.0	3.4	-12	-13
	Saylesville ES	133	96	60.9	4.3	133	98	53.8	4.4	137	99	46.3	4.3	-8	-15
	Lincoln MS	773	93	49.5	1.9	768	98	47.2	1.8	752	97	41.0	1.8	-6	-9

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<b>Little Compton</b>															
	Wilbur & McMahon ES	81	93	57.3	5.7	76	96	52.1	5.8	78	92	48.6	5.9	-3	-9
	Wilbur & McMahon MS	95	82	57.7	5.6	102	82	53.6	5.4	91	90	68.3	5.1	15	11
<b>Middletown</b>															
	Aquidneck ES	115	92	53.8	4.8	87	98	43.5	5.4	75	97	53.4	5.8	10	0
	Forest Avenue ES	86	95	36.6	5.3	79	97	39	5.6	68	99	34.3	5.8	-5	-2
	Gaudet Learning Acad. ES	169	96	41.7	3.9	176	99	47.4	3.8	169	99	44.0	3.8	-3	2
	Gaudet MS	705	92	41.8	1.9	644	98	40.5	2	640	98	48.8	2.0	8	7
<b>Narragansett</b>															
	Narragansett ES	201	98	60.4	3.5	200	97	47.9	3.6	171	98	62.9	3.7	15	2
	Narragansett Pier MS	399	94	53.9	2.6	394	99	53.7	2.5	425	98	59.7	2.4	6	6
<b>New Shoreham</b>															
	Block Island ES	48	88	52.4	7.7	43	95	56.1	7.8	35	80	67.9	8.8	12	15
<b>Newport</b>															
	Claiborne Pell ES	296	93	37.5	2.9	295	99	38.6	2.8	309	97	38.2	2.8	0	1
	Frank E. Thompson MS	586	94	33	2	573	98	31.8	2	591	97	35.0	2.0	3	2
<b>North Kingstown</b>															
	Fishing Cove ES	123	93	60.9	4.6	120	97	72.4	4.1	109	99	63.0	4.6	-9	2
	Forest Park ES	156	89	57.6	4.2	146	99	62.1	4	137	99	59.6	4.2	-3	2
	Hamilton ES	218	98	71.4	3.1	194	98	65.4	3.4	198	99	74.1	3.1	9	3
	Stony Lane ES	229	100	57.9	3.3	231	100	47.2	3.3	224	100	54.9	3.3	8	-3
	S. M. H. Quidnessett ES	147	93	46.7	4.3	146	97	37.3	4.1	137	99	42.6	4.2	5	-4
	Davisville MS	525	82	55.9	2.4	527	95	61.2	2.2	528	99	56.0	2.2	-5	0

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	Wickford MS	435	89	67.9	2.4	425	100	77.1	2	405	99	78.0	2.1	1	10
<b>North Providence</b>															
	Centredale ES	128	98	32.8	4.2	127	94	42.5	4.5	124	98	37.2	4.4	-5	4
	Dr. Joseph A. Whelan ES	134	99	28.8	3.9	125	100	36.8	4.3	139	99	44.2	4.2	7	15
	Greystone ES	124	96	32.8	4.3	125	99	44.4	4.5	127	98	47.2	4.5	3	14
	James L. McGuire ES	146	95	31.2	3.9	140	98	33.6	4	130	98	40.2	4.3	7	9
	Marieville ES	125	90	16.1	3.5	116	99	38.3	4.5	120	99	46.2	4.6	8	30
	Stephen Olney ES	155	91	34.8	4	152	97	34.5	3.9	152	95	36.1	4.0	2	1
	Birchwood MS	410	90	31.6	2.4	420	100	49.3	2.4	430	99	37.4	2.3	-12	6
	Dr. Edward A. Ricci MS	425	91	27.6	2.3	435	99	36.6	2.3	420	99	44.8	2.4	8	17
<b>North Smithfield</b>															
	Dr. H. L. H. Memorial ES	341	92	43.1	2.8	334	98	53.7	2.8	344	99	62.2	2.6	8	19
	North Smithfield ES	44	93	31.7	7.3	46	100	52.2	7.4	52	100	40.4	6.8	-12	9
	North Smithfield MS	441	89	49.9	2.5	454	99	54.5	2.3	411	99	57.5	2.5	3	8
<b>Paul Cuffee</b>															
	Paul Cuffee Charter ES	171	98	28.6	3.5	169	100	30.8	3.6	171	99	25.3	3.3	-5	-3
	Paul Cuffee Charter MS	180	99	27.9	3.4	180	99	38.2	3.6	178	98	33.7	3.6	-4	6
<b>Pawtucket</b>															
	Agnes E. Little ES	220	98	24.1	2.9	235	99	27.9	2.9	214	100	33.8	3.2	6	10
	Curvin-McCabe ES	219	93	19.1	2.8	238	99	21.7	2.7	221	99	31.1	3.1	9	12

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	Elizabeth Baldwin ES	330	92	19.4	2.3	336	100	25.9	2.4	338	99	30.1	2.5	4	11
	Fallon Memorial ES	276	99	20.8	2.5	275	100	28	2.7	287	100	33.2	2.8	5	12
	F. S. Curtis Memorial ES	163	94	28.8	3.7	156	100	27.6	3.6	149	99	30.6	3.8	3	2
	Francis J. Varieur ES	194	99	44	3.6	212	100	61.3	3.3	210	100	61.2	3.4	0	17
	Henry J. Winters ES	242	99	13.8	2.2	178	99	25	3.3	198	99	29.9	3.3	5	16
	M. V. Cunningham ES	240	93	20.2	2.7	235	99	20.2	2.6	254	100	28.0	2.8	8	8
	Nathanael Greene ES	351	100	25.7	2.3	331	100	25.5	2.4	306	99	29.6	2.6	4	4
	Potter-Burns ES	259	99	33.2	2.9	266	100	36.6	3	254	100	41.3	3.1	5	8
	Goff MS	663	98	21.9	1.6	708	99	31.4	1.8	732	99	33.9	1.8	3	12
	Joseph Jenks MS	487	88	12.1	1.6	549	97	10.1	1.3	577	97	12.3	1.4	2	0
	Samuel Slater MS	680	95	14.1	1.4	727	96	16.5	1.4	722	98	18.3	1.4	2	4
<b>Portsmouth</b>															
	Hathaway ES	90	89	48.8	5.6	99	98	43.3	5	86	99	44.7	5.4	1	-4
	Melville ES	71	97	59.4	5.9	70	100	60	5.9	73	99	52.8	5.9	-7	-7
	Portsmouth MS	948	88	46.6	1.7	909	92	53.3	1.7	918	96	57.7	1.7	4	11
<b>Providence</b>															
	Alan Shawn Feinstein ES	223	93	15.5	2.5	211	100	24.6	3	242	98	19.3	2.6	-5	4
	Alfred Lima, Sr. ES	451	96	11.8	1.5	424	100	21.3	2	435	99	20.0	1.9	-1	8
	Anthony Carnevale ES	291	91	20.4	2.5	213	100	24.9	3	237	100	20.8	2.6	-4	0
	Asa Messer ES	210	93	12.2	2.3	202	100	19.3	2.8	204	100	21.7	2.9	2	9
	Carl G. Lauro ES	413	92	9.7	1.5	380	99	7.1	1.3	418	99	8.0	1.3	1	-2

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	C. Young/C. Woods ES	348	90	6.7	1.4	316	100	17.1	2.1	375	98	12.0	1.7	-5	5
	Frank D. Spaziano ES	321	93	11.8	1.9	350	100	13.4	1.8	339	100	16.3	2.0	3	4
	George J. West ES	395	98	9.3	1.5	434	100	12	1.6	459	99	22.2	1.9	10	13
	Harry Kizirian ES	298	96	17.8	2.3	297	100	24.3	2.5	291	100	25.4	2.6	1	8
	Leviton Dual Language ES	133	98	14.6	3.1	135	99	35.1	4.1	139	100	15.1	3.0	-20	0
	Lillian Feinstein ES	226	92	9.1	2	218	100	17.1	2.6	230	100	17.8	2.5	1	9
	M. L. King, Jr. ES	240	99	24.5	2.8	234	100	27.5	2.9	280	98	12.8	2.0	-15	-12
	Mary E. Fogarty ES	225	93	4.8	1.5	214	100	9.3	2	249	96	8.8	1.8	-1	4
	Pleasant View ES	152	95	15.3	3	143	98	26.4	3.7	143	99	21.1	3.4	-5	6
	Reservoir Avenue ES	149	95	18.3	3.2	154	100	31.2	3.7	148	100	44.6	4.1	13	26
	Robert F. Kennedy ES	259	98	29.1	2.9	246	98	38.6	3.1	216	99	42.5	3.4	4	13
	Robert L Bailey IV, ES	260	98	7.5	1.7	246	99	16.4	2.4	206	100	13.6	2.4	-3	6
	Times2 Academy ES	164	100	28	3.5	172	99	28.7	3.5	171	100	32.2	3.6	4	4
	Vartan Gregorian ES	172	87	45.3	4.1	173	100	48	3.8	193	99	55.0	3.6	7	10
	Veazie Street ES	332	98	13.9	1.9	302	99	16	2.1	299	100	18.8	2.3	3	5
	Webster Avenue ES	197	99	23.1	3	235	98	27.3	2.9	201	99	29.3	3.2	2	6
	William D'Abate ES	196	95	30.6	3.4	173	98	36.7	3.7	177	99	33.7	3.6	-3	3
	Esek Hopkins MS	546	91	20.5	1.8	544	99	18.6	1.7	519	97	13.7	1.5	-5	-7
	Gilbert Stuart MS	899	88	13.7	1.2	822	98	13.3	1.2	834	98	7.7	0.9	-6	-6
	Gov. Chris. DelSesto MS	934	89	2.5	0.5	848	96	11.8	1.1	813	99	9.6	1.0	-2	7

District	School ELA	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017  % Meeting or Exceeding Exp.	2015 to 2017  % Meeting or Exceeding Exp.
	Nathan Bishop MS	724	91	28.8	1.8	701	92	24.9	1.7	681	97	17.5	1.5	-7	-11
	Nathanael Greene MS	979	93	28.3	1.5	968	98	25.6	1.4	952	98	24.7	1.4	-1	-4
	Roger Williams MS	860	90	16.8	1.3	776	97	8.6	1	734	97	7.0	1.0	-2	-10
	Times2 Academy MS	178	100	27	3.3	194	100	31.4	3.3	201	100	23.9	3.0	-8	-3
	West Broadway MS	303	81	5.7	1.5	385	98	15.1	1.8	493	97	12.4	1.5	-3	7
<b>RI Sch. for the Deaf</b>															
	RI Sch. for the Deaf ES	17	88	-	-	12	75	-	-	8	100	-	-	-	-
	RI Sch. for the Deaf MS	10	90	-	-	15	87	-	-	14	100	7.1	6.9	7	7
<b>Scituate</b>															
	Clayville ES	66	77	68.6	6.5	71	99	62.9	5.8	67	97	66.2	5.9	3	-2
	Hope ES	147	95	58.3	4.2	122	98	59.2	4.5	115	97	61.6	4.6	2	3
	North Scituate ES	124	94	46.2	4.6	126	96	55.4	4.5	89	99	53.4	5.3	-2	7
	Scituate MS	352	46	27	3.5	343	95	52.9	2.8	348	97	42.5	2.7	-10	15
<b>Segue Institute</b>	Segue Inst. for Lrng. MS	234	100	27.9	2.9	235	100	33.6	3.1	234	100	43.2	3.2	10	15
<b>Smithfield</b>															
	Anna M. McCabe ES	142	81	57.4	4.6	166	90	56.4	4.1	167	92	70.1	3.7	14	13
	Old County Road ES	131	92	35	4.4	127	92	38.5	4.5	141	97	52.6	4.3	14	18
	Raymond C. LaPerche ES	120	94	51.3	4.7	124	94	53.8	4.6	130	95	57.7	4.5	4	6
	William Winsor ES	146	95	51.1	4.2	147	95	61.2	4.1	135	92	70.2	4.1	9	19
	Vincent J. Gallagher MS	586	92	46.9	2.1	541	94	52.3	2.2	555	94	47.0	2.2	-5	0

District	School ELA	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
<b>South Kingstown</b>															
	Matunuck ES	90	96	77.9	4.5	88	99	70.1	4.9	96	96	66.3	4.9	-4	-12
	Peace Dale ES	159	97	81.8	3.1	150	100	78.7	3.3	146	99	72.4	3.7	-6	-9
	Wakefield ES	106	96	80.4	3.9	103	97	71	4.5	99	100	71.7	4.5	1	-9
	West Kingston ES	124	97	73.3	4	121	100	52.9	4.5	94	96	51.1	5.3	-2	-22
	Broad Rock MS	520	95	58.5	2.2	516	98	60.7	2.2	507	98	58.1	2.2	-3	0
	Curtis Corner MS	518	95	56.1	2.2	505	98	54.9	2.2	517	97	48.7	2.2	-6	-7
<b>The Compass School</b>															
	The Compass School ES	59	98	79.3	5.3	55	100	78.2	5.6	57	100	66.7	6.2	-12	-13
	The Compass School MS	54	91	71.4	6.5	56	96	72.2	6.1	56	98	72.7	6.0	1	1
<b>The Learning Comm.</b>															
	The Learning Comm. ES	185	100	30.3	3.4	190	100	53.2	3.6	185	100	57.8	3.6	5	28
	The Learning Comm. MS	180	100	25.6	3.3	178	100	42.7	3.7	182	100	53.8	3.7	11	28
<b>Tiverton</b>															
	Fort Barton ES	92	88	79	4.5	97	100	76.3	4.3	98	100	67.3	4.7	-9	-12
	Pocasset ES	91	75	50	6.1	93	100	43	5.1	82	99	38.3	5.4	-5	-12
	Walter E. Ranger ES	101	83	56	5.4	97	97	72.3	4.6	98	98	50.0	5.1	-22	-6
	Tiverton MS	573	79	50.9	2.4	547	99	48.8	2.2	554	99	47.2	2.1	-2	-4
<b>Trinity Academy</b>	Trinity Academy MS	75	99	6.8	2.9	83	100	12	3.6	85	100	34.1	5.1	22	27
<b>Urban Collaborative</b>	Urban Collaborative MS	138	96	6.8	2.2	135	98	12.9	2.9	136	98	9.0	2.5	-4	2



District	School ELA	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
<b>Warwick</b>															
	Cedar Hill ES	244	94	46.1	3.3	233	96	47.8	3.3	207	98	47.5	3.5	0	1
	Cottrell F. Hoxsie ES	173	96	38	3.8	166	99	42.1	3.9	197	98	43.0	3.6	1	5
	E. G. Robertson ES	182	95	36.4	3.7	181	98	52.2	3.7	180	97	36.8	3.7	-15	0
	Francis ES	161	93	36.2	3.9	151	95	44.1	4.2	157	99	45.2	4.0	1	9
	Greenwood ES	176	89	39.1	3.9	170	98	49.1	3.9	170	97	49.7	3.9	1	11
	Harold F. Scott ES	158	94	52.7	4.1	161	99	58.5	3.9	170	98	58.4	3.8	0	6
	Holliman ES	181	94	39.4	3.7	175	97	46.5	3.8	160	99	46.8	4.0	0	7
	John Wickes ES	195	98	28.8	3.3	197	97	37.2	3.5	200	98	32.3	3.3	-5	4
	Lippitt ES	120	92	40	4.7	137	97	31.6	4	142	99	31.9	3.9	0	-8
	Norwood ES	132	92	39.3	4.4	137	92	34.9	4.2	135	90	45.1	4.5	10	6
	Oakland Beach ES	197	91	20.1	3	180	98	22.6	3.1	184	98	38.3	3.6	16	18
	Park ES	145	86	32	4.2	144	98	45.4	4.2	135	99	33.6	4.1	-12	2
	Randall Holden ES	130	98	36.2	4.3	133	98	36.6	4.2	122	99	47.9	4.5	11	12
	Sherman ES	224	99	47.1	3.4	219	100	53.7	3.4	210	100	69.0	3.2	15	22
	Warwick Neck ES	184	98	46.1	3.7	176	98	52.3	3.8	179	99	61.0	3.7	9	15
	Wyman ES	180	91	48.2	3.9	169	100	41.4	3.8	153	99	53.3	4.0	12	5
	Warwick Vets Mem. MS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	858	98	36.9	1.7	n/a	n/a
	Winman MS	520	92	29.2	2.1	477	99	37.7	2.2	530	97	31.7	2.1	-6	3
<b>West Warwick</b>															
	Greenbush ES	177	99	33.7	3.6	175	99	41.6	3.7	197	99	32.8	3.4	-9	-1
	John F. Horgan ES	184	98	21.1	3	192	99	33	3.4	204	97	27.3	3.2	-6	6

District	School ELA	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017  % Meeting or Exceeding Exp.	2015 to 2017  % Meeting or Exceeding Exp.
	Wakefield Hills ES	148	89	28.8	3.9	178	99	32.8	3.5	167	100	34.1	3.7	1	5
	John F. Deering MS	987	90	34.1	1.6	988	95	41	1.6	976	97	36.6	1.6	-4	3
<b>Westerly</b>															
	Bradford ES	40	93	40.5	8.1	25	100	28	9	33	100	27.3	7.8	-1	-13
	Dunn's Corners ES	122	96	41	4.5	121	100	53.7	4.5	109	98	65.4	4.6	12	24
	Springbrook ES	141	96	30.9	4	147	99	28.8	3.7	131	99	37.7	4.3	9	7
	State Street ES	127	94	45	4.5	131	100	43.5	4.3	138	100	54.3	4.2	11	9
	Westerly MS	879	91	32.2	1.6	840	99	40	1.7	861	98	46.1	1.7	6	14
<b>Woonsocket</b>															
	Bernon Heights ES	227	98	36.5	3.2	252	98	37.7	3.1	240	99	25.7	2.8	-12	-11
	Citizens Memorial ES	382	92	18.2	2.1	385	98	17.8	2	396	98	14.2	1.8	-4	-4
	Globe Park ES	232	88	22.1	2.9	226	98	23.1	2.8	239	100	25.6	2.8	3	4
	Harris ES	204	98	17	2.7	207	97	21.4	2.9	234	97	13.2	2.2	-8	-4
	Kevin K. Coleman ES	156	90	26.2	3.7	127	98	19.4	3.5	148	99	19.9	3.3	1	-6
	Leo A. Savoie ES	191	98	36.2	3.5	230	99	27.8	3	201	99	27.1	3.2	-1	-9
	Woonsocket MS	1262	88	12.3	1	1230	95	12.6	1	1246	97	14.7	1.0	2	2

### Elementary and Middle School Mathematics 2015-2017

The percent of students in each elementary and middle school who met or exceeded expectations from the 2015-2017 PARCC Mathematics assessment administrations is provided in the table below. Of Rhode Island’s 235 elementary and middle schools that participated in PARCC Mathematics testing, 8 had statistically significant increases in the percent of students who met or exceeded expectations while only 7 had a statistically significant decrease. Seven schools had 70% or more students who met or exceeded expectations (of those, 4 schools had 75% or more); 61 schools had 50% or more students who met or exceeded expectations; and 139 schools met or exceeded the state average of 32% in Mathematics.

**Table 14. Mathematics: Elementary and Middle School Percent of Students Meeting or Exceeding Expectations: 2015- 2017**

District	School Math	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
Achievement First	Achievement First Academy	n/a	n/a	n/a	n/a	90	100	75.6	4.5	180	100	59.4	3.7	-16	n/a
<b>Barrington</b>															
	Hampden Meadows ES	499	95	56.5	2.3	514	98	67.9	2.1	535	98	69.4	2.0	1	13
	Nayatt ES	90	100	75.6	4.5	93	99	84.8	3.7	94	100	79.8	4.1	-5	4
	Primrose Hill ES	85	96	63.4	5.3	96	97	62.4	5	68	96	53.8	6.2	-9	-10
	Sowams ES	80	99	60.8	5.5	68	100	73.5	5.4	72	99	69.0	5.5	-5	8
	Barrington MS	812	98	59.6	1.7	831	98	70.1	1.6	795	97	63.5	1.7	-7	4
Beacon Charter	Founders Academy MS	n/a	n/a	n/a	n/a	46	100	17.4	5.6	90	100	26.7	4.7	9	n/a
<b>Blackstone Valley</b>															
	Blackstone Valley Prep 1 ES	166	100	61.4	3.8	163	100	57.1	3.9	162	100	41.4	3.9	-16	-20
	Blackstone Valley Prep 2 ES	81	98	68.4	5.2	161	100	52.2	3.9	166	100	38.6	3.8	.14	-30

District	School Math	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
	Blackstone Valley Prep MS	325	99	39.6	2.7	318	100	52.2	2.8	322	100	47.5	2.8	-5	8
	Blackstone Valley Prep 2 MS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80	100	48.8	5.6	n/a	n/a
<b>Bristol-Warren</b>															
	Colt Andrews ES	180	94	37.6	3.7	188	96	51.4	3.7	180	97	55.4	3.8	4	18
	Guiteras ES	159	97	47.4	4	164	98	50.3	3.9	146	100	58.9	4.1	9	12
	Hugh Cole ES	300	91	29.2	2.7	294	97	38.9	2.9	323	95	37.5	2.8	-1	8
	Rockwell ES	148	97	52.8	4.2	140	99	69.8	3.9	139	99	75.4	3.7	6	23
	Kickemuit MS	760	94	35.1	1.8	741	92	36.1	1.8	749	97	32.2	1.7	-4	-3
<b>Burrillville</b>															
	Steere Farm ES	278	72	25.1	3.1	289	91	30.5	2.8	284	99	22.5	2.5	-8	-3
	W. L. Callahan ES	250	80	19.5	2.8	220	99	24	2.9	221	98	24.1	2.9	0	5
	Burrillville MS	621	39	21.2	2.6	585	95	18.6	1.7	547	94	25.1	1.9	6	4
<b>Central Falls</b>															
	Ella Risk ES	236	98	7.3	1.7	204	100	18.2	2.7	229	96	19.1	0.8	1	12
	Veterans Memorial ES	252	99	10.4	1.9	245	100	10.7	2	276	99	12.4	2.6	2	2
	Dr. E. F. Calcutt MS	661	95	3.7	0.8	712	99	7.5	1	730	98	5.2	2.0	-2	1
<b>Chariho</b>															
	Ashaway ES	65	95	51.6	6.3	74	100	52.7	5.8	85	99	63.1	5.3	10	11
	Charlestown ES	122	95	50	4.6	115	97	49.5	4.7	107	97	65.4	4.7	16	15
	Hope Valley ES	81	100	59.3	5.5	70	100	74.3	5.2	73	100	74.0	5.1	0	15

District	School Math	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
	Richmond ES	169	97	50.6	3.9	182	100	68.7	3.4	198	100	58.1	3.5	-11	7
	Chariho Regional MS	977	95	39.9	1.6	933	99	51.7	1.6	947	99	49.0	1.6	-3	9
<b>Coventry</b>															
	Blackrock ES	220	97	34.1	3.2	217	99	34	3.2	201	100	36.8	3.4	3	3
	Hopkins Hill ES	185	98	37.6	3.6	194	100	49.5	3.6	194	99	42.5	3.6	-7	5
	Tiogue ES	192	99	32.5	3.4	191	99	48.1	3.6	193	98	43.7	3.6	-4	11
	Washington Oak ES	299	99	36.1	2.8	285	96	42.9	3	278	96	44.4	3.0	1	8
	Western Coventry ES	183	99	40.3	3.6	203	100	58.6	3.5	197	99	73.0	3.2	14	33
	A. S. Feinstein MS	1142	97	26.9	1.3	1122	99	31.1	1.4	1091	98	31.8	1.4	1	5
<b>Cranston</b>															
	Arlington ES	173	100	13.3	2.6	177	99	19.9	3	103	100	19.4	3.9	0	6
	Chester W. Barrows ES	100	100	34	4.7	93	100	37.6	5	99	99	42.9	5.0	5	9
	Daniel D. Waterman ES	146	95	25.4	3.7	149	94	33.6	4	114	100	38.6	4.6	5	13
	Eden Park ES	212	100	18.5	2.7	198	99	20.4	2.9	155	98	26.3	3.6	6	8
	Edgewood Highland ES	168	99	24.1	3.3	163	99	20.5	3.2	103	100	25.2	4.3	5	1
	Edward S. Rhodes ES	186	95	40.1	3.7	168	98	38.2	3.8	102	100	48.0	4.9	10	8
	Garden City ES	167	97	38.3	3.8	193	99	45	3.6	143	100	49.7	4.2	5	11
	George J. Peters ES	204	97	24.4	3.1	217	99	27.1	3	170	98	34.9	3.7	8	11
	Gladstone Street ES	301	98	13.2	2	306	99	13.8	2	292	99	15.9	2.1	2	3
	Glen Hills ES	191	96	26.6	3.3	195	99	39.4	3.5	146	99	42.4	4.1	3	16
	Oak Lawn ES	162	92	32.2	3.8	163	100	35	3.7	104	100	35.6	4.7	1	3

District	School Math	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
	Orchard Farms ES	192	98	44.1	3.6	186	99	45.9	3.7	256	99	55.7	3.1	10	12
	Stadium ES	209	98	24.9	3	208	100	36.7	3.4	151	100	41.7	4.0	5	17
	Stone Hill ES	175	99	41.6	3.7	162	100	54.3	3.9	131	100	56.5	4.3	2	15
	William R. Dutemple ES	194	98	24.6	3.1	197	99	24.6	3.1	151	98	25.0	3.6	0	0
	Woodridge ES	201	97	43.3	3.6	213	99	49.3	3.4	171	99	37.1	3.7	-12	-6
	Hope Highlands MS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	269	99	40.8	3.0	n/a	n/a
	Hugh B. Bain MS	486	98	17.3	1.7	490	99	18.2	1.8	648	99	15.2	1.4	-3	-2
	Park View MS	507	95	21.5	1.9	524	99	24.1	1.9	723	98	25.7	1.6	2	4
	Western Hills MS	710	92	29.8	1.8	658	98	35.9	1.9	812	99	32.8	1.7	-3	3
<b>Cumberland</b>															
	Ashton ES	136	96	53.4	4.4	127	99	57.9	4.4	133	99	57.6	4.3	0	4
	B.F. Norton ES	231	95	37	3.3	234	97	40.8	3.3	209	98	42.4	3.5	2	5
	Community ES	333	97	65.5	2.6	318	98	73.8	2.5	303	98	73.6	2.6	0	8
	Garvin Memorial ES	190	100	44.7	3.6	204	96	48.5	3.6	201	99	52.3	3.5	4	8
	J.J.M. Cumberland Hill ES	180	98	54.2	3.7	172	97	66.5	3.7	181	97	60.8	3.7	-6	7
	Joseph L. McCourt MS	449	91	23.8	2.1	451	91	28.8	2.2	463	90	31.3	2.3	3	8
	North Cumberland MS	663	95	41.8	2	684	95	48.1	2	665	97	57.0	2.0	9	15
<b>DCYF</b>	DCYF Alt. Ed. Program MS	3	33	-	-	4	100	-	-	4	0	-	-		
<b>East Greenwich</b>															

District	School Math	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
	George Hanaford ES	276	95	42.6	3	282	93	51.9	3.1	247	98	51.2	3.2	-1	9
	James H. Eldredge ES	297	97	56.7	2.9	295	98	66.4	2.8	300	99	62.5	2.8	-4	6
	Archie R. Cole MS	609	96	64.5	2	635	95	66.1	1.9	670	98	61.0	1.9	-5	-4
<b>East Providence</b>															
	Agnes B. Hennessey ES	137	97	20.3	3.5	146	97	19.9	3.4	151	99	18.8	3.2	-1	-2
	Alice M. Waddington ES	222	85	44.1	3.6	209	92	50.5	3.6	201	99	47.7	3.5	-3	4
	Emma G. Whiteknact ES	134	97	18.5	3.4	136	98	28.6	3.9	144	99	21.0	3.4	-8	3
	James R. D. Oldham ES	99	93	23.9	4.4	101	98	31.3	4.7	86	100	37.2	5.2	6	13
	Kent Heights ES	132	95	38.1	4.3	144	97	44.6	4.2	147	99	46.6	4.1	2	8
	Myron J. Francis ES	191	95	45.9	3.7	197	97	51.6	3.6	210	99	53.8	3.5	2	8
	Orlo Avenue ES	151	98	14.9	2.9	152	99	20	3.3	147	98	25.7	3.6	6	11
	Silver Spring ES	137	99	26.7	3.8	142	96	42.6	4.2	151	99	38.7	4.0	-4	12
	Edward R. Martin MS	667	94	16.2	1.5	708	78	17.1	1.6	752	99	15.4	1.3	-2	-1
	Riverside MS	479	64	22.5	2.4	434	75	22.6	2.3	435	95	22.5	2.1	0	0
<b>Exe.-W. Greenwich</b>															
	Metcalfe ES	504	90	45.4	2.3	447	96	60.7	2.4	434	98	60.5	2.4	0	15
	Exeter-W. Greenwich MS	256	88	48	3.3	284	100	45.4	3	283	99	47.3	3.0	2	-1
<b>Foster</b>	Captain Isaac Paine ES	155	92	32.9	3.9	160	98	31.8	3.7	156	99	35.7	3.9	4	3

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Foster-Glocester	Ponaganset MS	470	93	33.9	2.3	474	95	41.3	2.3	478	96	34.9	2.2	-6	1
Glocester															
	Fogarty Memorial ES	157	97	63.8	3.9	166	98	68.7	3.6	165	98	66.0	3.7	-3	2
	West Glocester ES	123	94	43.1	4.6	122	91	50.5	4.7	124	98	55.7	4.5	5	13
Highlander															
	Highlander Charter ES	108	99	15.9	3.5	108	99	7.5	2.5	109	100	18.3	3.7	11	2
	Highlander Charter MS	108	99	14	3.4	136	97	11.4	2.8	154	97	11.3	2.6	0	-3
International	International Charter ES	157	100	24.2	3.4	164	99	26.5	3.5	169	99	23.8	3.3	-3	0
Jamestown															
	Jamestown-Melrose ES	113	96	53.2	4.8	112	98	73.6	4.2	105	99	84.6	3.5	11	31
	Jamestown-Lawn MS	206	97	54.3	3.5	208	100	63.3	3.4	215	100	61.9	3.3	-1	8
Johnston															
	Brown Avenue ES	128	98	57.9	4.4	135	97	65.6	4.1	134	98	60.3	4.3	-5	2
	Sarah Dyer Barnes ES	145	94	24.1	3.7	157	99	34.2	3.8	165	98	34.6	3.7	0	10
	Thornton ES	223	99	25.8	2.9	227	100	30	3	204	100	28.6	3.2	-1	3
	Winsor Hill ES	216	99	34.1	3.2	222	98	36.4	3.3	233	99	25.7	2.9	-11	-8
	Nicholas A. Ferri MS	754	96	21.4	1.5	749	100	22.8	1.5	752	100	20.4	1.5	-2	-1
Kingston Hill	Kingston Hill Academy ES	78	95	58.1	5.7	62	98	80.3	5.1	74	97	79.2	4.8	-1	21
Lincoln															
	Lincoln Central ES	173	97	56	3.8	160	98	63.7	3.8	171	99	67.1	3.6	3	11
	Lonsdale ES	173	95	31.7	3.6	144	98	49.6	4.2	150	99	54.4	4.1	5	23



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	Northern Lincoln ES	208	96	44	3.5	212	98	45.2	3.5	210	99	50.5	3.5	5	6
	Saylesville ES	133	96	42.2	4.4	133	98	56.9	4.3	136	99	45.2	4.3	-12	3
	Lincoln MS	773	93	31.6	1.7	765	98	38.2	1.8	754	97	37.9	1.8	0	6
<b>Little Compton</b>															
	Wilbur & McMahon ES	81	93	46.7	5.8	76	96	52.1	5.8	78	92	54.2	5.9	2	8
	Wilbur & McMahon MS	95	82	48.7	5.7	102	82	42.9	5.4	92	89	41.5	5.4	-1	-7
<b>Middletown</b>															
	Aquidneck ES	115	97	50	4.7	90	99	55.1	5.3	78	97	64.5	5.5	9	14
	Forest Avenue ES	86	99	47.1	5.4	81	98	53.2	5.6	71	99	62.9	5.8	10	16
	Gaudet Learning Acad. ES	169	99	33.5	3.7	185	99	51.1	3.7	175	98	32.2	3.6	-19	-1
	Gaudet MS	702	96	36.4	1.9	674	99	41.1	1.9	651	98	44.3	2.0	3	8
<b>Narragansett</b>															
	Narragansett ES	201	98	49.7	3.6	200	97	35.6	3.4	171	96	61.8	3.8	26	12
	Narragansett Pier MS	399	94	45.9	2.6	394	98	55.9	2.5	425	98	48.6	2.4	-7	3
<b>New Shoreham</b>															
	Block Island ES	49	90	43.2	7.5	43	95	39	7.6	37	100	37.8	8.0	-1	-5
<b>Newport</b>															
	Claiborne Pell ES	298	95	28.4	2.7	305	99	38.6	2.8	319	98	33.0	2.7	-6	5
	Frank E. Thompson MS	586	95	23.1	1.8	605	98	26.2	1.8	598	97	23.5	1.8	-3	0
<b>North Kingstown</b>															

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	Fishing Cove ES	123	94	50.9	4.6	120	97	54.3	4.6	112	99	58.6	4.7	4	8
	Forest Park ES	156	90	44.3	4.2	147	99	56.8	4.1	137	99	47.8	4.3	-9	4
	Hamilton ES	218	97	60.8	3.4	194	98	64.4	3.5	198	99	61.7	3.5	-3	1
	Stony Lane ES	229	100	46.5	3.3	231	100	56.3	3.3	224	100	53.6	3.3	-3	7
	S. M. H. Quidnessett ES	147	93	33.6	4	144	99	33.1	3.9	139	99	32.8	4.0	0	-1
	Davisville MS	525	82	47	2.4	528	95	50.2	2.2	531	99	44.9	2.2	-5	-2
	Wickford MS	435	87	52.4	2.6	424	100	60.9	2.4	405	99	63.3	2.4	2	11
<b>North Providence</b>															
	Centredale ES	128	98	24	3.8	127	94	33.6	4.3	124	98	21.5	3.7	-12	-3
	Dr. Joseph A. Whelan ES	134	99	25	3.8	125	100	36.8	4.3	139	99	26.8	3.8	-10	2
	Greystone ES	124	96	35.3	4.4	125	99	41.9	4.4	127	99	34.1	4.2	-8	-1
	James L. McGuire ES	149	95	27	3.7	142	98	32.4	4	134	97	34.6	4.2	2	8
	Marieville ES	125	90	20.4	3.8	117	99	38.8	4.5	121	99	35.8	4.4	-3	15
	Stephen Olney ES	155	90	22.9	3.5	152	97	27	3.7	153	94	38.2	4.0	11	15
	Birchwood MS	410	90	16	1.9	420	99	24.7	2.1	431	99	27.8	2.2	3	12
	Dr. Edward A. Ricci MS	430	92	9.8	1.5	436	99	18	1.8	423	100	23.5	2.1	6	14
<b>North Smithfield</b>															
	Dr. H. L. H. Memorial ES	341	91	39.4	2.8	333	98	47.1	2.8	344	99	48.7	2.7	2	9
	North Smithfield ES	44	93	41.5	7.7	46	98	57.8	7.4	52	100	46.2	6.9	-12	5
	North Smithfield MS	443	88	32.7	2.4	454	99	34	2.2	412	99	44.9	2.5	11	12

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<b>Paul Cuffee</b>															
	Paul Cuffee Charter ES	171	98	20.8	3.1	169	99	30.4	3.5	171	99	24.1	3.3	-6	3
	Paul Cuffee Charter MS	180	99	25.7	3.3	180	99	35.4	3.6	178	98	25.7	3.3	-10	0
<b>Pawtucket</b>															
	Agnes E. Little ES	220	98	20.9	2.8	235	99	27.5	2.9	214	100	24.4	2.9	-3	3
	Curvin-McCabe ES	219	93	19.6	2.8	239	99	29.7	3	220	99	34.4	3.2	5	15
	Elizabeth Baldwin ES	333	99	10.9	1.7	362	100	21.3	2.2	363	99	18.0	2.0	-3	7
	Fallon Memorial ES	276	99	17.9	2.3	282	100	30.1	2.7	293	100	31.7	2.7	2	14
	F. S. Curtis Memorial ES	163	94	23.5	3.4	156	100	35.3	3.8	149	99	35.4	3.9	0	12
	Francis J. Varieur ES	194	99	40.9	3.5	211	100	58.8	3.4	213	100	50.9	3.4	-8	10
	Henry J. Winters ES	242	99	14.6	2.3	178	99	25.6	3.3	202	100	26.4	3.1	1	12
	M. V. Cunningham ES	245	97	18.1	2.5	254	99	26.6	2.8	267	100	27.7	2.7	1	10
	Nathanael Greene ES	351	100	22.5	2.2	331	100	32.1	2.6	306	99	31.9	2.7	0	9
	Potter-Burns ES	260	98	25.4	2.7	266	100	39.6	3	257	100	35.8	3.0	-4	10
	Goff MS	660	97	14.8	1.4	711	99	19.1	1.5	738	99	17.5	1.4	-2	3
	Joseph Jenks MS	490	89	6.9	1.2	555	98	4.4	0.9	577	98	7.8	1.1	3	1
	Samuel Slater MS	683	98	5.1	0.8	729	100	5.5	0.8	744	99	5.9	0.9	0	1
<b>Portsmouth</b>															
	Hathaway ES	90	88	67.1	5.3	99	98	53.6	5.1	86	99	55.3	5.4	2	-12
	Melville ES	71	97	50.7	6	70	100	62.9	5.8	73	99	47.2	5.9	-16	-4

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	Portsmouth MS	948	88	43.3	1.7	909	93	44.5	1.7	917	96	50.1	1.7	6	7
<b>Providence</b>															
	Alan Shawn Feinstein ES	229	99	13.3	2.3	229	100	19.7	2.6	256	98	15.1	2.3	-5	2
	Alfred Lima, Sr. ES	452	99	8.7	1.3	435	100	18.7	1.9	450	99	18.4	1.8	0	10
	Anthony Carnevale ES	292	92	13.4	2.1	220	100	28.6	3	238	100	25.6	2.8	-3	12
	Asa Messer ES	211	98	15	2.5	208	100	26.9	3.1	205	100	27.5	3.1	1	12
	Carl G. Lauro ES	415	99	5.1	1.1	409	100	8.8	1.4	443	99	11.6	1.5	3	7
	C. Young/C. Woods ES	353	99	6.6	1.3	347	100	15.9	2	415	98	13.3	1.7	-3	7
	Frank D. Spaziano ES	323	98	9.1	1.6	357	100	12.3	1.7	347	100	20.2	2.2	8	11
	George J. West ES	396	99	7.6	1.3	446	100	9.4	1.4	475	99	16.7	1.7	7	9
	Harry Kizirian ES	299	98	11.3	1.8	297	100	15.5	2.1	310	100	19.4	2.3	4	8
	Leviton Dual Language ES	134	98	15.3	3.1	140	99	29.5	3.9	140	99	23.7	3.6	-6	8
	Lillian Feinstein ES	226	98	8.6	1.9	230	100	17.4	2.5	237	100	22.5	2.7	5	14
	M. L. King, Jr. ES	240	99	18.9	2.5	242	100	20.7	2.6	286	98	11.1	1.9	-10	-8
	Mary E. Fogarty ES	230	97	2.7	1.1	228	100	8.8	1.9	261	97	7.1	1.6	-2	4
	Pleasant View ES	152	95	9	2.4	143	97	11.5	2.7	143	99	10.6	2.6	-1	2
	Reservoir Avenue ES	150	97	19.2	3.3	155	100	30.3	3.7	150	100	43.3	4.0	13	24
	Robert F. Kennedy ES	259	98	17.6	2.4	247	98	25.6	2.8	216	100	47.0	3.4	21	29
	Robert L. Bailey IV, ES	260	98	3.9	1.2	246	100	14.7	2.3	206	100	11.7	2.2	-3	8
	Times2 Academy ES	164	100	22	3.2	172	99	26.9	3.4	171	100	31.0	3.5	4	9

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	Vartan Gregorian ES	172	88	31.8	3.8	181	99	41.1	3.7	195	98	47.9	3.6	7	16
	Veazie Street ES	333	98	8.8	1.6	307	99	13.8	2	310	100	14.6	2.0	1	6
	Webster Avenue ES	196	98	18.1	2.8	235	100	24.3	2.8	203	99	28.0	3.2	4	10
	William D'Abate ES	202	98	20.2	2.9	178	99	30.1	3.5	179	99	28.2	3.4	-2	8
	Esek Hopkins MS	552	96	10.7	1.3	562	98	9.6	1.3	537	98	8.2	1.2	-1	-3
	Gilbert Stuart MS	902	94	4.5	0.7	879	98	5.6	0.8	870	98	3.0	0.6	-3	-1
	Gov. Chris. DelSesto MS	933	93	1.8	0.5	889	97	4.2	0.7	851	99	3.5	0.6	-1	2
	Nathan Bishop MS	724	91	18.6	1.5	744	92	22.3	1.6	719	96	18.5	1.5	-4	0
	Nathanael Greene MS	980	92	18.9	1.3	974	98	14.5	1.1	986	98	19.2	1.3	5	0
	Roger Williams MS	864	96	6	0.8	818	96	4.8	0.8	764	97	3.1	0.6	-2	-3
	Times2 Academy MS	178	99	13.6	2.6	194	100	14.9	2.6	201	100	11.9	2.3	-3	-2
	West Broadway MS	319	95	4	1.1	438	98	6.3	1.2	512	96	7.5	1.2	1	4
<b>RI Sch. for the Deaf</b>															
	RI Sch. for the Deaf ES	17	88	-	-	12	75	-	-	8	100	-	-	-	-
	RI Sch. for the Deaf MS	10	90	-	-	15	93	-	-	14	100	-	-	-	-
<b>Scituate</b>															
	Clayville ES	66	77	56.9	6.9	71	99	62.9	5.8	67	97	53.8	6.2	-9	-3
	Hope ES	147	95	43.9	4.2	122	98	60.8	4.5	115	97	52.7	4.7	-8	9
	North Scituate ES	124	94	42.7	4.6	126	96	55.4	4.5	89	98	49.4	5.4	-6	7
	Scituate MS	352	47	28.1	3.5	343	95	37.2	2.7	348	97	36.4	2.6	-1	8

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Segue Institute	Segue Inst. for Lrng. MS	234	100	5.2	1.4	237	100	5.9	1.5	234	100	16.2	2.4	10	11
<b>Smithfield</b>															
	Anna M. McCabe ES	142	81	44.3	4.6	166	90	47.7	4.1	167	92	56.5	4.0	9	12
	Old County Road ES	131	92	24.8	3.9	127	92	26.5	4.1	141	97	38.0	4.1	11	13
	Raymond C. LaPerche ES	120	94	43.4	4.7	124	94	47.9	4.6	130	95	43.1	4.5	-5	0
	William Winsor ES	147	95	40.3	4.2	147	94	43.5	4.2	135	92	49.2	4.5	6	9
	Vincent J. Gallagher MS	585	92	36.8	2.1	542	93	43.9	2.2	554	95	45.6	2.2	2	9
<b>South Kingstown</b>															
	Matunuck ES	90	96	74.4	4.7	88	97	70.6	4.9	96	98	63.8	5.0	-7	-11
	Peace Dale ES	159	97	76.1	3.4	150	100	78	3.4	146	99	69.0	3.8	-9	-7
	Wakefield ES	106	96	74.5	4.3	103	97	63	4.8	99	100	63.6	4.8	1	-11
	West Kingston ES	124	99	63.4	4.3	124	100	62.1	4.4	99	96	51.6	5.1	-11	-12
	Broad Rock MS	520	95	50.3	2.2	520	98	59.3	2.2	510	98	60.3	2.2	1	10
	Curtis Corner MS	518	95	42.5	2.2	506	98	53	2.2	517	97	46.5	2.2	-7	4
<b>The Compass School</b>															
	The Compass School ES	59	98	43.1	6.5	55	100	50.9	6.7	57	100	49.1	6.6	-2	6
	The Compass School MS	54	91	42.9	7.1	56	96	55.6	6.8	56	98	60.0	6.6	4	17
<b>The Learning Comm.</b>															
	The Learning Comm. ES	186	100	15.6	2.7	190	100	37.9	3.5	185	100	44.9	3.7	7	29
	The Learning Comm. MS	181	99	15	2.7	178	100	27	3.3	182	100	30.2	3.4	3	15

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<b>Tiverton</b>															
	Fort Barton ES	92	88	39.5	5.4	97	100	69.1	4.7	98	100	67.3	4.7	-2	28
	Pocasset ES	91	76	42	5.9	93	100	47.3	5.2	82	99	50.6	5.6	3	9
	Walter E. Ranger ES	101	84	48.2	5.4	97	97	59.6	5.1	98	98	56.3	5.1	-3	8
	Tiverton MS	573	79	39.1	2.3	548	99	43	2.1	554	99	37.8	2.1	-5	-1
<b>Trinity Academy</b>	Trinity Academy MS	75	99	2.7	1.9	83	100	2.4	1.7	85	100	5.9	2.6	3	3
<b>Urban Collaborative</b>	Urban Collaborative MS	138	97	1.5	1	135	97	2.3	1.3	136	97	3.8	1.7	2	2
<b>Warwick</b>															
	Cedar Hill ES	244	94	30	3	236	95	42.4	3.3	209	97	49.8	3.5	7	20
	Cottrell F. Hoxsie ES	173	95	23.8	3.3	166	99	29.3	3.6	197	98	28.5	3.2	-1	5
	E. G. Robertson ES	182	95	30.1	3.5	181	98	37.6	3.6	183	97	27.1	3.3	-11	-3
	Francis ES	160	93	28.2	3.7	151	93	44.7	4.2	157	97	42.5	4.0	-2	14
	Greenwood ES	176	89	32.5	3.7	170	98	42.5	3.8	170	96	43.9	3.9	1	11
	Harold F. Scott ES	161	94	49.3	4.1	161	99	51.6	4	171	98	53.3	3.9	2	4
	Holliman ES	181	94	28.2	3.5	174	97	30.8	3.6	160	99	32.3	3.7	2	4
	John Wickes ES	195	98	24.1	3.1	197	97	29.7	3.3	200	98	27.7	3.2	-2	4
	Lippitt ES	120	92	31.8	4.4	137	97	22.6	3.6	142	99	27.0	3.7	4	-5
	Norwood ES	131	93	38.5	4.4	137	93	42.2	4.4	135	89	37.5	4.4	-5	-1
	Oakland Beach ES	197	90	23	3.2	180	98	25.4	3.3	186	97	31.5	3.5	6	8
	Park ES	145	93	29.6	3.9	146	98	38.5	4.1	136	99	34.8	4.1	-4	5
	Randall Holden ES	131	97	17.3	3.4	133	98	32.8	4.1	122	99	43.8	4.5	11	26

District	School Math	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
	Sherman ES	224	99	27.9	3	219	100	40.4	3.3	210	100	45.2	3.4	5	17
	Warwick Neck ES	184	98	36.7	3.6	176	97	39.2	3.7	179	99	45.2	3.7	6	9
	Wyman ES	180	91	29.3	3.6	169	100	33.7	3.6	153	99	46.7	4.0	13	17
	Winman MS	522	92	22.5	1.9	479	99	28	2.1	537	97	19.9	1.7	-8	-3
	Warwick Vets Mem. MS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	858	98	22.4	1.4	n/a	n/a
<b>West Warwick</b>															
	Greenbush ES	174	99	25.6	3.3	175	97	31.2	3.6	198	99	29.6	3.3	-2	4
	John F. Horgan ES	184	97	13.4	2.5	191	99	21.6	3	204	98	20.1	2.8	-1	7
	Wakefield Hills ES	148	89	16.7	3.2	178	99	23.9	3.2	167	100	19.8	3.1	-4	3
	John F. Deering MS	985	90	25.7	1.5	986	94	25.1	1.4	976	96	23.3	1.4	-2	-2
<b>Westerly</b>															
	Bradford ES	40	93	24.3	7.1	25	100	36	9.6	33	100	21.2	7.1	-15	-3
	Dunn's Corners ES	122	96	49.6	4.6	121	100	57.9	4.5	109	98	64.5	4.6	7	15
	Springbrook ES	141	96	21.3	3.5	146	99	40.7	4.1	131	99	43.1	4.3	2	22
	State Street ES	127	94	47.5	4.6	131	100	58.8	4.3	138	100	54.3	4.2	-4	7
	Westerly MS	879	91	21.8	1.5	841	99	31.9	1.6	858	99	30.8	1.6	-1	9
<b>Woonsocket</b>															
	Bernon Heights ES	227	97	27.1	3	253	98	31.6	3	240	99	31.5	3.0	0	4
	Citizens Memorial ES	382	95	7.4	1.4	395	98	9.6	1.5	403	98	11.4	1.6	2	4
	Globe Park ES	232	88	17.7	2.7	226	98	21.7	2.8	239	100	27.7	2.9	6	10
	Harris ES	206	98	12.4	2.3	207	97	15	2.5	238	97	13.9	2.3	-1	1



District	School Math	2015	2015	2015	2015 SE	2016	2016	2016	2016 SE	2017	2017	2017	2017 SE	Difference:	Difference:
		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		# Enrolled	% Tested	% Meeting or Exceeding Expectations		2016 to 2017 % Meeting or Exceeding Exp.	2015 to 2017 % Meeting or Exceeding Exp.
	Kevin K. Coleman ES	156	96	16.1	3	125	100	11.2	2.8	156	99	16.9	3.0	6	1
	Leo A. Savoie ES	191	98	28.7	3.3	230	99	27.6	3	202	99	33.2	3.3	6	4
	Woonsocket MS	1263	91	9.1	0.8	1246	95	9.2	0.8	1256	98	10.0	0.9	1	1

**Key**

SE = Standard error (see Appendix D)

■ = Statistically significant *decrease* in percent of students *Level 4 or above*; ■ = Statistically significant *increase* in percent of students *Level 4 or above*; □ = No statistically significant difference between comparison years

### High School ELA/Literacy and Mathematics 2017

The percent of students in each high school meeting or exceeding expectations from the 2017 PARCC ELA/Literacy and Mathematics assessment administration is shared in the table below. Because of the change in required high school tests administered during the 2017 administration, multiple years of school level data are not provided for comparison.

**Table 13. PARCC ELA/Literacy and Mathematics: School Percent of Students Meeting or Exceeding Expectations: 2017**

District	School	ELA/Literacy			
		2017 # Enrolled	2017 % Tested	2017 % Meeting or Exceeding Expectations	2017 SE
Barrington	Barrington HS	306	100	79.3	2.3
Beacon Charter	Beacon Charter HS	56	95	49.1	6.9
Blackstone Acad.	Blackstone Academy HS	83	100	13.3	3.7
Blackstone Valley	Blackstone Valley Prep HS	95	99	61.7	5.0
Bristol-Warren	Mt. Hope HS	212	96	71.6	3.2
Burrillville	Burrillville HS	198	96	20.4	2.9
Central Falls	Central Falls Sr. HS	142	93	11.4	2.8
Chariho	Chariho Regional HS	241	100	66.3	3.1
	The R.Y.S.E. School HS	33	91	13.3	6.2
Coventry	Coventry HS	373	98	33.3	2.5
Cranston	Cranston HS East	438	97	25.1	2.1
	Cranston HS West	334	99	42.3	2.7
	NEL/CPS Career Acad. HS	36	100	8.3	4.6
Cumberland	Cumberland HS	359	96	37.3	2.6
Davies Career-Tech.	Davies Career-Tech. HS	221	100	33.9	3.2

Mathematics			
2017 # Enrolled	2017 % Tested	2017 % Meeting or Exceeding Expectations	2017 SE
303	100	74.3	2.5
58	100	22.4	5.5
83	100	3.6	2.0
94	100	43.6	5.1
235	94	31.1	1.7
197	100	18.3	1.9
177	92	5.6	0.8
244	100	58.6	3.2
31	97	6.7	4.6
460	100	27.7	2.1
383	100	18.3	2.0
341	100	24.0	2.3
20	100	10.0	6.7
315	99	21.5	2.3
231	93	14.9	2.4

**ELA/Literacy**

District	School	2017	2017	2017	2017 SE
		# Enrolled	% Tested	% Meeting or Exceeding Expectations	
DCYF	DCYF Alt. Ed. Program HS	7	0	-	-
East Greenwich	East Greenwich HS	179	96	70.3	3.5
East Providence	East Providence HS	364	96	16.8	2.0
Exe.-W. Greenwich	Exeter-W. Greenwich HS	139	99	52.6	4.3
Foster-Glocester	Ponaganset HS	169	96	41.4	3.9
Highlander	Highlander Charter HS	30	97	10.3	5.7
Johnston	Johnston Senior HS	248	98	19.3	2.5
Lincoln	Lincoln Senior HS	235	94	48.6	3.4
MET Career & Tech.	MET Career & Tech. HS	160	99	16.4	2.9
Middletown	Middletown HS	168	93	37.2	3.9
Narragansett	Narragansett HS	91	99	58.9	5.2
New Shoreham	Block Island MS + HS	24	100	45.8	10.2
Newport	Rogers HS	165	89	12.2	2.7
North Kingstown	N. Kingstown Senior HS	379	97	69.1	2.4
North Providence	North Providence HS	262	98	45.3	3.1
North Smithfield	North Smithfield HS	144	99	64.8	4.0
Paul Cuffee	Paul Cuffee Charter HS	59	98	41.4	6.5
Pawtucket	J. M. Walsh HS	55	100	41.8	6.7
	Shea Senior HS	187	97	20.4	3.0
	Tolman Senior HS	223	97	11.1	2.1

**Mathematics**

2017	2017	2017	2017 SE
# Enrolled	% Tested	% Meeting or Exceeding Expectations	
-	-	-	
162	100	70.4	3.6
359	100	8.6	1.5
101	100	70.3	4.5
199	100	20.6	2.9
28	100	14.3	6.6
231	98	10.1	2.0
224	99	43.4	3.3
163	99	6.2	1.9
165	100	29.7	3.6
142	100	38.0	4.1
27	93	28.0	9.0
145	99	9.8	2.5
402	94	52.0	2.6
262	98	28.0	2.8
135	100	47.4	4.3
59	97	21.1	5.4
55	100	16.4	5.0
202	100	8.5	2.0
236	100	6.4	1.6

**ELA/Literacy**

District	School	2017	2017	2017	2017 SE
		# Enrolled	% Tested	% Meeting or Exceeding Expectations	
Portsmouth	Portsmouth HS	249	99	38.9	3.1
Providence	360 HS	76	91	7.2	3.1
	ACES HS	49	98	16.7	5.4
	Central HS	251	95	5.9	1.5
	Classical HS	274	99	57.2	3.0
	Dr. Jorge Alvarez HS	159	91	2.1	1.2
	E-Cubed Acad. HS	86	94	12.3	3.7
	Evolutions HS	80	89	5.6	2.7
	Hope HS	193	91	2.9	1.3
	Mount Pleasant HS	177	97	7.0	1.9
	Prov. Career & Tech. HS	182	100	4.9	1.6
	Times2 Academy HS	67	100	19.4	4.8
	W. B. Cooley Senior HS	149	95	5.0	1.8
RI Nurses Institute	RI Nurses Institute HS	68	96	9.2	3.6
RI Sch. for the Deaf	RI Sch. for the Deaf HS	6	33	-	-
Scituate	Scituate HS	100	100	47.0	5.0
Sheila Skip Nowell	Nowell Acad. I HS	6	100	-	-
	Nowell Acad. II HS	3	67	-	-
Smithfield	Smithfield Senior HS	186	86	50.0	4.0
South Kingstown	South Kingstown HS	239	100	42.0	3.2

**Mathematics**

2017	2017	2017	2017 SE
236	100	43.6	3.2
82	100	2.4	1.7
54	98	3.8	2.6
398	100	2.8	0.8
286	100	50.7	3.0
186	97	0.6	0.6
110	100	3.6	1.8
83	100	-	-
252	93	1.7	0.8
235	99	3.0	1.1
182	100	1.6	0.9
69	100	1.4	1.4
199	99	-	-
78	97	2.6	1.8
6	100	-	-
81	99	32.5	5.2
16	75	-	-
18	78	-	-
162	97	33.1	1.2
241	100	41.9	3.2

**ELA/Literacy**

District	School	2017	2017	2017	2017 SE
		# Enrolled	% Tested	% Meeting or Exceeding Expectations	
The Greene School	The Greene School HS	41	98	35.0	7.5
Tiverton	Tiverton HS	142	94	48.9	4.3
Trinity Academy	Trinity Academy HS	34	97	15.2	6.2
Village Green	Village Green Virtual HS	49	71	40.0	8.3
Warwick	Pilgrim HS	406	99	33.0	2.4
	Toll Gate HS	292	97	30.1	2.7
West Warwick	West Warwick Sr. HS	237	93	40.0	3.3
Westerly	Westerly HS	219	97	27.4	3.1
Woonsocket	Woonsocket HS	412	93	14.3	1.8

**Mathematics**

2017	2017	2017	2017 SE
# Enrolled	% Tested	% Meeting or Exceeding Expectations	
44	95	23.8	6.6
173	100	27.7	3.4
33	100	6.1	4.2
33	100	21.2	7.1
347	99	12.8	1.8
247	98	21.9	2.7
211	100	32.7	3.2
208	100	22.1	2.9
223	99	7.3	1.8

# PSAT/NMSQT AND SAT SCHOOL DAY RESULTS

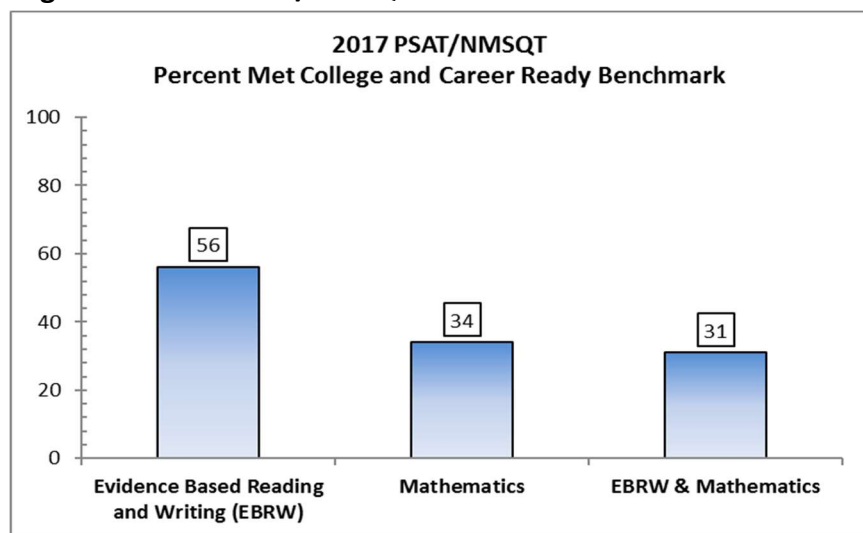
## PSAT-NMSQT and SAT Statewide Results

The 2016-2017 school year was the first statewide administration of PSAT/NMSQT and SAT School Day. The PSAT/NMSQT and SAT provide section scores in Evidence-Based Reading and Writing (EBRW) and Mathematics as well as a total score. Section scores on the PSAT/NMSQT for EBRW and Mathematics range from 160–760 and the total score ranges from 320 -1520. Benchmarks are the scores that represent college readiness. The PSAT/NMSQT college readiness benchmark is 430 for EBRW and 480 for Mathematics. Section scores on the SAT School Day for EBRW and Mathematics range from 200–800 and the total score ranges from 400 -1600. The SAT School Day college readiness benchmark is 480 for EBRW and 530 for Mathematics.

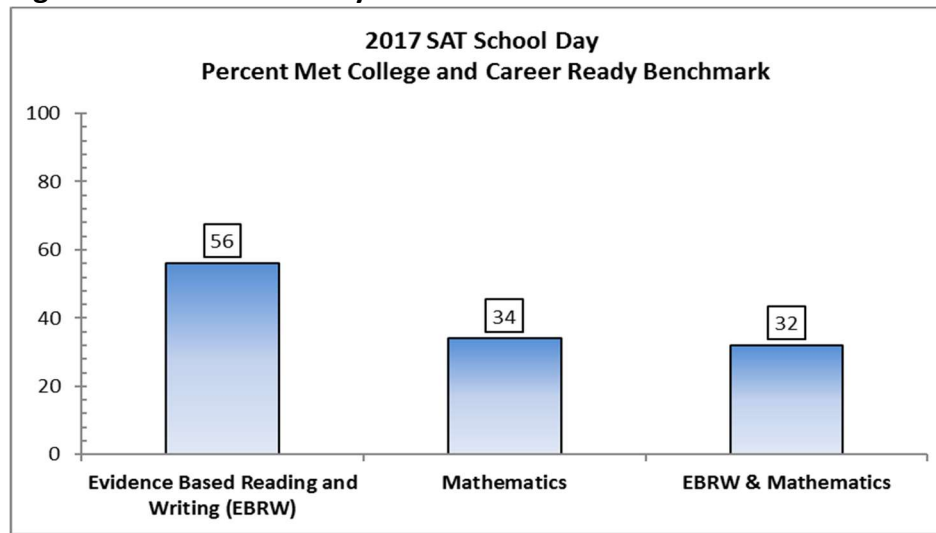
The PSAT/NMSQT was administered October 2016 in 63 Rhode Island schools. This represented 75% of all 10th grade students eligible to take the assessment in Rhode Island schools. Of the 75% of students who participated, 31% are on track to meet the “College and Career Ready” benchmark in both EBRW and Mathematics. As a state, 56% of participating students are considered on track to meet the college and career readiness benchmark for EBRW and 34% for Mathematics.

In April 2017, 79% of Rhode Island grade 11 students participated in the SAT School Day. Of the 79% of students who participated, 32% met the SAT College and Career Ready benchmark in both EBRW and Mathematics. 56% of participating students met the college and career readiness benchmark for EBRW and 34% for Mathematics.

**Figure 14. 2017 PSAT/NMSQT Statewide Results**



**Figure 15. 2017 School Day SAT Statewide Results**



## SAT School Day Statewide Student Group Results

The table below presents the overall performance among various groups of Rhode Island students on the 2017 SAT School Day. The profile by student groups is important because we are as concerned about the differences in achievement based on gender, ethnicity, student support services, or income levels as we are about the state as a whole. These differences in performance among groups are often referred to as opportunity gaps. In Rhode Island, as is the case nationwide, the differences are still too large. The challenge ahead of us is to ensure that all students have the opportunity to learn challenging content in safe and supportive schools led by great teachers and administrators.

*Our intense focus on achievement gaps needs to be combined with an equally intense focus on opportunity gaps.*

[National Education Policy Center](#)

**Table 17. 2017 SAT School Day Statewide Student Group Results**

Student Group	# of Gr. 11 Students Participating	% of All Gr. 11 Students Participating	SAT EBRW		SAT Mathematics		SAT EBRW & Math	
			Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark
STATE Average	8281	79	498	56	490	34	988	32
Male	4157	77	493	53	497	38	990	35
Female	4124	82	503	58	484	31	987	30
Students with Disabilities	728	51	407	15	398	5	805	4
Students without Disabilities	7553	84	507	60	499	37	1006	35
English Learners (ELs)	404	62	369	1	374	1	743	0
ELL Monitored	150	87	414	12	425	6	839	5
Non-ELL	7727	81	506	59	498	37	1004	34
Low Income	3316	73	450	34	446	17	896	15
Non-Low Income	4965	85	530	70	520	46	1050	44
American Indian	47	67	466	40	457	30	923	28
Asian	263	84	496	56	511	41	1007	37
Black or African American	698	78	439	31	435	13	874	12
Hispanic or Latino	1859	74	440	29	438	15	878	13
White	5175	82	528	69	517	44	1044	42
Pacific Islander	9	82	-	-	-	-	-	-
Two or More Races	226	73	488	49	478	27	966	26

## PSAT/NMSQT School Results

The PSAT/NMSQT provides section scores in Evidence-Based Reading and Writing (EBRW) and Mathematics as well as a total score. Section scores on the PSAT/NMSQT for EBRW and Mathematics range from 160–760 and the total score ranges from 320 -1520. Benchmarks are the scores that represent college readiness. The PSAT/NMSQT college readiness benchmark is 430 for EBRW and 480 for Mathematics.

Sixty-three Rhode Island schools participated in the 2017 administration of PSAT/NMSQT. 8,679 students taking the PSAT/NMSQT represented 75% of all 10<sup>th</sup> grade students eligible to take the assessment in Rhode Island schools. Thirty-eight schools were at or above the state average of 75% participation. Thirty-seven schools had 76% or greater participation rates and 3 schools had 95% participation or greater.

For Rhode Island students taking the PSAT, the average scale score for EBRW was 450. The state average percent of students who are on track to meet the “College and Career Ready” benchmark was 56%. Twenty-eight out of 63 schools in Rhode Island were at or above the state average for college and career readiness for EBRW. The average scale score for these schools meeting or exceeding the benchmark was 483. This is 33 scale score points above the state average.

In Mathematics, the Rhode Island scale score averaged 444. As a state, 34% of students are considered on track to meet the college and career readiness benchmark for Mathematics. Twenty-five of the 63 schools met or exceeded this benchmark. The average scale score for those schools meeting or exceeding benchmark was 475.

Overall, the Rhode Island scale score is 895 for both EBRW and Mathematics. 31% of Rhode Island students in 25 schools taking the 2017 PSAT/NMSQT have met or exceeded the college and career readiness benchmark.

**Table 15. 2017 PSAT/NMSQT Statewide Evidence Based Reading and Writing (EBRW) and Mathematics Results.**

District Name	School Name	# of Gr. 10 Students Participating	% of All Gr. 10 Students Participating	PSAT EBRW		PSAT Mathematics		PSAT EBRW & Math	
				Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark
<b>STATE</b>	<b>Rhode Island</b>	<b>8679</b>	<b>75</b>	450	56	444	34	895	31
Barrington	Barrington High School	218	84	555	90	543	80	1098	78
Beacon Charter	Beacon Charter High School	53	90	429	45	426	17	855	13
Blackstone Academy	Blackstone Academy	85	97	398	33	403	9	801	7
Blackstone Valley Prep	Blackstone Valley Prep	72	91	434	47	442	36	876	32
Bristol Warren	Mt Hope High School	164	83	464	68	466	50	930	46



District Name	School Name	# of Gr. 10 Students Participating	% of All Gr. 10 Students Participating	PSAT EBRW		PSAT Mathematics		PSAT EBRW & Math	
				Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark
<b>STATE</b>	<b>Rhode Island</b>	<b>8679</b>	<b>75</b>	450	56	444	34	895	31
Burrillville	Burrillville High School	193	91	468	65	455	41	923	36
Central Falls	Central Falls High School	111	62	373	16	379	7	751	6
Chariho	Chariho Regional	270	92	490	73	463	43	953	41
Coventry	Coventry High School	316	81	449	59	443	30	893	29
Cranston	Cranston High School East	324	74	446	56	436	30	881	25
Cranston	Cranston High School West	363	92	470	67	458	40	928	38
Cranston	NEL-CPS Academy	10	19	414	40	435	30	849	20
Cumberland	Cumberland High School	326	85	476	67	471	49	948	45
Davies Career/Tech	Davies Career and Tech High School	194	88	430	50	432	18	862	13
DCYF	DCYF	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
East Greenwich	East Greenwich High School	188	91	544	89	534	74	1078	72
East Providence	East Providence High School	328	85	432	46	421	21	854	19
Exeter-W. Greenwich	Exeter-West Greenwich Sr. High School	71	63	508	82	495	65	1003	61
Foster-Glocester	Ponaganset High School	167	87	469	71	456	43	925	41
Highlander	Highlander Charter School	33	85	373	30	387	9	760	9
Johnston	Johnston Senior High School	148	69	456	64	446	31	902	29
Lincoln	Lincoln High School	207	87	496	76	484	50	980	48
MET Career & Tech	Metropolitan Regional Career & Tech	186	89	420	42	405	15	825	12
Middletown	Middletown High School	131	85	453	56	456	36	909	32
Narragansett	Narragansett High School	97	86	488	73	473	51	961	49
New Shoreham	Block Island School	11	73	482	73	445	45	927	45
Newport	Rogers High School	104	59	419	40	425	33	844	29
North Kingstown	North Kingstown Sr. High School	314	93	502	80	486	57	988	55
North Providence	North Providence High School	216	90	432	50	423	26	855	23
North Smithfield	North Smithfield High School	116	94	497	80	488	59	985	57
Paul Cuffee	Paul Cuffee High School	60	83	385	25	406	13	791	8
Pawtucket	Charles E Shea Senior High School	115	67	385	25	397	11	782	10
Pawtucket	J. M. Walsh School Perf./Visual Arts	40	89	468	60	451	43	918	35
Pawtucket	William E Tolman Sr. High School	175	71	384	23	398	10	781	5
Portsmouth	Portsmouth High School	183	88	488	70	487	54	975	50
Providence	360 High School	37	57	382	14	370	3	752	3
Providence	Academy For Career Exploration	46	81	375	11	387	7	762	2
Providence	Central High School	191	58	372	15	384	6	756	5

District Name	School Name	# of Gr. 10 Students Participating	% of All Gr. 10 Students Participating	PSAT EBRW		PSAT Mathematics		PSAT EBRW & Math	
				Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Are on Track to Meet "College and Career Ready" Benchmark
<b>STATE</b>	<b>Rhode Island</b>	<b>8679</b>	<b>75</b>	450	56	444	34	895	31
Providence	Classical High School	282	95	511	88	499	61	1010	57
Providence	Dr Jorge Alvarez High School	72	50	355	7	385	7	741	3
Providence	E-Cubed Academy	85	76	383	16	380	4	763	2
Providence	Evolutions High School	48	75	382	27	392	8	774	6
Providence	Hope High School	92	37	351	12	359	3	710	1
Providence	Mount Pleasant High School	178	74	360	7	367	1	727	1
Providence	Providence Career & Tech. Acad.	172	93	386	22	392	8	778	6
Providence	Times 2 Academy	46	98	392	33	403	13	795	11
Providence	William B. Cooley, Sr. & PAIS School	54	29	333	4	369	2	702	-
RI School for the Deaf	Rhode Island School for the Deaf	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
RINI Middle College	RINI Middle College Charter School	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Scituate	Scituate High School	94	86	474	70	455	41	930	37
Sheila Skip Nowell	Nowell Leadership Academy (Capital)	5	36	-	-	-	-	-	-
Sheila Skip Nowell	Nowell Leadership Academy (Central)	4	27	-	-	-	-	-	-
Smithfield	Smithfield High School	164	85	478	73	469	54	948	48
South Kingstown	South Kingstown High School	213	91	488	72	485	52	973	47
The Greene School	The Greene School	46	90	431	39	408	17	839	13
Tiverton	Tiverton High School	104	82	459	64	456	38	915	35
Trinity Academy	Trinity Academy For The Perf. Arts	29	88	397	38	403	10	800	7
Village Green	Village Green Virtual Charter School	30	52	394	27	389	10	783	7
Warwick	Pilgrim High School	317	84	446	57	432	28	879	26
Warwick	Toll Gate High School	247	74	461	62	447	36	908	34
West Warwick	West Warwick High School	206	74	445	53	438	24	883	22
Westerly	Westerly High School	69	32	534	93	507	71	1042	68
Woonsocket	Woonsocket Sr. High School	259	65	414	37	410	16	824	15

## SAT School Day School Results

The SAT provides section scores in Evidence-Based Reading and Writing (EBRW) and Mathematics as well as a total score. Section scores on the SAT School Day for EBRW and Mathematics range from 200–800 and the total score ranges from 400 -1600. Benchmarks are the scores that represent college readiness. The SAT College and Career Readiness benchmark is 480 for EBRW and 530 for Mathematics.

Last April, 8,281 public school students participated in SAT School Day in Rhode Island. This represents 79% of grade 11 students. A review of school data shows that 41 schools had greater than 79% participation rate. Ten schools had 95% or greater participation.

The average scale score for SAT EBRW in Rhode Island was 498. 56% (4,637 students) met the benchmark for college and career readiness. Thirty schools exceeded the Rhode Island average of 56% meeting the college and career readiness benchmark.

The average scale score for SAT Mathematics in Rhode Island was 490 with 34% of students meeting the benchmark for college and career readiness. Twenty-two schools exceeded the state average of 34% meeting benchmark.

**Table 16. 2017 SAT School Day Statewide Evidence Based Reading and Writing (EBRW) and Mathematics Results.**

District Name	School Name	# of Gr. 11 Students Participating	% of All Gr. 11 Students Participating	SAT EBRW		SAT Math		SAT EBRW & Math	
				Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark
<b>STATE</b>	<b>Rhode Island</b>	8281	79	498	56	490	34	988	32
Barrington	Barrington High School	282	96	601	90	600	77	1201	75
Beacon Charter	Beacon Charter High School	47	80	505	57	460	21	965	21
Blackstone Academy	Blackstone Academy	64	83	435	30	446	16	881	14
Blackstone Valley Prep	Blackstone Valley Prep	66	97	543	77	554	65	1096	61
Bristol Warren	Mt Hope High School	183	80	544	75	523	48	1067	46
Burrillville	Burrillville High School	156	85	502	60	509	39	1011	35
Central Falls	Central Falls High School	112	64	399	10	398	4	797	2
Chariho	Chariho Regional	214	87	527	72	515	43	1041	40
Coventry	Coventry High School	324	85	507	62	494	33	1001	30
Cranston	Cranston High School East	329	88	472	45	470	25	942	22
Cranston	Cranston High School West	297	86	513	67	502	34	1015	32
Cranston	NEL-CPS Academy	18	40	462	33	444	6	906	6
Cumberland	Cumberland High School	234	87	517	64	508	41	1025	39
Davies Career/Tech	Davies Career and Tech High School	181	95	467	43	464	17	932	14
DCYF	DCYF	2	7	-	-	-	-	-	-

District Name	School Name	# of Gr. 11 Students Participating	% of All Gr. 11 Students Participating	SAT EBRW		SAT Math		SAT EBRW & Math	
				Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark
<b>STATE</b>	<b>Rhode Island</b>	8281	79	498	56	490	34	988	32
East Greenwich	East Greenwich High School	176	93	586	85	586	73	1172	72
East Providence	East Providence High School	314	85	478	52	464	21	943	20
Exeter-W. Greenwich	Exeter-West Greenwich Sr. High School	100	80	542	79	546	61	1087	54
Foster-Glocester	Ponaganset High School	151	93	519	66	519	44	1038	40
Highlander	Highlander Charter School	33	92	411	15	409	9	821	6
Johnston	Johnston Senior High School	159	78	497	57	484	30	981	27
Lincoln	Lincoln High School	164	87	528	65	530	50	1058	48
MET Career & Tech	Metropolitan Regional Career & Tech	204	87	448	29	421	9	868	8
Middletown	Middletown High School	108	85	522	67	520	46	1042	43
Narragansett	Narragansett High School	95	79	532	73	516	40	1047	39
New Shoreham	Block Island School	3	50	-	-	-	-	-	-
Newport	Rogers High School	128	77	490	50	486	31	976	25
North Kingstown	North Kingstown Sr. High School	310	92	560	80	544	55	1103	54
North Providence	North Providence High School	211	91	490	50	478	26	968	25
North Smithfield	North Smithfield High School	94	92	544	77	542	59	1086	57
Paul Cuffee	Paul Cuffee High School	51	89	433	29	436	14	868	10
Pawtucket	Charles E Shea Senior High School	155	75	404	12	405	4	808	4
Pawtucket	J. M. Walsh School Perf./Visual Arts	35	95	508	69	475	31	983	31
Pawtucket	William E Tolman Sr. High School	157	73	449	32	444	14	893	13
Portsmouth	Portsmouth High School	196	97	558	82	540	53	1098	52
Providence	Academy For Career Exploration	37	84	404	3	402	5	806	3
Providence	Central High School	161	62	405	13	415	5	820	3
Providence	Classical High School	287	97	561	87	566	72	1127	64
Providence	Dr Jorge Alvarez High School	73	70	400	8	390	1	790	1
Providence	E-Cubed Academy	85	84	420	24	406	5	826	5
Providence	Hope High School	110	56	404	11	409	2	814	1
Providence	Mount Pleasant High School	158	72	396	13	394	3	790	2
Providence	Providence Career & Tech. Acad.	157	92	416	15	404	3	820	1
Providence	Times 2 Academy	40	95	467	43	472	28	939	23
Providence	William B. Cooley, Sr. and PAIS High School	121	80	406	9	401	5	807	1
RI School for the Deaf	Rhode Island School for the Deaf	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
RINI Middle College	RINI Middle College Charter School	27	73	430	22	419	4	849	4
Scituate	Scituate High School	102	89	544	75	528	51	1072	51
Sheila Skip Nowell	Nowell Leadership Academy (Capital)	10	18	416	30	376	-	-	-

District Name	School Name	# of Gr. 11 Students Participating	% of All Gr. 11 Students Participating	SAT EBRW		SAT Math		SAT EBRW & Math	
				Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark	Average Scale Score	% of Participating Students Who Met "College and Career Ready" Benchmark
<b>STATE</b>	<b>Rhode Island</b>	8281	79	498	56	490	34	988	32
Sheila Skip Nowell	Nowell Leadership Academy (Central)	6	13	-	-	-	-	-	-
Smithfield	Smithfield High School	153	94	534	76	530	58	1063	55
South Kingstown	South Kingstown High School	194	89	549	75	553	62	1102	60
The Greene School	The Greene School	48	100	502	58	477	25	979	21
Tiverton	Tiverton High School	117	81	517	64	498	34	1015	32
Trinity Academy	Trinity Academy For The Perf. Arts	27	100	429	22	409	7	837	7
Village Green	Village Green Virtual Charter School	35	95	453	29	439	17	892	14
Warwick	Pilgrim High School	279	80	498	59	478	30	977	29
Warwick	Toll Gate High School	206	74	504	64	488	33	992	30
West Warwick	West Warwick High School	191	82	485	51	479	28	964	25
Westerly	Westerly High School	146	76	526	71	512	42	1038	40
Woonsocket	Woonsocket Sr. High School	158	48	479	52	477	25	956	23

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## APPENDICES

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	<b>Page</b>
<b>Appendix A: Clarifying Information</b>	<b>71</b>
<b>Appendix B: Performance Level Descriptors</b>	<b>73</b>
<b>Appendix C: Split-Level Schools</b>	<b>75</b>
<b>Appendix D: Calculating Standard Error (SE) to Determine Statistical Significance of Differences</b>	<b>76</b>

## APPENDIX A

### Clarifying Information

#### “Minimum Cell Size” Reporting Policy

RIDE Policy on minimum cell size for reporting data stipulates that if the number of students is less than 10 or if 100% of students performed at the same level (e.g. all students were at Level 2), then data must be suppressed to ensure confidentiality of individual student results. Throughout this report, cells with a dash (-) indicate that the number of students included in calculations was less than 10 or all students performed the same.

#### PARCC Performance Levels

Based on the spring 2015 assessments, educators and experts were convened to determine what score each student must earn on the assessment in order to achieve a particular performance level. Performance levels help determine whether a student is on-track with grade-level expectations.

To review the specific **ELA/Literacy** descriptors, go to:

<http://parconline.org/assessments/test-design/ela-literacy/ela-performance-level-descriptors>

To review the specific **Mathematics** descriptors, go to:

<http://parconline.org/assessments/test-design/mathematics/math-performance-level-descriptors>

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

- **Level 1: *Did not yet meet expectations***
- **Level 2: *Partially met expectations***
- **Level 3: *Approached expectations***
- **Level 4: *Met expectations.***
- **Level 5: *Exceeded expectations***

A student performing at Level 4 or Level 5 met or exceeded grade-level expectations and demonstrated a strong grasp of grade-level standards and readiness for the next step in a his/her educational development. Scores on the PARCC assessments will range from 650 to 850, with a 700 representing the threshold of Level 2, 725 representing the threshold of Level 3, and 750 representing the threshold of Level 4. The threshold score for Level 5 will vary slightly by assessment and will be approximately 800.

A variety of stakeholders, nominated by the states, participated in panels to review the assessments. To determine what range of scores best matches each performance level, panelists used performance level descriptors for English language arts/literacy and Mathematics that indicate what a typical student at each level should know based on his/her command of grade-level standards. They used the performance level descriptors and actual assessment results and compared them to empirical studies to make their judgments. Each group went through at least three rounds of review per assessment to develop the "threshold scores," also known as "cut scores," for each performance level.

Two research studies helped determine the percentage of students likely to be college- and career-ready and the percentage of students likely to be on track for the next academic level at earlier grades: a postsecondary faculty judgment study; and a benchmark study of the SAT, ACT, NAEP, TIMSS, and PISA assessments.

Download additional information about the PARCC Performance Levels: [Setting Performance Levels for the PARCC Assessment](#)

### **College and Career Readiness Benchmarks on SAT Suite of Assessments**

Students are considered college- and career-ready when their SAT section scores meet both the Mathematics and the Evidence-Based Reading and Writing benchmarks. It is important to note that college readiness is a continuum — students scoring below the SAT benchmarks can still be successful in college, especially with additional preparation and perseverance. Students with an SAT Mathematics section score that meets or exceeds the benchmark have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Students with an SAT Evidence-Based Reading and Writing (ERW) section score that meets or exceeds the benchmark have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

Students who took the PSAT/NMSQT saw grade-level benchmarks on their score reports. Grade-level benchmarks indicate whether students are on track for college and career readiness. They are based on expected student growth toward SAT benchmarks at each grade.

The benchmarks used in this report were:

- SAT College and Career Ready Benchmarks
  - Evidence-Based Reading and Writing: 480
  - Mathematics: 530
- PSAT/NMSQT Benchmarks
  - Evidence-Based Reading and Writing: 430
  - Mathematics: 480



## APPENDIX B

### PARCC Performance Level Descriptors (PLDs)

#### PARCC Performance Level Descriptors

Performance level descriptors (PLDs) outline the knowledge, skills, and practices that students performing at any given level should be able to demonstrate in each content area at each grade level to signal that they are academically prepared to engage successfully in further studies in each content area, the next grade's material and, later, at the high school-level for students to demonstrate that they are college and career ready.

#### English Language Arts/Literacy (ELA/Literacy) PLDs: Grades 3-9

Performance level descriptors (PLDs) describe what student performance looks like at four levels: partial command of the content; moderate command; strong command; and distinguished command. In English Language Arts/Literacy, the performance levels at each grade level are written for the two assessment claims of reading and writing.

#### Reading Claim

For the reading claim, the performance levels at each grade level are differentiated by three factors:

1. Text complexity
2. The range of accuracy in expressing reading comprehension demonstrated in student responses; and
3. The quality of evidence cited from sources read

This is an innovative departure from how ELA/Literacy performance level descriptors have been written in the past, but reflective of the Common Core's emphasis on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn.

#### Writing Claim

For the writing claim, PLDs are written for the two sub-claims:

1. Written expression
2. Knowledge of language and conventions.

Factors differentiating the performance levels for writing include how consistently and fully students develop ideas, including when drawing evidence from one or more sources, how well they organize their writing, and their command of grammar and language usage. Below are links to each grade level descriptor:

- [PARCC Grade 3 Performance Level Descriptors](#)
- [PARCC Grade 4 Performance Level Descriptors](#)
- [PARCC Grade 5 Performance Level Descriptors](#)
- [PARCC Grade 6 Performance Level Descriptors](#)
- [PARCC Grade 7 Performance Level Descriptors](#)
- [PARCC Grade 8 Performance Level Descriptors](#)
- [PARCC Grade 9 Performance Level Descriptors](#)
- [PARCC Grade 10 Performance Level Descriptors](#)

### **Mathematics PLDs: Grades 3-8, Algebra I, Geometry, and Algebra II**

Performance level descriptors (PLDs) describe what student performance looks like at four levels: partial command of the content; adequate command; strong command; and distinguished command.

In Mathematics, the performance levels at each grade level are written for each of four assessment sub-claims:

1. Major content
2. Additional and supporting content
3. Reasoning
4. Modeling

The performance levels within each claim area are differentiated by a number of factors consistent with the Common Core's inclusion of standards for both mathematical content and mathematical practices.

### **Performance-Level Descriptors by Grade Band:**

- [PARCC Mathematics Performance Level Descriptors: Grades 3-5](#)
- [PARCC Mathematics Performance Level Descriptors: Grades 6-8](#)
- [PARCC Mathematics Performance Level Descriptors: High School](#)

## APPENDIX C

### Split-Level Schools for PARCC Reporting

Throughout this report, grades 3, 4, and 5 are generally classified as “elementary school” grades whereas grades 6, 7, and 8 are classified as “middle school” and grades 9, 10, and 11 as “high school.” In cases where a school spans *more* than one level of schooling (e.g. elementary and middle)—such as with schools that are K-12 -RIDE divided the grades within the school using the above classification rules or by using classifications set by the local education agency (LEA) for accountability purposes. Below is a list of the schools with grades that span more than one school level and how each was designated for the purposes of this report.

#### Block Island School, New Shoreham

Elementary	Grades 3, 4, 5, 6, 7
High	Grades 8, 9, 10, 11

#### Highlander Charter School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

#### Paul Cuffee Charter School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

#### Rhode Island School for the Deaf

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

#### The RYSE School, Chariho

High	Grades 7, 8, 9, 10, 11
------	------------------------

#### The Compass School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8

#### The Learning Community Charter School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8

#### Times2 Academy, Providence

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

#### Trinity Academy for the Performing Arts

Middle	Grades 7, 8
High	Grades 9, 10, 11

#### Wilbur and McMahon Schools, Little Compton

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8

## APPENDIX D

### Calculating Standard Error (SE) to Determine Statistical Significance of Differences

For the purposes of this report, *Standard Error* (SE) is defined as a measurement of either the standard error of a percentage (e.g., % *Level 4 + Level 5*) or the standard error of a mean (e.g., average scale scores). Mathematically, SE's were calculated as follows:

$(SE)_{\text{percentage}} = \sqrt{\left(\frac{pq}{N}\right)}$ , where  $p$  is the percent of students who are *Level 4 or above*,  $q = (100-p)$  and  $N$  is the population or group size.

$(SE)_{\text{mean}} = \left(\sqrt{\frac{2\sigma^2}{N}}\right)$ , where  $\sigma$  is the standard deviation of the scale score distribution, and  $N$  is the population or group size.

It is important to note that the derived SE is based on the size of the group being examined and its respective performance (read: % *Level 4 or above*) on the PARCC assessments. Standard errors can be used to create a confidence interval around the derived percentage or average scale score so that you can see the range in which the “true” (e.g., measured without error) value is located. To do so, you can take the SE and multiply it by 1.96 (for a 95% confidence interval). The resultant product is then added and subtracted from the percent *Level 4 or above*,  $p$ , for example, to create a range of values in which you can be 95% confident that the “true” value is located. For example, viewing the percent *Level 4 or above* ( $p$ ) as the center point, if one adds the value of  $SE(1.96)$  to  $p$  and also subtracts this value from  $p$ , then the full confidence interval is created with both an upper and lower boundary. So, if  $p$  equals 70% and the SE equals .5, then the product of SE and 1.96 equals  $.5(1.96)$  or .965. Adding and subtracting this number from 70% creates the confidence interval, which ranges from 69.04% to 70.97%. This is the range in which one can be 95% confident that the “true” value exists.

When comparing the performance of any two years or groups, we say that the difference in performance between the groups is *statistically significant* if the difference in performance between the two groups is larger than the sum of the SE's of the two groups. In other words, if the sum of the two SE's—each multiplied by 1.96 to get the 95% confidence interval—is larger than the value of the difference in performance between the two groups, then we say the difference is too small to be significant or meaningful because the difference doesn't fall outside of the range of plausible “true” values.

To illustrate this point, let's say that 60% of 4<sup>th</sup> grade students at *School X* were *Level 4 or above* in math in 2016 and the following year in 2017, 66% of 4<sup>th</sup> grade students were *Level 4 or above*, thus resulting in an increase of +6 percentage points. If the sum of the 2016  $SE(1.96)$  and the 2017  $SE(1.96)$  is 6.5, then the change from 2016 to 2017 of +6 percentage points at *School X* is not large enough to be considered statistically significant. On the other hand, if 67% of 4<sup>th</sup> graders in 2016 were *Level 4 or above*, then the +7 percentage point increase in performance would be larger than the standard error of 6.5 and this difference would be **statistically significant**.



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