This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state’s statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools’ and districts’ evaluation of their ongoing improvement efforts.

State: Rhode Island
### Grade Level Summary Report

#### Grade 7 Students in 2010-2011

**State:** Rhode Island

#### PARTICIPATION in NECAP

<table>
<thead>
<tr>
<th>Students enrolled on or after October 1</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>District</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
</tr>
<tr>
<td>Students tested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With an approved accommodation</td>
<td>10,983</td>
<td>11,035</td>
</tr>
<tr>
<td>Current LEP Students</td>
<td>1,792</td>
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<td>With an approved accommodation</td>
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<td>IEP Students</td>
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<tr>
<td>With an approved accommodation</td>
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<td>1,721</td>
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<tr>
<td>Other</td>
<td>1,153</td>
<td>1,133</td>
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<table>
<thead>
<tr>
<th>Students not tested in NECAP</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Approved</td>
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<td>179</td>
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<tr>
<td>Alternate Assessment</td>
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<td>119</td>
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<tr>
<td>First Year LEP</td>
<td>89</td>
<td>89</td>
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<tr>
<td>Withdrew After October 1</td>
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<tr>
<td>Enrolled After October 1</td>
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<td>20</td>
</tr>
<tr>
<td>Special Consideration</td>
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<td>0</td>
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<td>Other</td>
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<td>10</td>
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<tr>
<td></td>
<td>60</td>
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</table>

#### NECAP RESULTS

<table>
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<th>NT Approved</th>
<th>NT Other</th>
<th>Tested</th>
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<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Mean Scaled Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>11,214</td>
<td>171</td>
<td>60</td>
<td>10,983</td>
<td>1,528</td>
<td>14</td>
<td>5,582</td>
<td>51</td>
<td>2,560</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>11,214</td>
<td>119</td>
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<td>11,035</td>
<td>1,734</td>
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<td>4,192</td>
<td>38</td>
<td>2,215</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient**

**Note:** Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.
## Proficient with Distinction (Level 4)
Student’s performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

## Proficient (Level 3)
Student’s performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

## Partially Proficient (Level 2)
Student’s performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student’s vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

## Substantially Below Proficient (Level 1)
Student’s performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student’s limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

### Reading Results

#### Enrolled, NT Approved, NT Other

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
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<th>NT Other</th>
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#### Tested, Level 4, Level 3, Level 2, Level 1

<table>
<thead>
<tr>
<th></th>
<th>Tested</th>
<th>Level 4</th>
<th></th>
<th>Level 3</th>
<th></th>
<th>Level 2</th>
<th></th>
<th>Level 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
</tbody>
</table>

#### SCHOOL

- 2008-09
- 2009-10
- 2010-11
- Cumulative
- Total

#### DISTRICT

- 2008-09
- 2009-10
- 2010-11
- Cumulative
- Total

#### STATE

- 2008-09
- 2009-10
- 2010-11
- Cumulative
- Total

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### Subtopics

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<th>Subtopic</th>
<th>Total Possible Points</th>
<th>Percent of Total Possible Points</th>
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<td>Type of Text</td>
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<td>Literary</td>
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<tr>
<td>Informational</td>
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<td>Level of Comprehension</td>
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<td><img src="image" alt="Grade" /></td>
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<td>Initial Understanding</td>
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<td><img src="image" alt="Grade" /></td>
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<tr>
<td>Analysis &amp; Interpretation</td>
<td>63</td>
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# Disaggregated Reading Results

## Grade 7 Students in 2010-2011

### Disaggregated Reading Results

**State:** Rhode Island

**Fall 2010 - Beginning of Grade 7 NECAP Tests**

**Grade 7 Students in 2010-2011**

### Reporting Categories

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Enrolled</th>
<th>NT Approved</th>
<th>NT Other</th>
<th>Tested</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Mean Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>N</strong></td>
<td><strong>N</strong></td>
<td><strong>N</strong></td>
<td><strong>N</strong></td>
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<td><strong>N</strong></td>
<td><strong>N</strong></td>
<td><strong>N</strong></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>All Students</td>
<td>11,214</td>
<td>171</td>
<td>60</td>
<td>10,983</td>
<td>1,528</td>
<td>14</td>
<td>5,582</td>
<td>51</td>
<td>2,560</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td><strong>%</strong></td>
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<td><strong>%</strong></td>
<td><strong>%</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td><strong>State</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Gender

- Male: 5,767 (96) 32 5,639 517 9 2,851 51 1,443 26 828 15 743
- Female: 5,442 (75) 26 5,341 1,011 19 2,731 51 1,114 21 485 9 748
- Not Reported: 5 (0) 2 3

#### Race/Ethnicity

- Hispanic or Latino: 2,319 (47) 15 2,257 94 4 839 37 783 35 541 24 737
- Not Hispanic or Latino: 9,919 (15) 24 9,262 759 5 4,623 39 3,702 28 1,972 14 734

#### LEP Status

- Current LEP student: 385 (46) 13 326 0 0 43 13 104 32 179 55 728
- Former LEP student - monitoring year 1: 40 (3) 0 37 0 0 21 57 7 19 9 24 739
- Former LEP student - monitoring year 2: 29 (0) 0 29 2 7 14 48 9 31 4 14 742
- All LEP Students: 10,800 (122) 47 10,591 1,526 14 5,504 52 2,440 23 1,121 11 746

#### IEP

- Students with an IEP: 1,845 (100) 21 1,724 17 1 344 20 611 35 752 44 731
- All Other Students: 9,369 (71) 39 9,259 1,511 16 5,236 57 1,949 21 561 6 748

#### SES

- Economically Disadvantaged Students: 5,116 (94) 33 4,989 226 5 2,170 43 1,617 32 976 20 739
- All Other Students: 6,098 (92) 27 5,994 1,302 22 3,412 57 943 16 337 6 750

#### Migrant

- Migrant Students: 0 (0) 0 0 0
- All Other Students: 11,214 (171) 60 10,983 1,528 14 5,582 51 2,560 23 1,313 12 745

#### Title I

- Students Receiving Title I Services: 3,065 (70) 26 2,969 111 4 1,100 37 1,048 35 710 24 737
- All Other Students: 8,149 (101) 34 8,014 1,417 18 4,482 56 1,512 19 603 8 748

#### 504 Plan

- Students with a 504 Plan: 223 (0) 1 222 22 10 131 59 58 26 11 5 746
- All Other Students: 10,991 (171) 59 10,761 1,506 14 5,451 51 2,502 23 1,302 12 745

**Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient**

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.
**Mathematics Results**

**State:** Rhode Island

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### Proficient with Distinction (Level 4)

Student’s problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student’s work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student’s problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

### Partially Proficient (Level 2)

Student’s problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student’s work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student’s problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

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**Fall 2010 - Beginning of Grade 7 NECAP Tests**

**Grade 7 Students in 2010-2011**

**Subtopic** | **Total Possible Points**
---|---
Numbers & Operations | 47
Geometry & Measurement | 39
Functions & Algebra | 48
Data, Statistics, & Probability | 25

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**Enrolled** | **NT Approved** | **NT Other** | **Tested** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Mean Scaled Score**
---|---|---|---|---|---|---|---|---
**SCHOOL**
2008-09 | N | N | N | N | N | N | % | N | % | N | % | N | % | 33,608 | 33,085 | 740
2009-10 | 11,146 | 1,530 | 14 | 4,254 | 38 | 2,239 | 20 | 3,123 | 28 | 740
2010-11 | 11,137 | 113 | 58 | 11,146 | 1,530 | 14 | 4,254 | 38 | 2,239 | 20 | 3,123 | 28 | 740
Cumulative Total | 33,608 | 33,085 | 740
**DISTRICT**
2008-09 | 11,146 | 1,530 | 14 | 4,254 | 38 | 2,239 | 20 | 3,123 | 28 | 740
2009-10 | 11,077 | 103 | 70 | 10,904 | 1,779 | 16 | 4,113 | 38 | 2,247 | 21 | 2,765 | 25 | 741
2010-11 | 11,214 | 119 | 60 | 11,035 | 1,734 | 16 | 4,192 | 38 | 2,215 | 20 | 2,894 | 26 | 740
Cumulative Total | 33,608 | 33,085 | 740
**STATE**
2008-09 | 11,146 | 1,530 | 14 | 4,254 | 38 | 2,239 | 20 | 3,123 | 28 | 740
2009-10 | 11,077 | 103 | 70 | 10,904 | 1,779 | 16 | 4,113 | 38 | 2,247 | 21 | 2,765 | 25 | 741
2010-11 | 11,214 | 119 | 60 | 11,035 | 1,734 | 16 | 4,192 | 38 | 2,215 | 20 | 2,894 | 26 | 740
Cumulative Total | 33,608 | 33,085 | 740
## Disaggregated Mathematics Results

### Rhode Island - Fall 2010 - Beginning of Grade 7 NECAP Tests

#### Grade 7 Students in 2010-2011

<table>
<thead>
<tr>
<th>REPORTING CATEGORIES</th>
<th>State Enrolled</th>
<th>NT Approved</th>
<th>NT Other</th>
<th>Tested</th>
<th>Level 4</th>
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<th>Level 1</th>
<th>Mean Scaled Score</th>
<th>Tested</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Mean Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>11,214</td>
<td>119</td>
<td>60</td>
<td>11,035</td>
<td>1,734</td>
<td>16</td>
<td>4,192</td>
<td>38</td>
<td>2,215</td>
<td>20</td>
<td>2,894</td>
<td>26</td>
<td>740</td>
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</tr>
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</table>

#### Gender
- Male: 5,767
- Female: 5,442
- Not Reported: 5

#### Race/Ethnicity
- Hispanic or Latino: 2,319
- Not Hispanic or Latino: 8,995
- American Indian or Alaskan Native: 100
- Asian: 304
- Black or African American: 852
- Native Hawaiian or Pacific Islander: 9
- White: 7,331
- Two or more races: 241
- No Race/Ethnicity Reported: 58

#### LEP Status
- Current LEP student: 385
- Former LEP student - monitoring year 1: 40
- Former LEP student - monitoring year 2: 29
- All Other Students: 10,760

#### IEP
- Students with an IEP: 1,845
- All Other Students: 9,369

#### SES
- Economically Disadvantaged Students: 5,116
- All Other Students: 6,098

#### Migrant
- Migrant Students: 0
- All Other Students: 11,214

#### Title I
- Students Receiving Title I Services: 3,065
- All Other Students: 8,149

#### 504 Plan
- Students with a 504 Plan: 223
- All Other Students: 10,991

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.

**Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient**