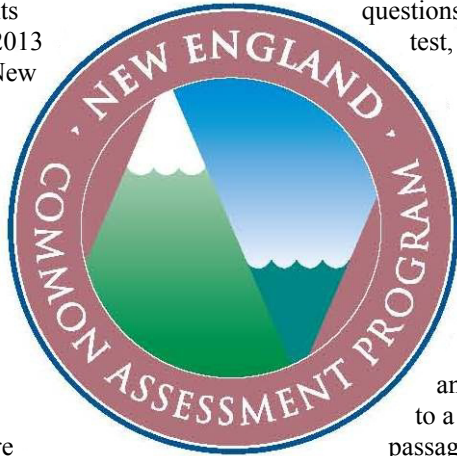


About The New England Common Assessment Program



This report highlights results from the Fall 2013 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

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

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

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

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

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



Fall 2013 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2013-2014

State Results

State: Rhode Island



Fall 2013 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2013-2014

Grade Level Summary Report

State: Rhode Island

PARTICIPATION in NECAP	Number									Percentage																	
	School			District			State			School			District			State											
Students enrolled on or after October 1										10,913																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
							10,636	10,719								97	98										
With an approved accommodation							1,774	1,838								17	17										
Current LEP Students							441	519								4	5										
With an approved accommodation							120	163								27	31										
IEP Students							1,483	1,486								14	14										
With an approved accommodation							1,051	1,047								71	70										
Students not tested in NECAP							277	194								3	2										
State Approved							234	154								84	79										
Alternate Assessment							135	135								58	88										
First Year LEP							84	0								36	0										
Withdrew After October 1							10	15								4	10										
Enrolled After October 1							1	0								<1	0										
Special Consideration							4	4								2	3										
Other							43	40								16	21										

NECAP RESULTS

	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	10,913	234	43	10,636	2,136	20	5,162	49	2,104	20	1,234	12	747												
MATH	10,913	154	40	10,719	2,166	20	4,210	39	2,024	19	2,319	22	742												
WRITING																									

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

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

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



Fall 2013 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2013-2014

Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
 Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

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

(Scaled Score 740–759)

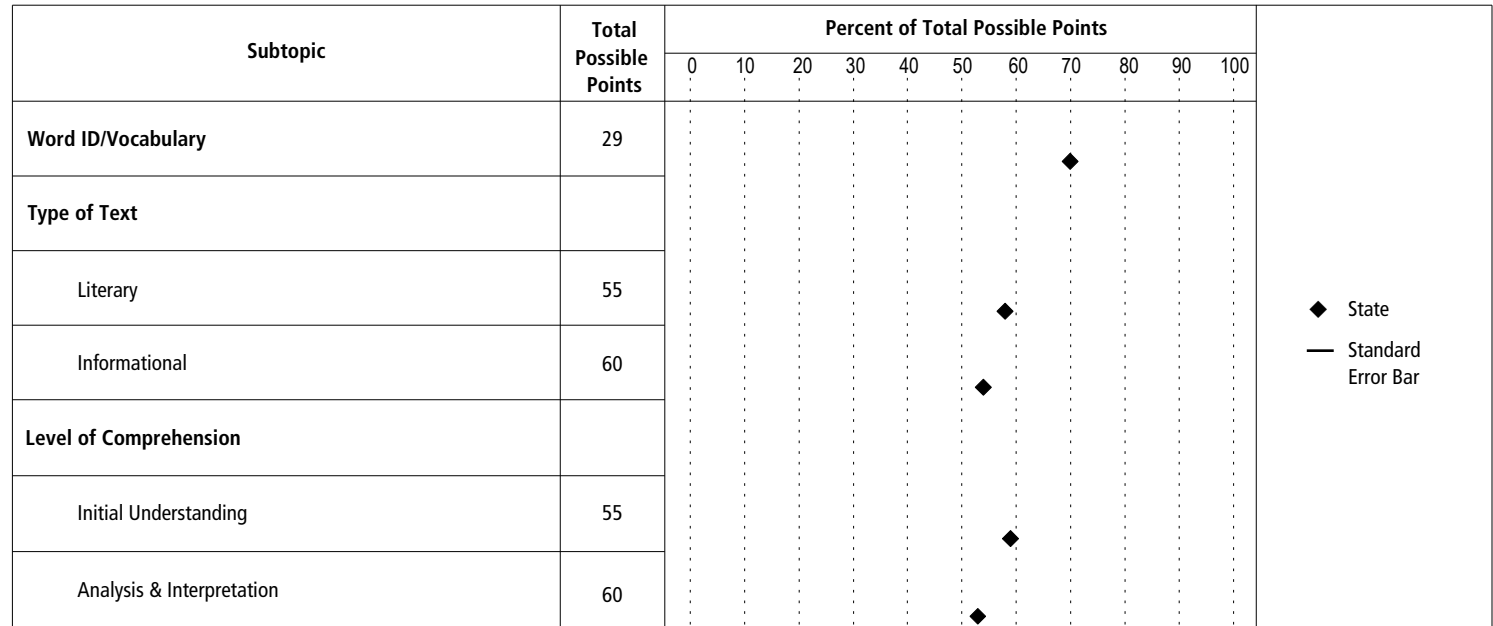
Partially Proficient (Level 2)
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge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

(Scaled Score 729–739)

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

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	10,009	94	136	9,779	1,658	17	5,331	55	1,782	18	1,008	10	747
2012-13	10,404	191	50	10,163	1,869	18	5,296	52	1,898	19	1,100	11	747
2013-14	10,913	234	43	10,636	2,136	20	5,162	49	2,104	20	1,234	12	747
Cumulative Total	31,326	519	229	30,578	5,663	19	15,789	52	5,784	19	3,342	11	747





Fall 2013 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2013-2014

Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	10,913	234	43	10,636	2,136	20	5,162	49	2,104	20	1,234	12	747												
Gender																									
Male	5,651	153	22	5,476	805	15	2,716	50	1,154	21	801	15	744												
Female	5,245	79	16	5,150	1,331	26	2,444	47	948	18	427	8	749												
Not Reported	17	2	5	10	0	0	2	20	2	20	6	60	725												
Race/Ethnicity																									
Hispanic or Latino	2,508	86	12	2,410	182	8	985	41	718	30	525	22	739												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	0	0	72	3	4	28	39	20	28	21	29	737												
Asian	311	15	0	296	80	27	140	47	45	15	31	10	750												
Black or African American	881	27	4	850	65	8	363	43	249	29	173	20	740												
Native Hawaiian or Pacific Islander	11	1	0	10	2	20	5	50	1	10	2	20	744												
White	6,782	96	18	6,668	1,744	26	3,488	52	1,005	15	431	6	750												
Two or more races	331	7	4	320	60	19	151	47	64	20	45	14	746												
No Race/Ethnicity Reported	17	2	5	10	0	0	2	20	2	20	6	60	725												
LEP Status																									
Current LEP student	523	76	6	441	0	0	46	10	145	33	250	57	727												
Former LEP student - monitoring year 1	64	2	0	62	2	3	33	53	18	29	9	15	740												
Former LEP student - monitoring year 2	159	1	0	158	4	3	63	40	62	39	29	18	738												
All Other Students	10,167	155	37	9,975	2,130	21	5,020	50	1,879	19	946	9	748												
IEP																									
Students with an IEP	1,645	141	21	1,483	9	1	299	20	510	34	665	45	730												
All Other Students	9,268	93	22	9,153	2,127	23	4,863	53	1,594	17	569	6	749												
SES																									
Economically Disadvantaged Students	5,193	118	19	5,056	446	9	2,295	45	1,385	27	930	18	741												
All Other Students	5,720	116	24	5,580	1,690	30	2,867	51	719	13	304	5	752												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,913	234	43	10,636	2,136	20	5,162	49	2,104	20	1,234	12	747												
Title I																									
Students Receiving Title I Services	2,717	68	9	2,640	185	7	1,041	39	812	31	602	23	739												
All Other Students	8,196	166	34	7,996	1,951	24	4,121	52	1,292	16	632	8	749												
504 Plan																									
Students with a 504 Plan	221	0	0	221	32	14	129	58	47	21	13	6	747												
All Other Students	10,692	234	43	10,415	2,104	20	5,033	48	2,057	20	1,221	12	747												

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

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



Fall 2013 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2013-2014

Mathematics Results

State: Rhode Island

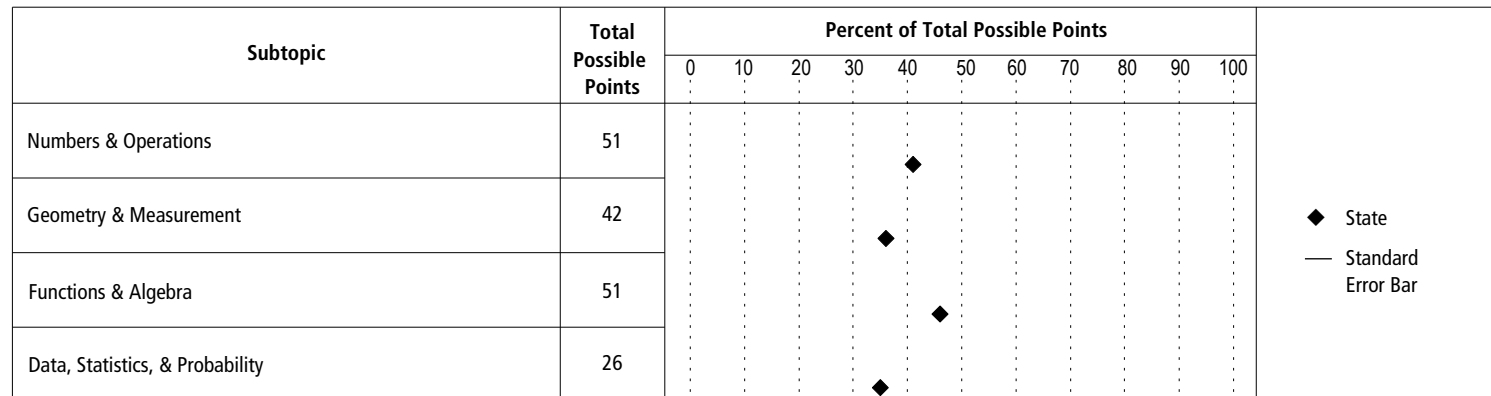
Proficient with Distinction (Level 4)
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.
(Scaled Score 752–780)

Proficient (Level 3)
 Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 740–751)

Partially Proficient (Level 2)
 Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)
 Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.
(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	10,009	96	94	9,819	1,992	20	3,545	36	1,813	18	2,469	25	741
2012-13	10,404	129	40	10,235	2,054	20	3,955	39	1,901	19	2,325	23	742
2013-14	10,913	154	40	10,719	2,166	20	4,210	39	2,024	19	2,319	22	742
Cumulative Total	31,326	379	174	30,773	6,212	20	11,710	38	5,738	19	7,113	23	742





Fall 2013 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2013-2014

Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	10,913	154	40	10,719	2,166	20	4,210	39	2,024	19	2,319	22	742												
Gender																									
Male	5,651	113	19	5,519	1,073	19	2,056	37	1,056	19	1,334	24	741												
Female	5,245	39	15	5,191	1,093	21	2,151	41	967	19	980	19	743												
Not Reported	17	2	6	9																					
Race/Ethnicity																									
Hispanic or Latino	2,508	33	10	2,465	181	7	817	33	551	22	916	37	736												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	0	0	72	5	7	25	35	11	15	31	43	734												
Asian	311	7	0	304	95	31	125	41	45	15	39	13	747												
Black or African American	881	13	3	865	58	7	271	31	211	24	325	38	736												
Native Hawaiian or Pacific Islander	11	0	0	11	3	27	4	36	1	9	3	27	741												
White	6,782	94	18	6,670	1,770	27	2,844	43	1,137	17	919	14	745												
Two or more races	331	5	3	323	54	17	121	37	67	21	81	25	741												
No Race/Ethnicity Reported	17	2	6	9																					
LEP Status																									
Current LEP student	523	2	2	519	7	1	45	9	81	16	386	74	726												
Former LEP student - monitoring year 1	64	0	0	64	8	13	21	33	16	25	19	30	739												
Former LEP student - monitoring year 2	159	1	0	158	10	6	40	25	46	29	62	39	736												
All Other Students	10,167	151	38	9,978	2,141	21	4,104	41	1,881	19	1,852	19	743												
IEP																									
Students with an IEP	1,645	139	20	1,486	14	1	196	13	253	17	1,023	69	728												
All Other Students	9,268	15	20	9,233	2,152	23	4,014	43	1,771	19	1,296	14	744												
SES																									
Economically Disadvantaged Students	5,193	73	17	5,103	443	9	1,815	36	1,188	23	1,657	32	737												
All Other Students	5,720	81	23	5,616	1,723	31	2,395	43	836	15	662	12	746												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,913	154	40	10,719	2,166	20	4,210	39	2,024	19	2,319	22	742												
Title I																									
Students Receiving Title I Services	2,717	34	8	2,675	189	7	863	32	607	23	1,016	38	736												
All Other Students	8,196	120	32	8,044	1,977	25	3,347	42	1,417	18	1,303	16	744												
504 Plan																									
Students with a 504 Plan	221	0	0	221	32	14	95	43	66	30	28	13	742												
All Other Students	10,692	154	40	10,498	2,134	20	4,115	39	1,958	19	2,291	22	742												

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.