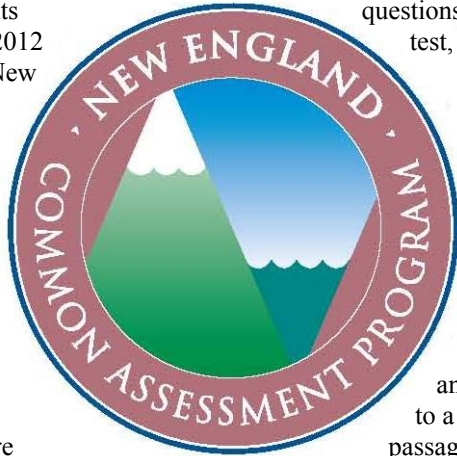


About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

State Results

State: Rhode Island



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

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										10,919																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
With an approved accommodation							10,659	10,741	10,652							98	98	98									
Current LEP Students							2,083	2,042	1,679							20	19	16									
With an approved accommodation							551	630	553							5	6	5									
IEP Students							148	187	131							27	30	24									
With an approved accommodation							1,404	1,404	1,402							13	13	13									
Other							1,132	1,134	1,058							81	81	75									
Students not tested in NECAP										260																	
State Approved										215																	
Alternate Assessment										116																	
First Year LEP										72																	
Withdrew After October 1										11																	
Enrolled After October 1										6																	
Special Consideration										10																	
Other										45																	

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	10,919	215	45	10,659	2,186	21	5,457	51	1,938	18	1,078	10	547												
MATH	10,919	142	36	10,741	2,031	19	4,667	43	1,836	17	2,207	21	543												
WRITING	10,919	212	55	10,652	1,717	16	4,590	43	3,210	30	1,135	11	542												

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 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)

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

(Scaled Score 556–580)

Proficient (Level 3)

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

(Scaled Score 540–555)

Partially Proficient (Level 2)

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

(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

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

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative Total													
State													
2010-11	10,240	183	38	10,019	2,280	23	5,047	50	1,820	18	872	9	547
2011-12	10,945	154	118	10,673	2,119	20	5,191	49	2,133	20	1,230	12	546
2012-13	10,919	215	45	10,659	2,186	21	5,457	51	1,938	18	1,078	10	547
Cumulative Total	32,104	552	201	31,351	6,585	21	15,695	50	5,891	19	3,180	10	547

Subtopic	Total Possible Points	Percent of Total Possible Points															
		0	10	20	30	40	50	60	70	80	90	100					
Word ID/Vocabulary	25																
Type of Text																	
Literary	49																
Informational	56																
Level of Comprehension																	
Initial Understanding	52																
Analysis & Interpretation	53																

◆ State

— Standard Error Bar



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	10,919	215	45	10,659	2,186	21	5,457	51	1,938	18	1,078	10	547												
Gender																									
Male	5,716	144	24	5,548	855	15	2,909	52	1,102	20	682	12	545												
Female	5,160	71	21	5,068	1,321	26	2,522	50	830	16	395	8	549												
Not Reported	43	0	0	43	10	23	26	60	6	14	1	2	549												
Race/Ethnicity																									
Hispanic or Latino	2,423	79	13	2,331	176	8	1,011	43	650	28	494	21	540												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	0	0	72	5	7	36	50	22	31	9	13	542												
Asian	341	11	5	325	89	27	154	47	61	19	21	6	549												
Black or African American	842	23	6	813	88	11	376	46	213	26	136	17	542												
Native Hawaiian or Pacific Islander	18	0	0	18	2	11	13	72	2	11	1	6	548												
White	6,860	102	20	6,738	1,767	26	3,671	54	918	14	382	6	550												
Two or more races	310	0	1	309	48	16	164	53	64	21	33	11	545												
No Race/Ethnicity Reported	53	0	0	53	11	21	32	60	8	15	2	4	548												
LEP Status																									
Current LEP student	641	74	16	551	14	3	105	19	156	28	276	50	532												
Former LEP student - monitoring year 1	113	1	0	112	5	4	63	56	34	30	10	9	543												
Former LEP student - monitoring year 2	199	2	0	197	22	11	98	50	61	31	16	8	544												
All Other Students	9,966	138	29	9,799	2,145	22	5,191	53	1,687	17	776	8	548												
IEP																									
Students with an IEP	1,539	119	16	1,404	20	1	335	24	453	32	596	42	533												
All Other Students	9,380	96	29	9,255	2,166	23	5,122	55	1,485	16	482	5	549												
SES																									
Economically Disadvantaged Students	5,243	112	24	5,107	527	10	2,395	47	1,325	26	860	17	542												
All Other Students	5,676	103	21	5,552	1,659	30	3,062	55	613	11	218	4	551												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,919	215	45	10,659	2,186	21	5,457	51	1,938	18	1,078	10	547												
Title I																									
Students Receiving Title I Services	3,652	89	20	3,543	336	9	1,583	45	936	26	688	19	541												
All Other Students	7,267	126	25	7,116	1,850	26	3,874	54	1,002	14	390	5	550												
504 Plan																									
Students with a 504 Plan	143	2	0	141	18	13	91	65	19	13	13	9	546												
All Other Students	10,776	213	45	10,518	2,168	21	5,366	51	1,919	18	1,065	10	547												

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

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



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.
(Scaled Score 554-580)

Proficient (Level 3)
 Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 540-553)

Partially Proficient (Level 2)
 Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.
(Scaled Score 533-539)

Substantially Below Proficient (Level 1)
 Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.
(Scaled Score 500-532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative Total													
State													
2010-11	10,240	112	38	10,090	1,736	17	4,508	45	1,666	17	2,180	22	543
2011-12	10,945	150	64	10,731	1,980	18	4,754	44	1,779	17	2,218	21	543
2012-13	10,919	142	36	10,741	2,031	19	4,667	43	1,836	17	2,207	21	543
Cumulative Total	32,104	404	138	31,562	5,747	18	13,929	44	5,281	17	6,605	21	543

Subtopic	Total Possible Points	Percent of Total Possible Points											
		0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	73							◆					
Geometry & Measurement	33						◆						
Functions & Algebra	31						◆						
Data, Statistics, & Probability	25						◆						

◆ State
 — Standard Error Bar



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

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	10,919	142	36	10,741	2,031	19	4,667	43	1,836	17	2,207	21	543												
Gender																									
Male	5,716	104	20	5,592	1,053	19	2,359	42	947	17	1,233	22	543												
Female	5,160	38	16	5,106	972	19	2,286	45	879	17	969	19	543												
Not Reported	43	0	0	43	6	14	22	51	10	23	5	12	544												
Race/Ethnicity																									
Hispanic or Latino	2,423	28	7	2,388	152	6	819	34	539	23	878	37	536												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	0	0	72	7	10	24	33	19	26	22	31	539												
Asian	341	4	3	334	80	24	144	43	54	16	56	17	545												
Black or African American	842	16	5	821	44	5	294	36	193	24	290	35	537												
Native Hawaiian or Pacific Islander	18	0	0	18	2	11	7	39	4	22	5	28	541												
White	6,860	94	20	6,746	1,701	25	3,228	48	953	14	864	13	546												
Two or more races	310	0	1	309	38	12	127	41	59	19	85	28	540												
No Race/Ethnicity Reported	53	0	0	53	7	13	24	45	15	28	7	13	542												
LEP Status																									
Current LEP student	641	6	5	630	8	1	97	15	93	15	432	69	528												
Former LEP student - monitoring year 1	113	1	0	112	11	10	49	44	26	23	26	23	541												
Former LEP student - monitoring year 2	199	1	0	198	12	6	96	48	54	27	36	18	541												
All Other Students	9,966	134	31	9,801	2,000	20	4,425	45	1,663	17	1,713	17	544												
IEP																									
Students with an IEP	1,539	118	17	1,404	25	2	243	17	277	20	859	61	530												
All Other Students	9,380	24	19	9,337	2,006	21	4,424	47	1,559	17	1,348	14	545												
SES																									
Economically Disadvantaged Students	5,243	69	20	5,154	424	8	1,950	38	1,121	22	1,659	32	538												
All Other Students	5,676	73	16	5,587	1,607	29	2,717	49	715	13	548	10	548												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,919	142	36	10,741	2,031	19	4,667	43	1,836	17	2,207	21	543												
Title I																									
Students Receiving Title I Services	3,652	41	14	3,597	310	9	1,272	35	804	22	1,211	34	538												
All Other Students	7,267	101	22	7,144	1,721	24	3,395	48	1,032	14	996	14	546												
504 Plan																									
Students with a 504 Plan	143	2	0	141	23	16	59	42	30	21	29	21	542												
All Other Students	10,776	140	36	10,600	2,008	19	4,608	43	1,806	17	2,178	21	543												

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

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



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Writing Results

State: Rhode Island

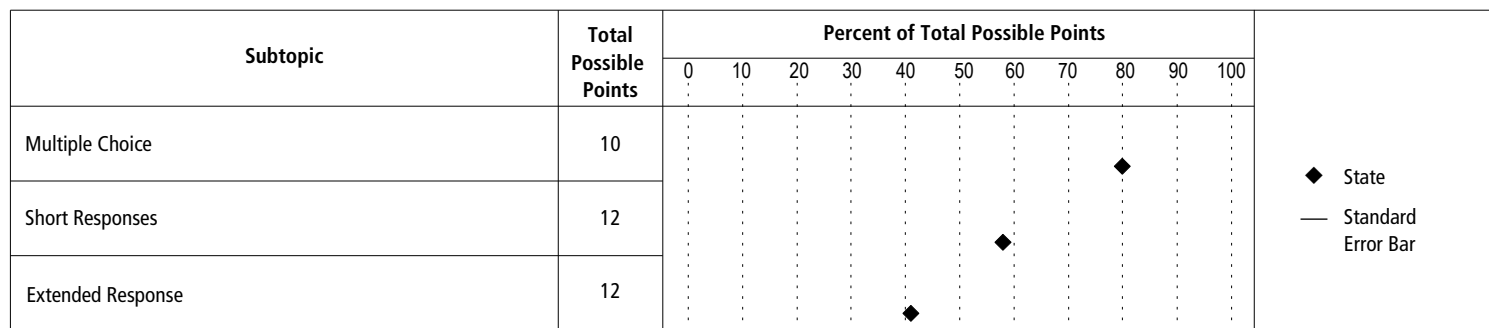
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.
(Scaled Score 555–580)

Proficient (Level 3)
 Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.
(Scaled Score 540–554)

Partially Proficient (Level 2)
 Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)
 Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.
(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative Total													
State													
2010-11	10,240	192	47	10,001	1,570	16	4,307	43	3,388	34	736	7	543
2011-12	10,945	150	149	10,646	1,146	11	4,680	44	3,647	34	1,173	11	541
2012-13	10,919	212	55	10,652	1,717	16	4,590	43	3,210	30	1,135	11	542
Cumulative Total	32,104	554	251	31,299	4,433	14	13,577	43	10,245	33	3,044	10	542





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	10,919	212	55	10,652	1,717	16	4,590	43	3,210	30	1,135	11	542												
Gender																									
Male	5,716	142	28	5,546	544	10	2,176	39	2,026	37	800	14	539												
Female	5,160	70	27	5,063	1,165	23	2,389	47	1,175	23	334	7	546												
Not Reported	43	0	0	43	8	19	25	58	9	21	1	2	546												
Race/Ethnicity																									
Hispanic or Latino	2,423	76	14	2,333	155	7	823	35	877	38	478	20	537												
Not Hispanic or Latino																									
American Indian or Alaskan Native	72	0	0	72	4	6	23	32	32	44	13	18	537												
Asian	341	11	5	325	79	24	145	45	79	24	22	7	546												
Black or African American	842	23	8	811	74	9	314	39	276	34	147	18	539												
Native Hawaiian or Pacific Islander	18	0	0	18	4	22	8	44	5	28	1	6	545												
White	6,860	102	27	6,731	1,348	20	3,130	47	1,816	27	437	6	545												
Two or more races	310	0	1	309	44	14	116	38	115	37	34	11	541												
No Race/Ethnicity Reported	53	0	0	53	9	17	31	58	10	19	3	6	545												
LEP Status																									
Current LEP student	641	73	15	553	12	2	104	19	196	35	241	44	529												
Former LEP student - monitoring year 1	113	1	0	112	11	10	55	49	41	37	5	4	542												
Former LEP student - monitoring year 2	199	1	0	198	11	6	88	44	74	37	25	13	539												
All Other Students	9,966	137	40	9,789	1,683	17	4,343	44	2,899	30	864	9	543												
IEP																									
Students with an IEP	1,539	120	17	1,402	16	1	208	15	587	42	591	42	529												
All Other Students	9,380	92	38	9,250	1,701	18	4,382	47	2,623	28	544	6	545												
SES																									
Economically Disadvantaged Students	5,243	112	30	5,101	438	9	1,902	37	1,881	37	880	17	538												
All Other Students	5,676	100	25	5,551	1,279	23	2,688	48	1,329	24	255	5	546												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,919	212	55	10,652	1,717	16	4,590	43	3,210	30	1,135	11	542												
Title I																									
Students Receiving Title I Services	3,652	87	25	3,540	288	8	1,239	35	1,328	38	685	19	537												
All Other Students	7,267	125	30	7,112	1,429	20	3,351	47	1,882	26	450	6	545												
504 Plan																									
Students with a 504 Plan	143	2	0	141	11	8	59	42	54	38	17	12	540												
All Other Students	10,776	210	55	10,511	1,706	16	4,531	43	3,156	30	1,118	11	543												

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

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