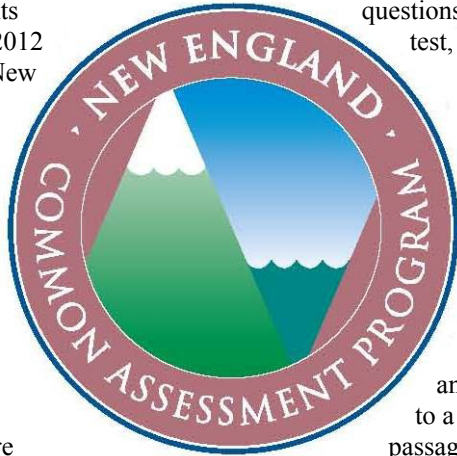


About The New England Common Assessment Program



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 6 NECAP Tests

Grade 6 Students in 2012-2013

State Results

State: Rhode Island



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 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										11,018																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
With an approved accommodation							10,755	10,837								98	98										
Current LEP Students							1,899	1,768								18	16										
With an approved accommodation							502	577								5	5										
IEP Students							129	152								26	26										
With an approved accommodation							1,501	1,503								14	14										
Students not tested in NECAP							1,084	1,074								72	71										
State Approved							263	181								2	2										
Alternate Assessment							214	155								81	86										
First Year LEP							134	134								63	86										
Withdrew After October 1							59	0								28	0										
Enrolled After October 1							11	13								5	8										
Special Consideration							5	2								2	1										
Other							5	6								2	4										
							49	26								19	14										

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	11,018	214	49	10,755	1,867	17	5,975	56	1,844	17	1,069	10	647												
MATH	11,018	155	26	10,837	2,313	21	4,441	41	1,710	16	2,373	22	642												
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 2012 - Beginning of Grade 6 NECAP Tests Grade 6 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 659–680)

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 640–658)

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 629–639)

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 600–628)

	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	9,929	193	32	9,704	1,633	17	5,232	54	1,944	20	895	9	646
2011-12	10,302	106	136	10,060	2,209	22	5,157	51	1,769	18	925	9	648
2012-13	11,018	214	49	10,755	1,867	17	5,975	56	1,844	17	1,069	10	647
Cumulative Total	31,249	513	217	30,519	5,709	19	16,364	54	5,557	18	2,889	9	647

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	46							◆						
Analysis & Interpretation	59												◆	

◆ State

— Standard Error Bar



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 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	11,018	214	49	10,755	1,867	17	5,975	56	1,844	17	1,069	10	647												
Gender																									
Male	5,690	149	22	5,519	628	11	3,068	56	1,113	20	710	13	644												
Female	5,265	65	27	5,173	1,218	24	2,871	55	725	14	359	7	650												
Not Reported	63	0	0	63	21	33	36	57	6	10	0	0	654												
Race/Ethnicity																									
Hispanic or Latino	2,431	67	20	2,344	192	8	1,092	47	601	26	459	20	641												
Not Hispanic or Latino																									
American Indian or Alaskan Native	78	0	0	78	4	5	42	54	18	23	14	18	640												
Asian	317	13	4	300	84	28	150	50	41	14	25	8	650												
Black or African American	891	22	9	860	72	8	431	50	212	25	145	17	642												
Native Hawaiian or Pacific Islander	10	0	0	10	1	10	6	60	0	0	3	30	642												
White	6,889	104	14	6,771	1,447	21	4,044	60	903	13	377	6	650												
Two or more races	326	6	1	319	46	14	166	52	62	19	45	14	645												
No Race/Ethnicity Reported	76	2	1	73	21	29	44	60	7	10	1	1	653												
LEP Status																									
Current LEP student	583	55	26	502	14	3	108	22	139	28	241	48	631												
Former LEP student - monitoring year 1	100	0	0	100	5	5	47	47	35	35	13	13	641												
Former LEP student - monitoring year 2	167	0	0	167	10	6	78	47	59	35	20	12	641												
All Other Students	10,168	159	23	9,986	1,838	18	5,742	58	1,611	16	795	8	648												
IEP																									
Students with an IEP	1,654	139	14	1,501	13	1	351	23	495	33	642	43	631												
All Other Students	9,364	75	35	9,254	1,854	20	5,624	61	1,349	15	427	5	650												
SES																									
Economically Disadvantaged Students	5,289	107	36	5,146	436	8	2,646	51	1,246	24	818	16	642												
All Other Students	5,729	107	13	5,609	1,431	26	3,329	59	598	11	251	4	652												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,018	214	49	10,755	1,867	17	5,975	56	1,844	17	1,069	10	647												
Title I																									
Students Receiving Title I Services	2,764	69	29	2,666	205	8	1,204	45	717	27	540	20	640												
All Other Students	8,254	145	20	8,089	1,662	21	4,771	59	1,127	14	529	7	649												
504 Plan																									
Students with a 504 Plan	155	1	0	154	19	12	97	63	30	19	8	5	647												
All Other Students	10,863	213	49	10,601	1,848	17	5,878	55	1,814	17	1,061	10	647												

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 6 NECAP Tests

Grade 6 Students in 2012-2013

Mathematics Results

State: Rhode Island

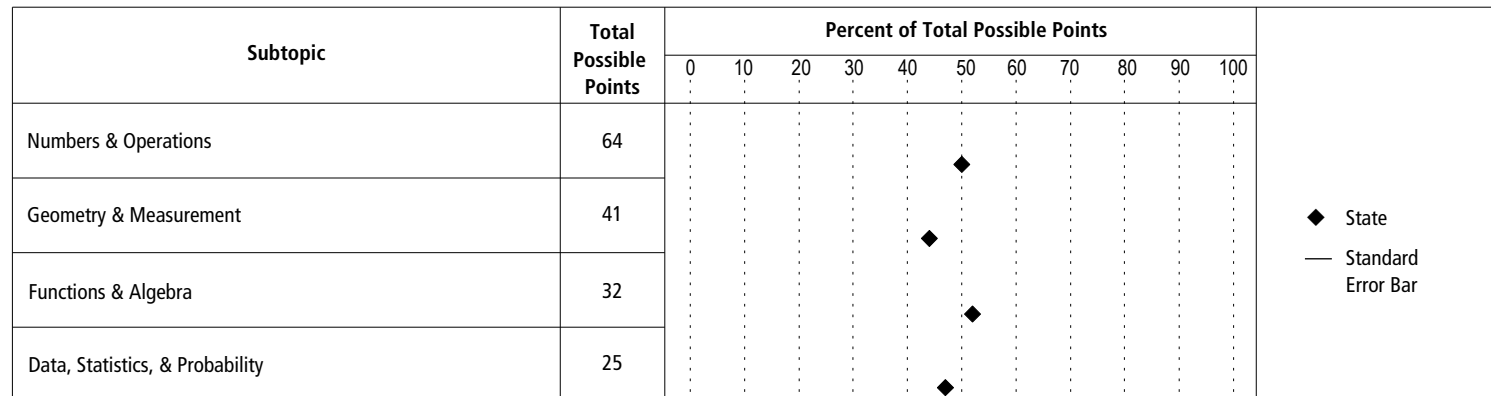
Proficient with Distinction (Level 4)
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.
(Scaled Score 653–680)

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 640–652)

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 633–639)

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 600–632)

	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	9,929	119	28	9,782	2,009	21	3,856	39	1,761	18	2,156	22	642
2011-12	10,302	104	73	10,125	2,173	21	4,178	41	1,620	16	2,154	21	643
2012-13	11,018	155	26	10,837	2,313	21	4,441	41	1,710	16	2,373	22	642
Cumulative Total	31,249	378	127	30,744	6,495	21	12,475	41	5,091	17	6,683	22	642





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 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	11,018	155	26	10,837	2,313	21	4,441	41	1,710	16	2,373	22	642												
Gender																									
Male	5,690	117	15	5,558	1,183	21	2,151	39	901	16	1,323	24	641												
Female	5,265	38	11	5,216	1,110	21	2,264	43	799	15	1,043	20	643												
Not Reported	63	0	0	63	20	32	26	41	10	16	7	11	648												
Race/Ethnicity																									
Hispanic or Latino	2,431	32	6	2,393	186	8	849	35	441	18	917	38	635												
Not Hispanic or Latino																									
American Indian or Alaskan Native	78	0	0	78	5	6	31	40	15	19	27	35	636												
Asian	317	7	0	310	97	31	121	39	40	13	52	17	646												
Black or African American	891	14	4	873	73	8	288	33	172	20	340	39	635												
Native Hawaiian or Pacific Islander	10	0	0	10	0	0	5	50	2	20	3	30	630												
White	6,889	96	14	6,779	1,871	28	3,007	44	964	14	937	14	645												
Two or more races	326	4	1	321	61	19	109	34	64	20	87	27	640												
No Race/Ethnicity Reported	76	2	1	73	20	27	31	42	12	16	10	14	646												
LEP Status																									
Current LEP student	583	2	4	577	18	3	87	15	89	15	383	66	626												
Former LEP student - monitoring year 1	100	0	0	100	4	4	29	29	26	26	41	41	635												
Former LEP student - monitoring year 2	167	0	0	167	11	7	68	41	44	26	44	26	637												
All Other Students	10,168	153	22	9,993	2,280	23	4,257	43	1,551	16	1,905	19	643												
IEP																									
Students with an IEP	1,654	139	12	1,503	22	1	228	15	256	17	997	66	626												
All Other Students	9,364	16	14	9,334	2,291	25	4,213	45	1,454	16	1,376	15	645												
SES																									
Economically Disadvantaged Students	5,289	72	16	5,201	477	9	1,976	38	1,024	20	1,724	33	637												
All Other Students	5,729	83	10	5,636	1,836	33	2,465	44	686	12	649	12	647												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,018	155	26	10,837	2,313	21	4,441	41	1,710	16	2,373	22	642												
Title I																									
Students Receiving Title I Services	2,764	41	9	2,714	205	8	895	33	528	19	1,086	40	635												
All Other Students	8,254	114	17	8,123	2,108	26	3,546	44	1,182	15	1,287	16	645												
504 Plan																									
Students with a 504 Plan	155	2	0	153	25	16	70	46	32	21	26	17	642												
All Other Students	10,863	153	26	10,684	2,288	21	4,371	41	1,678	16	2,347	22	642												

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.