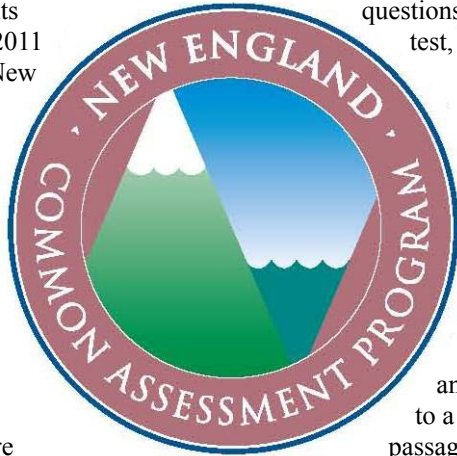


About The New England Common Assessment Program



This report highlights results from the Fall 2011 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 2011 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

State Results

State: Rhode Island



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

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										10,945																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
With an approved accommodation							10,673	10,731	10,646							98	98	97									
Current LEP Students							1,833	1,887	1,706							17	18	16									
With an approved accommodation							604	667	600							6	6	6									
IEP Students							170	197	148							28	30	25									
With an approved accommodation							1,440	1,440	1,435							13	13	13									
Students not tested in NECAP							1,091	1,108	1,075							76	77	75									
State Approved							272	214	299							2	2	3									
Alternate Assessment							154	150	150							57	70	50									
First Year LEP							133	133	133							86	89	89									
Withdrew After October 1							4	0	4							3	0	3									
Enrolled After October 1							4	5	4							3	3	3									
Special Consideration							4	2	1							3	1	1									
Other							9	10	8							6	7	5									
							118	64	149							43	30	50									

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	10,945	154	118	10,673	2,119	20	5,191	49	2,133	20	1,230	12	546												
MATH	10,945	150	64	10,731	1,980	18	4,754	44	1,779	17	2,218	21	543												
WRITING	10,945	150	149	10,646	1,146	11	4,680	44	3,647	34	1,173	11	541												

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 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

State: Rhode Island

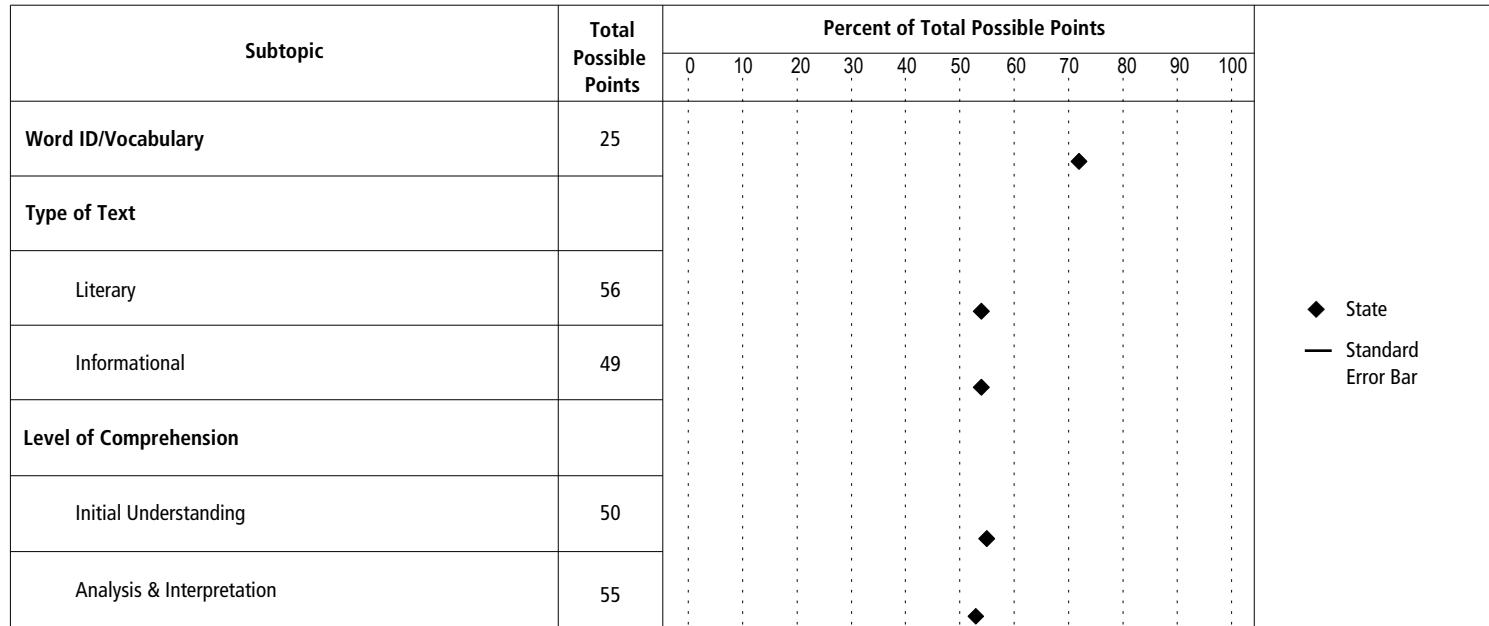
Proficient with Distinction (Level 4)
 Student’s performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the 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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	9,852	187	38	9,627	1,770	18	5,174	54	1,728	18	955	10	546
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
Cumulative Total	31,037	524	194	30,319	6,169	20	15,412	51	5,681	19	3,057	10	546





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

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	10,945	154	118	10,673	2,119	20	5,191	49	2,133	20	1,230	12	546												
Gender																									
Male	5,689	114	66	5,509	776	14	2,626	48	1,285	23	822	15	543												
Female	5,254	40	52	5,162	1,343	26	2,564	50	847	16	408	8	548												
Not Reported	2	0	0	2																					
Race/Ethnicity																									
Hispanic or Latino	2,438	29	61	2,348	189	8	944	40	720	31	495	21	540												
Not Hispanic or Latino																									
American Indian or Alaskan Native	73	2	0	71	2	3	37	52	18	25	14	20	539												
Asian	325	7	10	308	83	27	137	44	61	20	27	9	548												
Black or African American	884	14	9	861	81	9	368	43	235	27	177	21	540												
Native Hawaiian or Pacific Islander	9	0	1	8																					
White	6,886	97	35	6,754	1,708	25	3,546	53	1,035	15	465	7	548												
Two or more races	318	4	2	312	52	17	152	49	59	19	49	16	544												
No Race/Ethnicity Reported	12	1	0	11	0	0	5	45	3	27	3	27	535												
LEP Status																									
Current LEP student	675	5	66	604	13	2	119	20	201	33	271	45	532												
Former LEP student - monitoring year 1	131	0	1	130	12	9	52	40	48	37	18	14	542												
Former LEP student - monitoring year 2	136	0	0	136	11	8	65	48	46	34	14	10	543												
All Other Students	10,003	149	51	9,803	2,083	21	4,955	51	1,838	19	927	9	546												
IEP																									
Students with an IEP	1,601	141	20	1,440	17	1	278	19	449	31	696	48	531												
All Other Students	9,344	13	98	9,233	2,102	23	4,913	53	1,684	18	534	6	548												
SES																									
Economically Disadvantaged Students	5,127	81	63	4,983	480	10	2,234	45	1,321	27	948	19	541												
All Other Students	5,818	73	55	5,690	1,639	29	2,957	52	812	14	282	5	550												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,945	154	118	10,673	2,119	20	5,191	49	2,133	20	1,230	12	546												
Title I																									
Students Receiving Title I Services	4,245	52	65	4,128	388	9	1,747	42	1,186	29	807	20	540												
All Other Students	6,700	102	53	6,545	1,731	26	3,444	53	947	14	423	6	549												
504 Plan																									
Students with a 504 Plan	135	1	0	134	17	13	76	57	33	25	8	6	546												
All Other Students	10,810	153	118	10,539	2,102	20	5,115	49	2,100	20	1,222	12	546												

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 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

State: Rhode Island

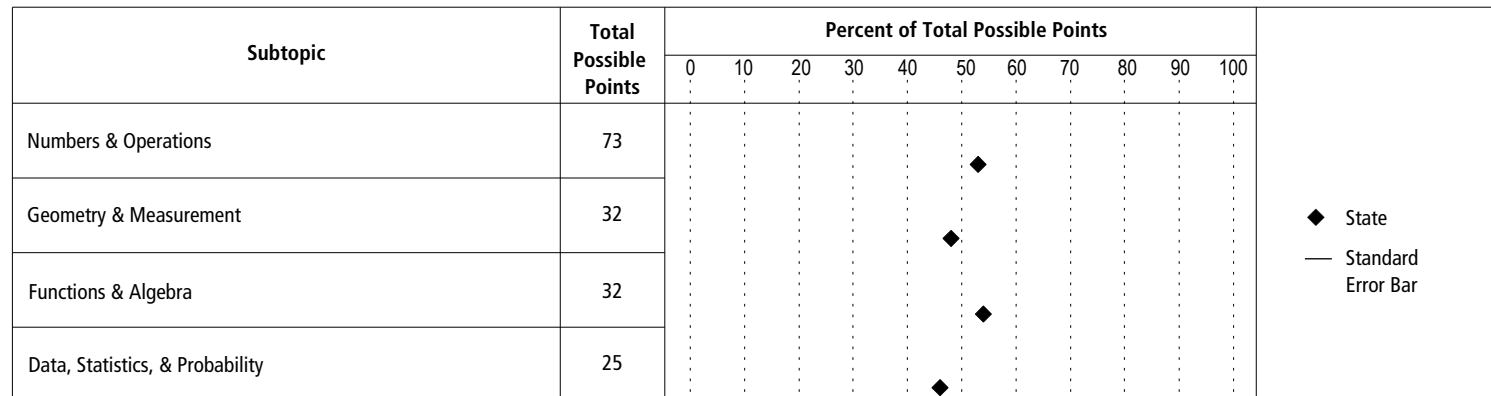
Proficient with Distinction (Level 4)
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	9,852	125	38	9,689	1,648	17	4,215	44	1,617	17	2,209	23	542
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
Cumulative Total	31,037	387	140	30,510	5,364	18	13,477	44	5,062	17	6,607	22	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

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	10,945	150	64	10,731	1,980	18	4,754	44	1,779	17	2,218	21	543												
Gender																									
Male	5,689	113	45	5,531	1,010	18	2,349	42	915	17	1,257	23	542												
Female	5,254	37	19	5,198	969	19	2,405	46	864	17	960	18	543												
Not Reported	2	0	0	2																					
Race/Ethnicity																									
Hispanic or Latino	2,438	27	14	2,397	152	6	894	37	490	20	861	36	536												
Not Hispanic or Latino																									
American Indian or Alaskan Native	73	2	0	71	5	7	27	38	11	15	28	39	537												
Asian	325	7	3	315	88	28	142	45	37	12	48	15	546												
Black or African American	884	15	7	862	68	8	302	35	185	21	307	36	537												
Native Hawaiian or Pacific Islander	9	0	0	9																					
White	6,886	95	34	6,757	1,617	24	3,255	48	989	15	896	13	546												
Two or more races	318	4	5	309	49	16	125	40	63	20	72	23	541												
No Race/Ethnicity Reported	12	0	1	11	1	9	7	64	0	0	3	27	540												
LEP Status																									
Current LEP student	675	4	4	667	9	1	109	16	124	19	425	64	528												
Former LEP student - monitoring year 1	131	0	1	130	6	5	54	42	41	32	29	22	538												
Former LEP student - monitoring year 2	136	0	1	135	13	10	69	51	26	19	27	20	541												
All Other Students	10,003	146	58	9,799	1,952	20	4,522	46	1,588	16	1,737	18	544												
IEP																									
Students with an IEP	1,601	139	22	1,440	23	2	264	18	267	19	886	62	529												
All Other Students	9,344	11	42	9,291	1,957	21	4,490	48	1,512	16	1,332	14	545												
SES																									
Economically Disadvantaged Students	5,127	77	26	5,024	395	8	2,007	40	1,030	21	1,592	32	538												
All Other Students	5,818	73	38	5,707	1,585	28	2,747	48	749	13	626	11	547												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,945	150	64	10,731	1,980	18	4,754	44	1,779	17	2,218	21	543												
Title I																									
Students Receiving Title I Services	4,245	51	21	4,173	341	8	1,570	38	882	21	1,380	33	537												
All Other Students	6,700	99	43	6,558	1,639	25	3,184	49	897	14	838	13	546												
504 Plan																									
Students with a 504 Plan	135	1	0	134	20	15	69	51	21	16	24	18	543												
All Other Students	10,810	149	64	10,597	1,960	18	4,685	44	1,758	17	2,194	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 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

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													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10													
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
Cumulative Total	21,185	342	196	20,647	2,716	13	8,987	44	7,035	34	1,909	9	542

Subtopic	Total Possible Points	Percent of Total Possible Points											State Standard Error Bar	
		0	10	20	30	40	50	60	70	80	90	100		
Multiple Choice	10												◆	
Short Responses	12						◆							
Extended Response	12						◆							



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

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	10,945	150	149	10,646	1,146	11	4,680	44	3,647	34	1,173	11	541												
Gender																									
Male	5,689	112	87	5,490	351	6	2,099	38	2,207	40	833	15	538												
Female	5,254	38	62	5,154	795	15	2,581	50	1,438	28	340	7	544												
Not Reported	2	0	0	2																					
Race/Ethnicity																									
Hispanic or Latino	2,438	28	71	2,339	128	5	774	33	974	42	463	20	536												
Not Hispanic or Latino																									
American Indian or Alaskan Native	73	2	1	70	2	3	29	41	27	39	12	17	536												
Asian	325	6	11	308	55	18	144	47	88	29	21	7	544												
Black or African American	884	15	11	858	61	7	283	33	363	42	151	18	537												
Native Hawaiian or Pacific Islander	9	0	1	8																					
White	6,886	94	47	6,745	867	13	3,312	49	2,087	31	479	7	543												
Two or more races	318	4	7	307	30	10	133	43	99	32	45	15	540												
No Race/Ethnicity Reported	12	1	0	11	2	18	3	27	4	36	2	18	538												
LEP Status																									
Current LEP student	675	4	71	600	10	2	100	17	264	44	226	38	530												
Former LEP student - monitoring year 1	131	0	1	130	8	6	47	36	61	47	14	11	539												
Former LEP student - monitoring year 2	136	0	1	135	6	4	62	46	57	42	10	7	540												
All Other Students	10,003	146	76	9,781	1,122	11	4,471	46	3,265	33	923	9	541												
IEP																									
Students with an IEP	1,601	139	27	1,435	18	1	157	11	630	44	630	44	527												
All Other Students	9,344	11	122	9,211	1,128	12	4,523	49	3,017	33	543	6	543												
SES																									
Economically Disadvantaged Students	5,127	78	85	4,964	276	6	1,752	35	2,069	42	867	17	537												
All Other Students	5,818	72	64	5,682	870	15	2,928	52	1,578	28	306	5	544												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,945	150	149	10,646	1,146	11	4,680	44	3,647	34	1,173	11	541												
Title I																									
Students Receiving Title I Services	4,245	51	84	4,110	234	6	1,417	34	1,701	41	758	18	537												
All Other Students	6,700	99	65	6,536	912	14	3,263	50	1,946	30	415	6	543												
504 Plan																									
Students with a 504 Plan	135	0	0	135	15	11	53	39	51	38	16	12	540												
All Other Students	10,810	150	149	10,511	1,131	11	4,627	44	3,596	34	1,157	11	541												

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.