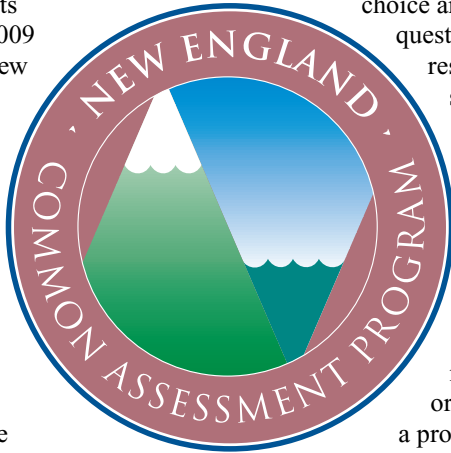


About The New England Common Assessment Program



This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine 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. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. 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 which 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.

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 school's and district's evaluation of their ongoing improvement efforts.



Fall 2009 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2009-2010

State Results

State: Rhode Island



Fall 2009 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2009-2010

Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage											
	School			District			State			School			District			State					
Students enrolled on or after October 1										10,940											
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing			
							10,674	10,735								98	98				
Students not tested in NECAP																					
State Approved										204	143										
Alternate Assessment										104	104										
First Year LEP										68	0										
Withdrew After October 1										14	21										
Enrolled After October 1										4	2										
Special Consideration										14	16										
Other										62	62										

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	10,940	204	62	10,674	1,830	17	5,879	55	1,774	17	1,191	11	346												
MATH	10,940	143	62	10,735	1,922	18	4,650	43	2,138	20	2,025	19	342												
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.



Fall 2009 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2009-2010

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.

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.

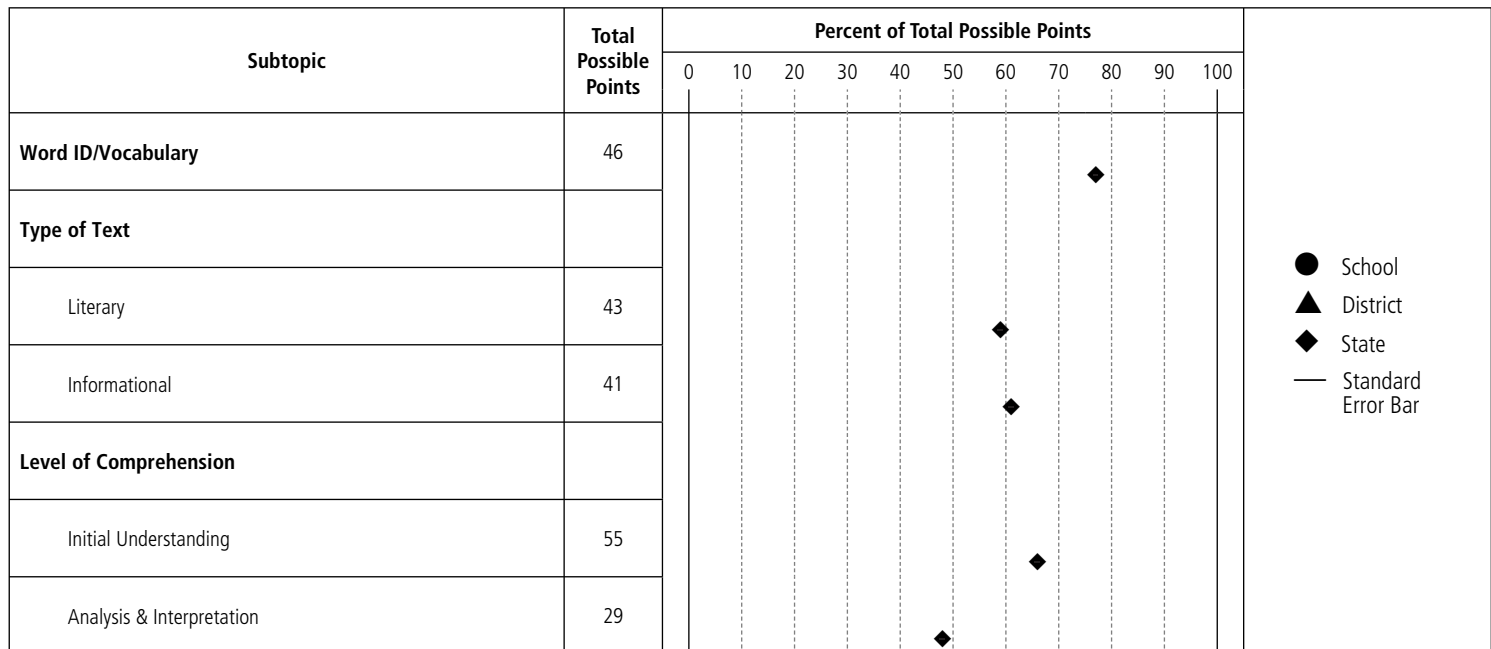
Partially Proficient (Level 2)

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.

	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													
2007-08													
2008-09													
2009-2010													
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010													
Cumulative Total													
STATE													
2007-08	9,904	160	107	9,637	1,062	11	5,525	57	1,718	18	1,332	14	344
2008-09	10,160	134	50	9,976	1,843	18	5,101	51	1,752	18	1,280	13	345
2009-2010	10,940	204	62	10,674	1,830	17	5,879	55	1,774	17	1,191	11	346
Cumulative Total	31,004	498	219	30,287	4,735	16	16,505	54	5,244	17	3,803	13	345





Fall 2009 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2009-2010

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	10,940	204	62	10,674	1,830	17	5,879	55	1,774	17	1,191	11	346												
Gender																									
Male	5,666	132	41	5,493	791	14	2,920	53	991	18	791	14	344												
Female	5,274	72	21	5,181	1,039	20	2,959	57	783	15	400	8	348												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	103	3	3	97	6	6	56	58	19	20	16	16	342												
Asian	385	13	2	370	86	23	204	55	53	14	27	7	348												
Black or African American	998	22	6	970	74	8	463	48	240	25	193	20	341												
Hispanic or Latino	2,171	72	15	2,084	103	5	979	47	562	27	440	21	339												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,275	91	35	7,149	1,561	22	4,173	58	900	13	515	7	349												
No Primary Race/Ethnicity Reported	8	3	1	4																					
LEP Status																									
Current LEP student	812	70	6	736	15	2	197	27	269	37	255	35	334												
Former LEP student - monitoring year 1	108	1	0	107	13	12	70	65	18	17	6	6	346												
Former LEP student - monitoring year 2	41	0	0	41	4	10	27	66	6	15	4	10	346												
All Other Students	9,979	133	56	9,790	1,798	18	5,585	57	1,481	15	926	9	347												
IEP																									
Students with an IEP	1,752	115	25	1,612	65	4	511	32	405	25	631	39	334												
All Other Students	9,188	89	37	9,062	1,765	19	5,368	59	1,369	15	560	6	348												
SES																									
Economically Disadvantaged Students	5,015	120	26	4,869	362	7	2,462	51	1,148	24	897	18	341												
All Other Students	5,925	84	36	5,805	1,468	25	3,417	59	626	11	294	5	350												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,940	204	62	10,674	1,830	17	5,879	55	1,774	17	1,191	11	346												
Title I																									
Students Receiving Title I Services	4,689	105	23	4,561	326	7	2,231	49	1,145	25	859	19	341												
All Other Students	6,251	99	39	6,113	1,504	25	3,648	60	629	10	332	5	350												
504 Plan																									
Students with a 504 Plan	96	1	0	95	14	15	59	62	12	13	10	11	346												
All Other Students	10,844	203	62	10,579	1,816	17	5,820	55	1,762	17	1,181	11	346												

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 2009 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2009-2010

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.

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.

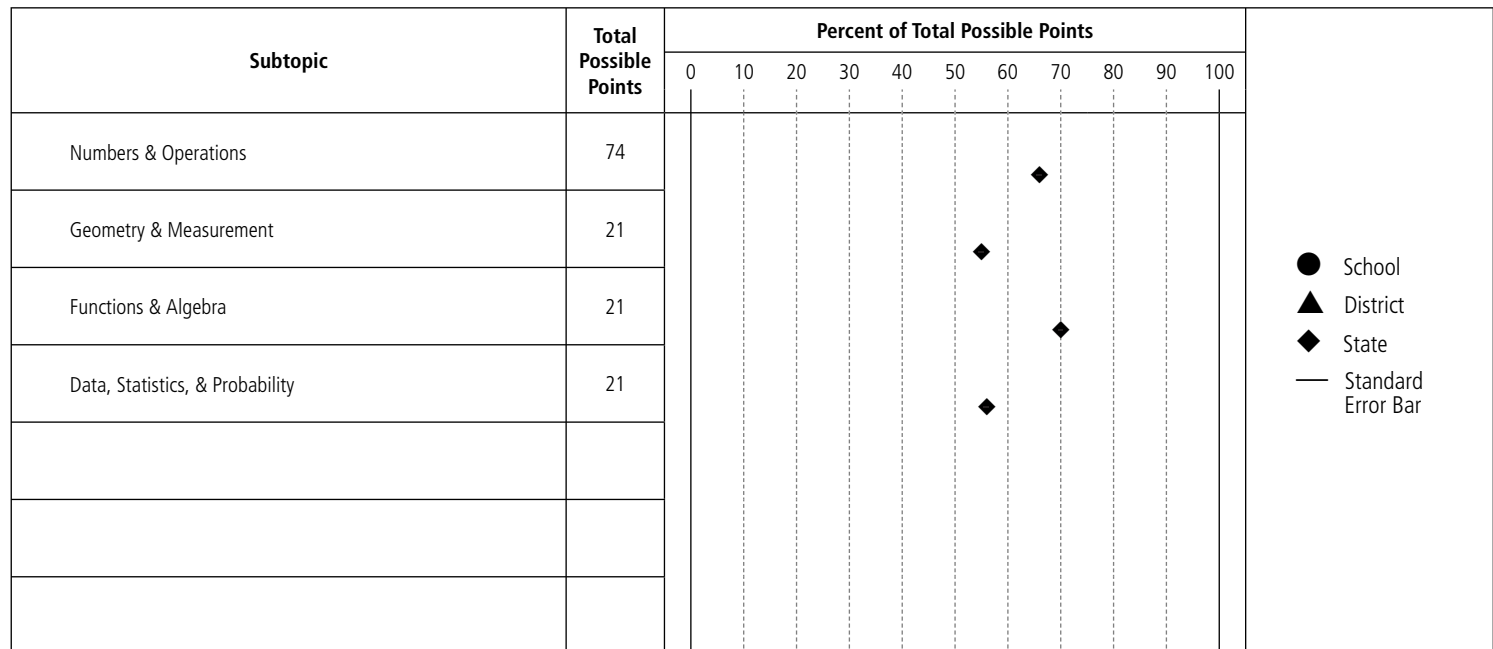
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total													
STATE 2007-08 2008-09 2009-2010 Cumulative Total	9,904 10,160 10,940 31,004	104 98 143 345	96 48 62 206	9,704 10,014 10,735 30,453	1,470 1,566 1,922 4,958	15 16 18 16	4,357 4,448 4,650 13,455	45 44 43 44	2,031 2,086 2,138 6,255	21 21 20 21	1,846 1,914 2,025 5,785	19 19 19 19	342 342 342 342

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.





Fall 2009 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2009-2010

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	%		N	%	%	%	%		N	%	%	%	%	
All Students	10,940	143	62	10,735	1,922	18	4,650	43	2,138	20	2,025	19	342												
Gender																									
Male	5,666	98	44	5,524	986	18	2,350	43	1,080	20	1,108	20	342												
Female	5,274	45	18	5,211	936	18	2,300	44	1,058	20	917	18	343												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	103	3	3	97	8	8	42	43	21	22	26	27	339												
Asian	385	8	3	374	96	26	150	40	67	18	61	16	345												
Black or African American	998	14	6	978	61	6	322	33	261	27	334	34	336												
Hispanic or Latino	2,171	26	12	2,133	105	5	677	32	569	27	782	37	335												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,275	90	37	7,148	1,651	23	3,457	48	1,220	17	820	11	345												
No Primary Race/Ethnicity Reported	8	2	1	5																					
LEP Status																									
Current LEP student	812	7	3	802	17	2	151	19	207	26	427	53	331												
Former LEP student - monitoring year 1	108	1	0	107	10	9	47	44	31	29	19	18	341												
Former LEP student - monitoring year 2	41	0	0	41	8	20	18	44	6	15	9	22	343												
All Other Students	9,979	135	59	9,785	1,887	19	4,434	45	1,894	19	1,570	16	343												
IEP																									
Students with an IEP	1,752	112	29	1,611	89	6	401	25	383	24	738	46	333												
All Other Students	9,188	31	33	9,124	1,833	20	4,249	47	1,755	19	1,287	14	344												
SES																									
Economically Disadvantaged Students	5,015	72	24	4,919	346	7	1,802	37	1,280	26	1,491	30	337												
All Other Students	5,925	71	38	5,816	1,576	27	2,848	49	858	15	534	9	347												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,940	143	62	10,735	1,922	18	4,650	43	2,138	20	2,025	19	342												
Title I																									
Students Receiving Title I Services	4,689	55	21	4,613	305	7	1,626	35	1,223	27	1,459	32	337												
All Other Students	6,251	88	41	6,122	1,617	26	3,024	49	915	15	566	9	347												
504 Plan																									
Students with a 504 Plan	96	1	0	95	16	17	44	46	20	21	15	16	343												
All Other Students	10,844	142	62	10,640	1,906	18	4,606	43	2,118	20	2,010	19	342												

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.