About The New England Common Assessment Program

This report highlights results from the Fall 2010 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 2010
Beginning of Grade 4
NECAP Tests**

Grade 4 Students in 2010-2011

State Results

State: Rhode Island

Fall 2010 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2010-2011
Grade Level Summary Report

State: Rhode Island

PARTICIPATION in NECAP	Number — School			Number — District			Number — State			Percentage — School			Percentage — District			Percentage — State		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students enrolled on or after October 1							**10,887**									**100**		
Students tested							**10,623**	**10,693**								**98**	**98**	
With an approved accommodation							1,540	1,643								14	15	
Current LEP Students							623	691								6	6	
With an approved accommodation							182	212								29	31	
IEP Students							1,436	1,433								14	13	
With an approved accommodation							953	991								66	69	
Students not tested in NECAP							**264**	**194**								**2**	**2**	
State Approved							218	147								83	76	
Alternate Assessment							123	123								56	84	
First Year LEP							80	0								37	0	
Withdrew After October 1							6	15								3	10	
Enrolled After October 1							3	2								1	1	
Special Consideration							6	7								3	5	
Other							46	47								17	24	

NECAP RESULTS

	Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Scaled Score	Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
									State																
READING	10,887	218	46	10,623	2,166	20	5,135	48	2,106	20	1,216	11	446												
MATH	10,887	147	47	10,693	2,114	20	4,640	43	2,161	20	1,778	17	443												
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.

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 2008-09 2009-10 **2010-11** Cumulative Total													
DISTRICT 2008-09 2009-10 **2010-11** Cumulative Total													
STATE 2008-09	9,830	145	62	9,623	1,918	20	4,638	48	1,881	20	1,186	12	445
2009-10	10,231	174	49	10,008	1,791	18	4,923	49	1,937	19	1,357	14	445
2010-11	**10,887**	**218**	**46**	**10,623**	**2,166**	**20**	**5,135**	**48**	**2,106**	**20**	**1,216**	**11**	**446**
Cumulative Total	30,948	537	157	30,254	5,875	19	14,696	49	5,924	20	3,759	12	445

Subtopic	Total Possible Points	Percent of Total Possible Points
Word ID/Vocabulary	44	
Type of Text		
Literary	43	
Informational	43	
Level of Comprehension		
Initial Understanding	47	
Analysis & Interpretation	39	

Legend:
- ● School
- ▲ District
- ◆ State
- — Standard Error Bar

Fall 2010 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2010-2011
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Scaled Score	Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
All Students	10,887	218	46	10,623	2,166	20	5,135	48	2,106	20	1,216	11	446												
Gender																									
Male	5,656	145	26	5,485	893	16	2,600	47	1,206	22	786	14	444												
Female	5,228	73	20	5,135	1,273	25	2,533	49	899	18	430	8	448												
Not Reported	3	0	0	3																					
Race/Ethnicity																									
Hispanic or Latino	2,361	66	17	2,278	186	8	984	43	648	28	460	20	440												
Not Hispanic or Latino																									
American Indian or Alaskan Native	71	3	2	66	3	5	37	56	16	24	10	15	441												
Asian	336	13	2	321	83	26	160	50	46	14	32	10	448												
Black or African American	845	25	2	818	89	11	341	42	226	28	162	20	441												
Native Hawaiian or Pacific Islander	9	1	0	8																					
White	6,926	100	18	6,808	1,751	26	3,445	51	1,096	16	516	8	449												
Two or more races	283	4	0	279	49	18	146	52	57	20	27	10	446												
No Race/Ethnicity Reported	56	6	5	45	4	9	17	38	15	33	9	20	440												
LEP Status																									
Current LEP student	700	67	10	623	15	2	147	24	210	34	251	40	433												
Former LEP student - monitoring year 1	159	1	2	156	6	4	77	49	58	37	15	10	441												
Former LEP student - monitoring year 2	27	0	0	27	1	4	16	59	7	26	3	11	443												
All Other Students	10,001	150	34	9,817	2,144	22	4,895	50	1,831	19	947	10	447												
IEP																									
Students with an IEP	1,584	127	21	1,436	46	3	321	22	391	27	678	47	432												
All Other Students	9,303	91	25	9,187	2,120	23	4,814	52	1,715	19	538	6	448												
SES																									
Economically Disadvantaged Students	5,068	131	19	4,918	484	10	2,246	46	1,297	26	891	18	441												
All Other Students	5,819	87	27	5,705	1,682	29	2,889	51	809	14	325	6	450												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,887	218	46	10,623	2,166	20	5,135	48	2,106	20	1,216	11	446												
Title I																									
Students Receiving Title I Services	4,452	111	21	4,320	413	10	1,879	43	1,215	28	813	19	441												
All Other Students	6,435	107	25	6,303	1,753	28	3,256	52	891	14	403	6	450												
504 Plan																									
Students with a 504 Plan	126	0	0	126	29	23	61	48	30	24	6	5	447												
All Other Students	10,761	218	46	10,497	2,137	20	5,074	48	2,076	20	1,210	12	446												

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 2010 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2010-2011
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.

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.

	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													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11													
Cumulative Total													
STATE													
2008-09	9,830	104	65	9,661	1,807	19	4,288	44	1,896	20	1,670	17	443
2009-10	10,231	125	42	10,064	1,617	16	4,622	46	1,961	19	1,864	19	443
2010-11	**10,887**	**147**	**47**	**10,693**	**2,114**	**20**	**4,640**	**43**	**2,161**	**20**	**1,778**	**17**	**443**
Cumulative Total	30,948	376	154	30,418	5,538	18	13,550	45	6,018	20	5,312	17	443

Subtopic	Total Possible Points	Percent of Total Possible Points
Numbers & Operations	68	
Geometry & Measurement	27	
Functions & Algebra	21	
Data, Statistics, & Probability	21	

● School
▲ District
◆ State
— Standard Error Bar
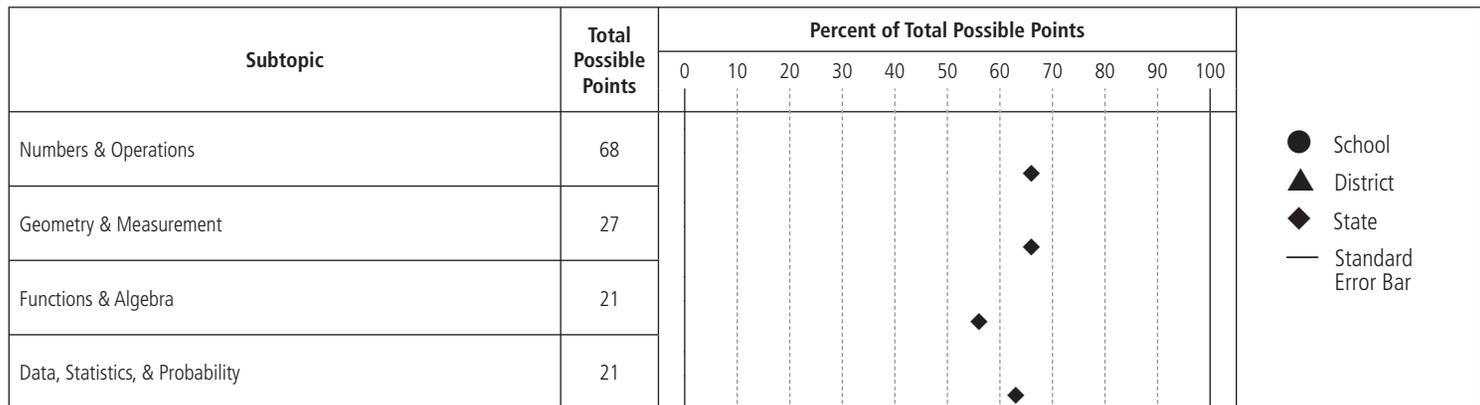
Fall 2010 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2010-2011
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Scaled Score
All Students	10,887	147	47	10,693	2,114	20	4,640	43	2,161	20	1,778	17	443
Gender													
Male	5,656	110	27	5,519	1,110	20	2,297	42	1,088	20	1,024	19	443
Female	5,228	37	20	5,171	1,004	19	2,341	45	1,073	21	753	15	444
Not Reported	3	0	0	3									
Race/Ethnicity													
Hispanic or Latino	2,361	23	15	2,323	172	7	889	38	583	25	679	29	437
Not Hispanic or Latino													
American Indian or Alaskan Native	71	3	2	66	9	14	22	33	10	15	25	38	437
Asian	336	5	1	330	96	29	145	44	45	14	44	13	447
Black or African American	845	14	2	829	70	8	297	36	218	26	244	29	437
Native Hawaiian or Pacific Islander	9	0	0	9									
White	6,926	94	22	6,810	1,705	25	3,152	46	1,234	18	719	11	446
Two or more races	283	4	0	279	54	19	111	40	65	23	49	18	443
No Race/Ethnicity Reported	56	4	5	47	7	15	18	38	5	11	17	36	436
LEP Status													
Current LEP student	700	3	6	691	20	3	152	22	179	26	340	49	431
Former LEP student - monitoring year 1	159	0	2	157	4	3	80	51	45	29	28	18	439
Former LEP student - monitoring year 2	27	0	0	27	3	11	12	44	6	22	6	22	440
All Other Students	10,001	144	39	9,818	2,087	21	4,396	45	1,931	20	1,404	14	444
IEP													
Students with an IEP	1,584	128	23	1,433	46	3	291	20	364	25	732	51	430
All Other Students	9,303	19	24	9,260	2,068	22	4,349	47	1,797	19	1,046	11	445
SES													
Economically Disadvantaged Students	5,068	71	21	4,976	462	9	1,968	40	1,261	25	1,285	26	439
All Other Students	5,819	76	26	5,717	1,652	29	2,672	47	900	16	493	9	448
Migrant													
Migrant Students	0	0	0	0									
All Other Students	10,887	147	47	10,693	2,114	20	4,640	43	2,161	20	1,778	17	443
Title I													
Students Receiving Title I Services	4,452	57	20	4,375	409	9	1,659	38	1,132	26	1,175	27	438
All Other Students	6,435	90	27	6,318	1,705	27	2,981	47	1,029	16	603	10	447
504 Plan													
Students with a 504 Plan	126	0	0	126	22	17	60	48	27	21	17	13	445
All Other Students	10,761	147	47	10,567	2,092	20	4,580	43	2,134	20	1,761	17	443

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

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