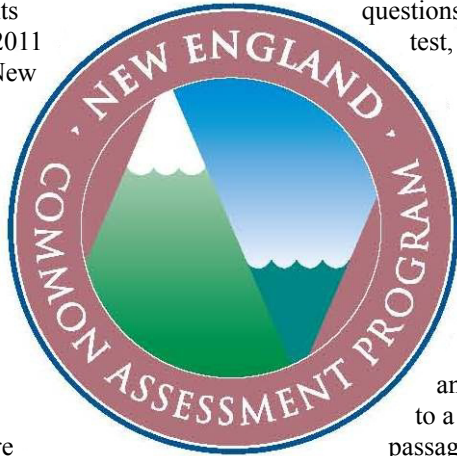


# About The New England Common Assessment Program



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 8 NECAP Tests

Grade 8 Students in 2011-2012

## State Results

**State:** Rhode Island



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Grade Level Summary Report

State: Rhode Island

PARTICIPATION in NECAP	Number									Percentage																	
	School			District			State			School			District			State											
<b>Students enrolled on or after October 1</b>										<b>11,223</b>																	
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
With an approved accommodation							10,936	10,987	10,882							97	98	97									
Current LEP Students							1,750	1,712	1,453							16	16	13									
With an approved accommodation							397	459	392							4	4	4									
IEP Students							77	150	101							19	33	26									
With an approved accommodation							1,730	1,727	1,706							16	16	16									
Students not tested in NECAP							1,141	1,118	1,086							66	65	64									
State Approved							287	236	341							3	2	3									
Alternate Assessment							136	133	141							47	56	41									
First Year LEP							117	117	117							86	88	83									
Withdrew After October 1							5	0	5							4	0	4									
Enrolled After October 1							1	3	3							1	2	2									
Special Consideration							2	1	1							1	1	1									
Other							11	12	15							8	9	11									
							151	103	200							53	44	59									

### 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	11,223	136	151	10,936	2,789	26	5,647	52	1,713	16	787	7	849												
MATH	11,223	133	103	10,987	1,891	17	4,510	41	2,193	20	2,393	22	842												
WRITING	11,223	141	200	10,882	1,189	11	5,202	48	3,272	30	1,219	11	840												

**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 8 NECAP Tests

## Grade 8 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 859–880)

#### 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 840–858)

#### 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.

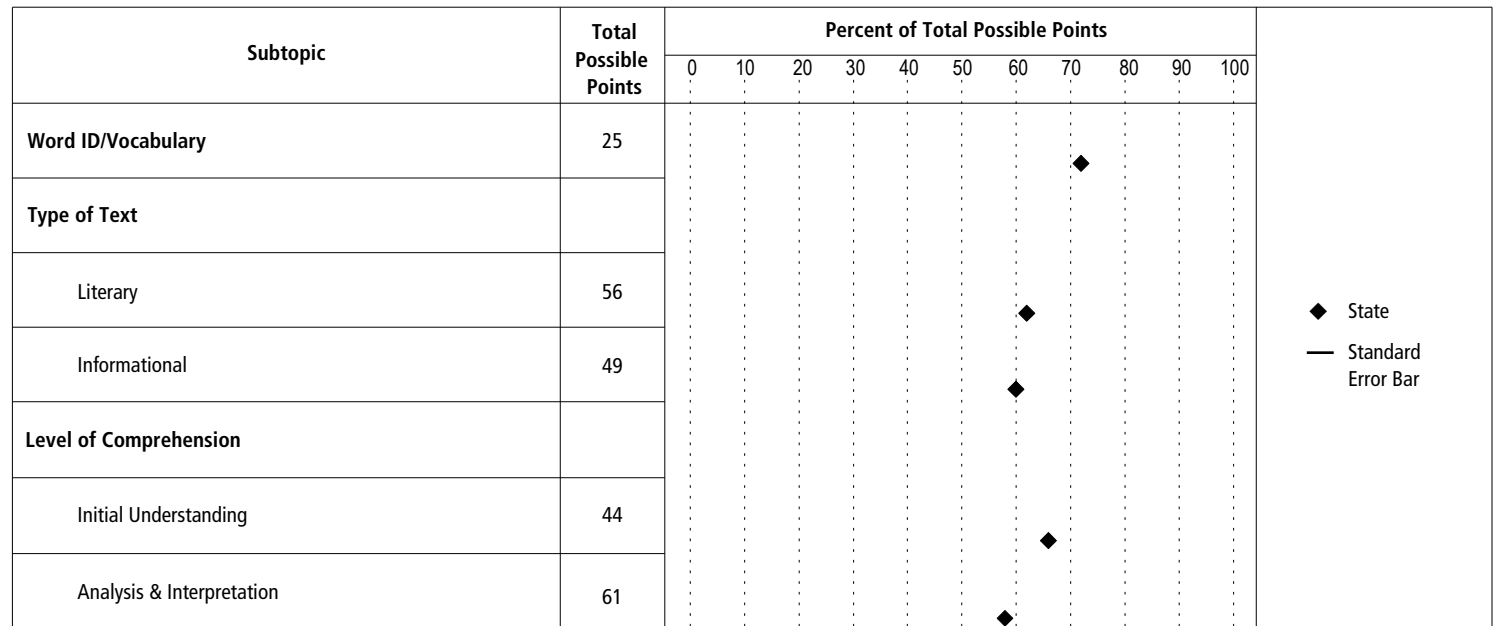
(Scaled Score 828–839)

#### 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 800–827)

	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	%	
<b>School</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>District</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>State</b>													
2009-10	11,372	233	73	11,066	2,166	20	5,604	51	2,356	21	940	8	847
2010-11	11,026	177	57	10,792	2,573	24	5,383	50	2,133	20	703	7	849
<b>2011-12</b>	<b>11,223</b>	<b>136</b>	<b>151</b>	<b>10,936</b>	<b>2,789</b>	<b>26</b>	<b>5,647</b>	<b>52</b>	<b>1,713</b>	<b>16</b>	<b>787</b>	<b>7</b>	<b>849</b>
Cumulative Total	33,621	546	281	32,794	7,528	23	16,634	51	6,202	19	2,430	7	848





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 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
<b>All Students</b>	11,223	136	151	10,936	2,789	26	5,647	52	1,713	16	787	7	849												
<b>Gender</b>																									
Male	5,758	85	71	5,602	1,128	20	2,936	52	984	18	554	10	847												
Female	5,454	49	80	5,325	1,661	31	2,704	51	728	14	232	4	852												
Not Reported	11	2	0	9																					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,371	22	55	2,294	207	9	1,119	49	646	28	322	14	842												
Not Hispanic or Latino																									
American Indian or Alaskan Native	98	3	0	95	13	14	47	49	21	22	14	15	843												
Asian	306	1	8	297	98	33	139	47	43	14	17	6	851												
Black or African American	894	13	25	856	114	13	411	48	225	26	106	12	843												
Native Hawaiian or Pacific Islander	8	0	1	7																					
White	7,273	91	57	7,125	2,299	32	3,775	53	741	10	310	4	853												
Two or more races	253	3	5	245	56	23	139	57	34	14	16	7	849												
No Race/Ethnicity Reported	20	3	0	17	0	0	13	76	2	12	2	12	843												
<b>LEP Status</b>																									
Current LEP student	470	5	68	397	6	2	109	27	157	40	125	31	834												
Former LEP student - monitoring year 1	17	0	0	17	1	6	10	59	3	18	3	18	843												
Former LEP student - monitoring year 2	99	0	1	98	3	3	32	33	40	41	23	23	836												
All Other Students	10,637	131	82	10,424	2,779	27	5,496	53	1,513	15	636	6	850												
<b>IEP</b>																									
Students with an IEP	1,880	118	32	1,730	58	3	545	32	612	35	515	30	835												
All Other Students	9,343	18	119	9,206	2,731	30	5,102	55	1,101	12	272	3	852												
<b>SES</b>																									
Economically Disadvantaged Students	5,033	59	99	4,875	590	12	2,546	52	1,172	24	567	12	844												
All Other Students	6,190	77	52	6,061	2,199	36	3,101	51	541	9	220	4	854												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	11,223	136	151	10,936	2,789	26	5,647	52	1,713	16	787	7	849												
<b>Title I</b>																									
Students Receiving Title I Services	3,263	37	69	3,157	304	10	1,558	49	862	27	433	14	842												
All Other Students	7,960	99	82	7,779	2,485	32	4,089	53	851	11	354	5	852												
<b>504 Plan</b>																									
Students with a 504 Plan	204	1	1	202	50	25	120	59	27	13	5	2	851												
All Other Students	11,019	135	150	10,734	2,739	26	5,527	51	1,686	16	782	7	849												

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 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Mathematics Results

State: Rhode Island

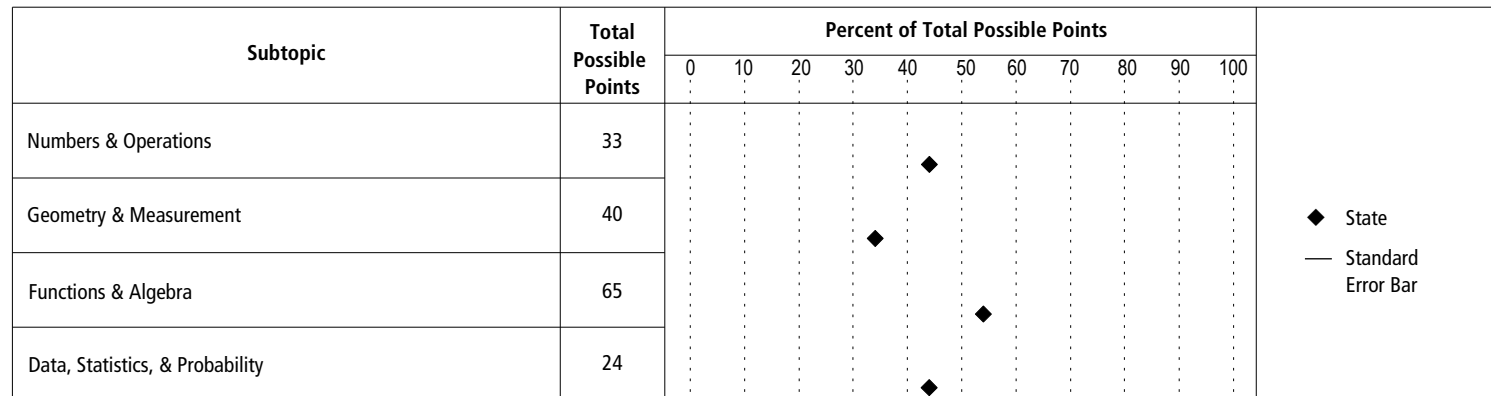
**Proficient with Distinction (Level 4)**  
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.  
**(Scaled Score 852–880)**

**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 840–851)**

**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 834–839)**

**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 800–833)**

	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	%	
<b>School</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>District</b>													
2009-10													
2010-11													
<b>2011-12</b>													
Cumulative Total													
<b>State</b>													
2009-10	11,372	154	84	11,134	1,741	16	4,309	39	2,299	21	2,785	25	840
2010-11	11,026	119	61	10,846	1,712	16	4,153	38	2,343	22	2,638	24	841
<b>2011-12</b>	<b>11,223</b>	<b>133</b>	<b>103</b>	<b>10,987</b>	<b>1,891</b>	<b>17</b>	<b>4,510</b>	<b>41</b>	<b>2,193</b>	<b>20</b>	<b>2,393</b>	<b>22</b>	<b>842</b>
Cumulative Total	33,621	406	248	32,967	5,344	16	12,972	39	6,835	21	7,816	24	841





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 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
<b>All Students</b>	11,223	133	103	10,987	1,891	17	4,510	41	2,193	20	2,393	22	842												
<b>Gender</b>																									
Male	5,758	84	56	5,618	973	17	2,275	40	1,125	20	1,245	22	841												
Female	5,454	48	47	5,359	918	17	2,233	42	1,066	20	1,142	21	842												
Not Reported	11	1	0	10	0	0	2	20	2	20	6	60	829												
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,371	20	25	2,326	110	5	705	30	583	25	928	40	835												
Not Hispanic or Latino																									
American Indian or Alaskan Native	98	3	0	95	10	11	23	24	25	26	37	39	837												
Asian	306	1	1	304	69	23	130	43	58	19	47	15	844												
Black or African American	894	13	18	863	39	5	286	33	217	25	321	37	836												
Native Hawaiian or Pacific Islander	8	0	1	7																					
White	7,273	92	53	7,128	1,625	23	3,260	46	1,252	18	991	14	844												
Two or more races	253	3	5	245	37	15	98	40	51	21	59	24	841												
No Race/Ethnicity Reported	20	1	0	19	0	0	4	21	5	26	10	53	831												
<b>LEP Status</b>																									
Current LEP student	470	3	8	459	2	<1	59	13	73	16	325	71	828												
Former LEP student - monitoring year 1	17	0	0	17	0	0	6	35	4	24	7	41	836												
Former LEP student - monitoring year 2	99	0	2	97	3	3	14	14	20	21	60	62	832												
All Other Students	10,637	130	93	10,414	1,886	18	4,431	43	2,096	20	2,001	19	842												
<b>IEP</b>																									
Students with an IEP	1,880	118	35	1,727	21	1	244	14	376	22	1,086	63	830												
All Other Students	9,343	15	68	9,260	1,870	20	4,266	46	1,817	20	1,307	14	844												
<b>SES</b>																									
Economically Disadvantaged Students	5,033	58	65	4,910	289	6	1,736	35	1,219	25	1,666	34	837												
All Other Students	6,190	75	38	6,077	1,602	26	2,774	46	974	16	727	12	845												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	11,223	133	103	10,987	1,891	17	4,510	41	2,193	20	2,393	22	842												
<b>Title I</b>																									
Students Receiving Title I Services	3,263	35	34	3,194	166	5	974	30	810	25	1,244	39	836												
All Other Students	7,960	98	69	7,793	1,725	22	3,536	45	1,383	18	1,149	15	844												
<b>504 Plan</b>																									
Students with a 504 Plan	204	1	1	202	41	20	87	43	46	23	28	14	844												
All Other Students	11,019	132	102	10,785	1,850	17	4,423	41	2,147	20	2,365	22	842												

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 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Writing Results

State: Rhode Island

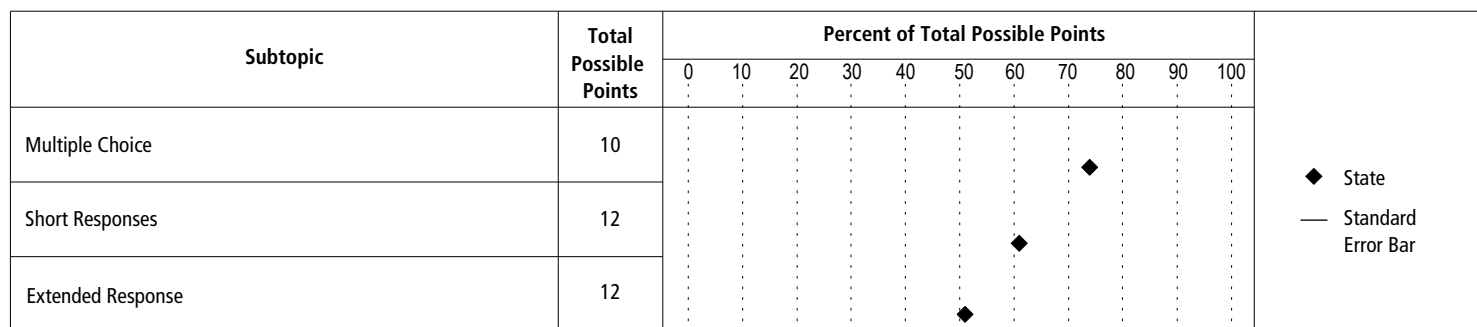
**Proficient with Distinction (Level 4)**  
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.  
**(Scaled Score 854–880)**

**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 840–853)**

**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 827–839)**

**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 800–826)**

	Enrolled		NT Approved		NT Other		Tested		Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
<b>School</b>																	
2009-10																	
2010-11																	
<b>2011-12</b>																	
Cumulative Total																	
<b>District</b>																	
2009-10																	
2010-11																	
<b>2011-12</b>																	
Cumulative Total																	
<b>State</b>																	
2009-10																	
2010-11	11,026		187		98		10,741	1,328	12	5,273	49	3,278	31	862	8	842	
<b>2011-12</b>	<b>11,223</b>		<b>141</b>		<b>200</b>		<b>10,882</b>	<b>1,189</b>	<b>11</b>	<b>5,202</b>	<b>48</b>	<b>3,272</b>	<b>30</b>	<b>1,219</b>	<b>11</b>	<b>840</b>	
Cumulative Total	22,249		328		298		21,623	2,517	12	10,475	48	6,550	30	2,081	10	841	







# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 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
<b>All Students</b>	11,223	141	200	10,882	1,189	11	5,202	48	3,272	30	1,219	11	840												
<b>Gender</b>																									
Male	5,758	88	104	5,566	371	7	2,413	43	1,945	35	837	15	838												
Female	5,454	50	96	5,308	818	15	2,787	53	1,324	25	379	7	843												
Not Reported	11	3	0	8																					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	2,371	21	74	2,276	61	3	758	33	951	42	506	22	834												
Not Hispanic or Latino																									
American Indian or Alaskan Native	98	3	1	94	7	7	31	33	37	39	19	20	835												
Asian	306	1	10	295	49	17	151	51	67	23	28	9	842												
Black or African American	894	13	34	847	30	4	332	39	321	38	164	19	836												
Native Hawaiian or Pacific Islander	8	0	1	7																					
White	7,273	95	74	7,104	1,018	14	3,811	54	1,803	25	472	7	843												
Two or more races	253	4	6	243	23	9	110	45	83	34	27	11	840												
No Race/Ethnicity Reported	20	4	0	16	0	0	5	31	8	50	3	19	834												
<b>LEP Status</b>																									
Current LEP student	470	5	73	392	1	<1	54	14	150	38	187	48	826												
Former LEP student - monitoring year 1	17	0	0	17	0	0	6	35	8	47	3	18	835												
Former LEP student - monitoring year 2	99	0	5	94	0	0	13	14	44	47	37	39	829												
All Other Students	10,637	136	122	10,379	1,188	11	5,129	49	3,070	30	992	10	841												
<b>IEP</b>																									
Students with an IEP	1,880	119	55	1,706	8	<1	244	14	748	44	706	41	828												
All Other Students	9,343	22	145	9,176	1,181	13	4,958	54	2,524	28	513	6	843												
<b>SES</b>																									
Economically Disadvantaged Students	5,033	58	135	4,840	160	3	1,888	39	1,913	40	879	18	836												
All Other Students	6,190	83	65	6,042	1,029	17	3,314	55	1,359	22	340	6	844												
<b>Migrant</b>																									
Migrant Students	0	0	0	0																					
All Other Students	11,223	141	200	10,882	1,189	11	5,202	48	3,272	30	1,219	11	840												
<b>Title I</b>																									
Students Receiving Title I Services	3,263	38	96	3,129	78	2	1,078	34	1,295	41	678	22	835												
All Other Students	7,960	103	104	7,753	1,111	14	4,124	53	1,977	25	541	7	843												
<b>504 Plan</b>																									
Students with a 504 Plan	204	1	2	201	24	12	86	43	79	39	12	6	841												
All Other Students	11,019	140	198	10,681	1,165	11	5,116	48	3,193	30	1,207	11	840												

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.