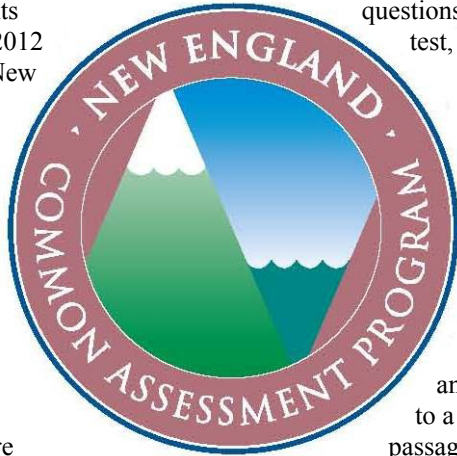


About The New England Common Assessment Program



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 7 NECAP Tests

Grade 7 Students in 2012-2013

State Results

State: Rhode Island



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 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										10,404																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
							10,163	10,235								98	98										
With an approved accommodation							1,666	1,603								16	16										
Current LEP Students							439	518								4	5										
With an approved accommodation							91	99								21	19										
IEP Students							1,449	1,446								14	14										
With an approved accommodation							941	931								65	64										
Students not tested in NECAP							241	169								2	2										
State Approved							191	129								79	76										
Alternate Assessment							101	101								53	78										
First Year LEP							72	0								38	0										
Withdrew After October 1							6	16								3	12										
Enrolled After October 1							0	0								0	0										
Special Consideration							12	12								6	9										
Other							50	40								21	24										

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	10,404	191	50	10,163	1,869	18	5,296	52	1,898	19	1,100	11	747												
MATH	10,404	129	40	10,235	2,054	20	3,955	39	1,901	19	2,325	23	742												
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 7 NECAP Tests

Grade 7 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 760–780)

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 740–759)

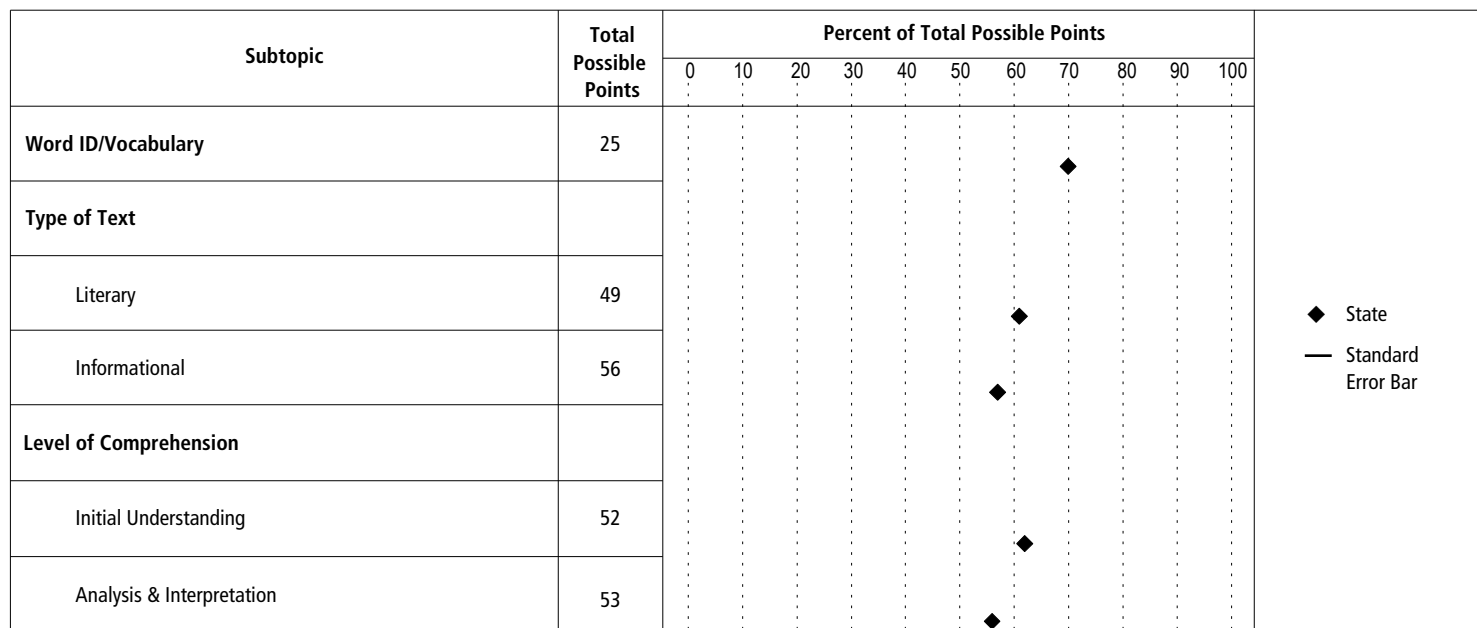
Partially Proficient (Level 2)
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

(Scaled Score 729–739)

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 700–728)

	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	11,214	171	60	10,983	1,528	14	5,582	51	2,560	23	1,313	12	745
2011-12	10,009	94	136	9,779	1,658	17	5,331	55	1,782	18	1,008	10	747
2012-13	10,404	191	50	10,163	1,869	18	5,296	52	1,898	19	1,100	11	747
Cumulative Total	31,627	456	246	30,925	5,055	16	16,209	52	6,240	20	3,421	11	746





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 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	10,404	191	50	10,163	1,869	18	5,296	52	1,898	19	1,100	11	747												
Gender																									
Male	5,431	118	29	5,284	707	13	2,752	52	1,107	21	718	14	745												
Female	4,916	73	20	4,823	1,145	24	2,510	52	786	16	382	8	750												
Not Reported	57	0	1	56	17	30	34	61	5	9	0	0	755												
Race/Ethnicity																									
Hispanic or Latino	2,239	56	19	2,164	123	6	959	44	623	29	459	21	740												
Not Hispanic or Latino																									
American Indian or Alaskan Native	65	2	0	63	8	13	20	32	21	33	14	22	739												
Asian	274	8	0	266	64	24	138	52	46	17	18	7	750												
Black or African American	853	30	6	817	60	7	383	47	202	25	172	21	741												
Native Hawaiian or Pacific Islander	11	0	1	10	1	10	4	40	3	30	2	20	737												
White	6,601	91	19	6,491	1,549	24	3,608	56	942	15	392	6	751												
Two or more races	293	4	2	287	47	16	148	52	54	19	38	13	746												
No Race/Ethnicity Reported	68	0	3	65	17	26	36	55	7	11	5	8	751												
LEP Status																									
Current LEP student	521	66	16	439	3	1	85	19	125	28	226	51	730												
Former LEP student - monitoring year 1	33	0	0	33	2	6	15	45	11	33	5	15	741												
Former LEP student - monitoring year 2	28	0	0	28	0	0	16	57	9	32	3	11	742												
All Other Students	9,822	125	34	9,663	1,864	19	5,180	54	1,753	18	866	9	748												
IEP																									
Students with an IEP	1,573	111	13	1,449	8	1	348	24	493	34	600	41	731												
All Other Students	8,831	80	37	8,714	1,861	21	4,948	57	1,405	16	500	6	750												
SES																									
Economically Disadvantaged Students	4,912	101	25	4,786	370	8	2,285	48	1,277	27	854	18	741												
All Other Students	5,492	90	25	5,377	1,499	28	3,011	56	621	12	246	5	752												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,404	191	50	10,163	1,869	18	5,296	52	1,898	19	1,100	11	747												
Title I																									
Students Receiving Title I Services	2,536	50	21	2,465	163	7	1,069	43	712	29	521	21	740												
All Other Students	7,868	141	29	7,698	1,706	22	4,227	55	1,186	15	579	8	750												
504 Plan																									
Students with a 504 Plan	193	1	4	188	22	12	121	64	40	21	5	3	747												
All Other Students	10,211	190	46	9,975	1,847	19	5,175	52	1,858	19	1,095	11	747												

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 7 NECAP Tests

Grade 7 Students in 2012-2013

Mathematics Results

State: Rhode Island

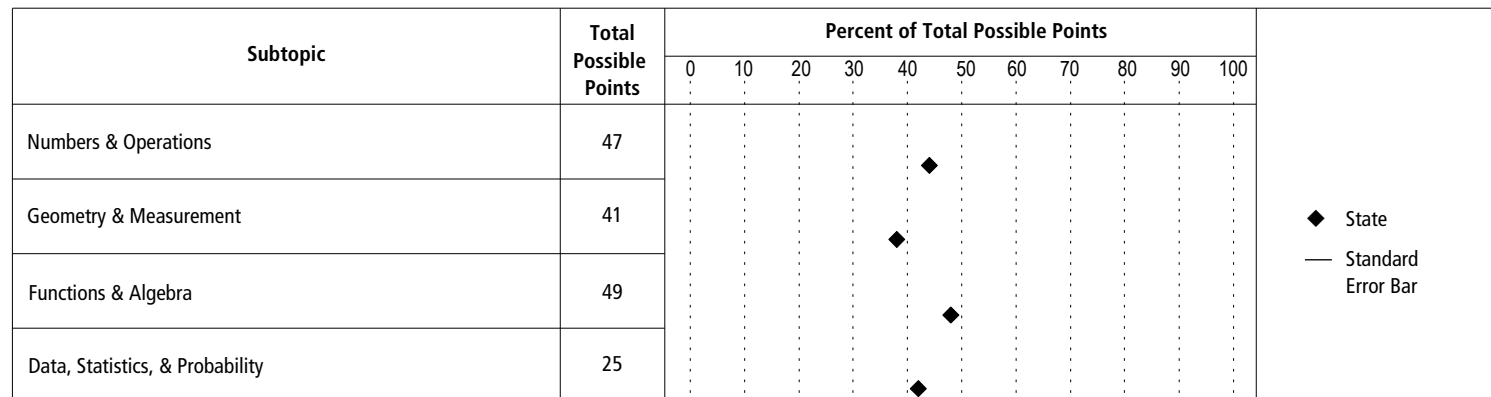
Proficient with Distinction (Level 4)
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.
(Scaled Score 752–780)

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 740–751)

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 734–739)

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 700–733)

	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	11,214	119	60	11,035	1,734	16	4,192	38	2,215	20	2,894	26	740
2011-12	10,009	96	94	9,819	1,992	20	3,545	36	1,813	18	2,469	25	741
2012-13	10,404	129	40	10,235	2,054	20	3,955	39	1,901	19	2,325	23	742
Cumulative Total	31,627	344	194	31,089	5,780	19	11,692	38	5,929	19	7,688	25	741





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 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	10,404	129	40	10,235	2,054	20	3,955	39	1,901	19	2,325	23	742												
Gender																									
Male	5,431	87	29	5,315	1,117	21	1,996	38	979	18	1,223	23	742												
Female	4,916	42	11	4,863	915	19	1,932	40	918	19	1,098	23	741												
Not Reported	57	0	0	57	22	39	27	47	4	7	4	7	747												
Race/Ethnicity																									
Hispanic or Latino	2,239	22	6	2,211	156	7	684	31	494	22	877	40	735												
Not Hispanic or Latino																									
American Indian or Alaskan Native	65	2	0	63	5	8	15	24	9	14	34	54	734												
Asian	274	2	0	272	82	30	115	42	36	13	39	14	745												
Black or African American	853	13	6	834	51	6	256	31	185	22	342	41	735												
Native Hawaiian or Pacific Islander	11	0	1	10	0	0	6	60	0	0	4	40	736												
White	6,601	89	22	6,490	1,696	26	2,737	42	1,109	17	948	15	745												
Two or more races	293	1	2	290	42	14	114	39	62	21	72	25	740												
No Race/Ethnicity Reported	68	0	3	65	22	34	28	43	6	9	9	14	745												
LEP Status																									
Current LEP student	521	0	3	518	16	3	53	10	66	13	383	74	726												
Former LEP student - monitoring year 1	33	0	0	33	0	0	9	27	12	36	12	36	735												
Former LEP student - monitoring year 2	28	0	0	28	3	11	12	43	6	21	7	25	740												
All Other Students	9,822	129	37	9,656	2,035	21	3,881	40	1,817	19	1,923	20	742												
IEP																									
Students with an IEP	1,573	110	17	1,446	32	2	195	13	250	17	969	67	728												
All Other Students	8,831	19	23	8,789	2,022	23	3,760	43	1,651	19	1,356	15	744												
SES																									
Economically Disadvantaged Students	4,912	60	18	4,834	424	9	1,604	33	1,120	23	1,686	35	737												
All Other Students	5,492	69	22	5,401	1,630	30	2,351	44	781	14	639	12	746												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,404	129	40	10,235	2,054	20	3,955	39	1,901	19	2,325	23	742												
Title I																									
Students Receiving Title I Services	2,536	29	8	2,499	173	7	755	30	542	22	1,029	41	735												
All Other Students	7,868	100	32	7,736	1,881	24	3,200	41	1,359	18	1,296	17	744												
504 Plan																									
Students with a 504 Plan	193	1	4	188	26	14	82	44	46	24	34	18	742												
All Other Students	10,211	128	36	10,047	2,028	20	3,873	39	1,855	18	2,291	23	742												

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.