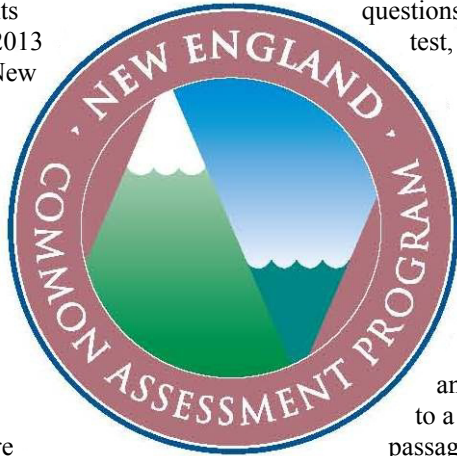


About The New England Common Assessment Program



This report highlights results from the Fall 2013 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 2013 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

State Results

State: Rhode Island



Fall 2013 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

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										10,355																	
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
With an approved accommodation							10,102	10,162	10,070							98	98	97									
Current LEP Students							1,923	1,732	1,428							19	17	14									
With an approved accommodation							422	485	420							4	5	4									
IEP Students							89	145	98							21	30	23									
With an approved accommodation							1,441	1,435	1,424							14	14	14									
Students not tested in NECAP							1,003	980	912							70	68	64									
State Approved							253	193	285							2	2	3									
Alternate Assessment							208	139	212							82	72	74									
First Year LEP							106	106	106							51	76	50									
Withdrew After October 1							71	0	69							34	0	33									
Enrolled After October 1							10	11	15							5	8	7									
Special Consideration							3	2	1							1	1	<1									
Other							18	20	21							9	14	10									
							45	54	73							18	28	26									

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	10,355	208	45	10,102	2,764	27	4,734	47	1,741	17	863	9	849												
MATH	10,355	139	54	10,162	1,752	17	4,075	40	2,071	20	2,264	22	841												
WRITING	10,355	212	73	10,070	606	6	5,073	50	3,286	33	1,105	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 2013 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

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)

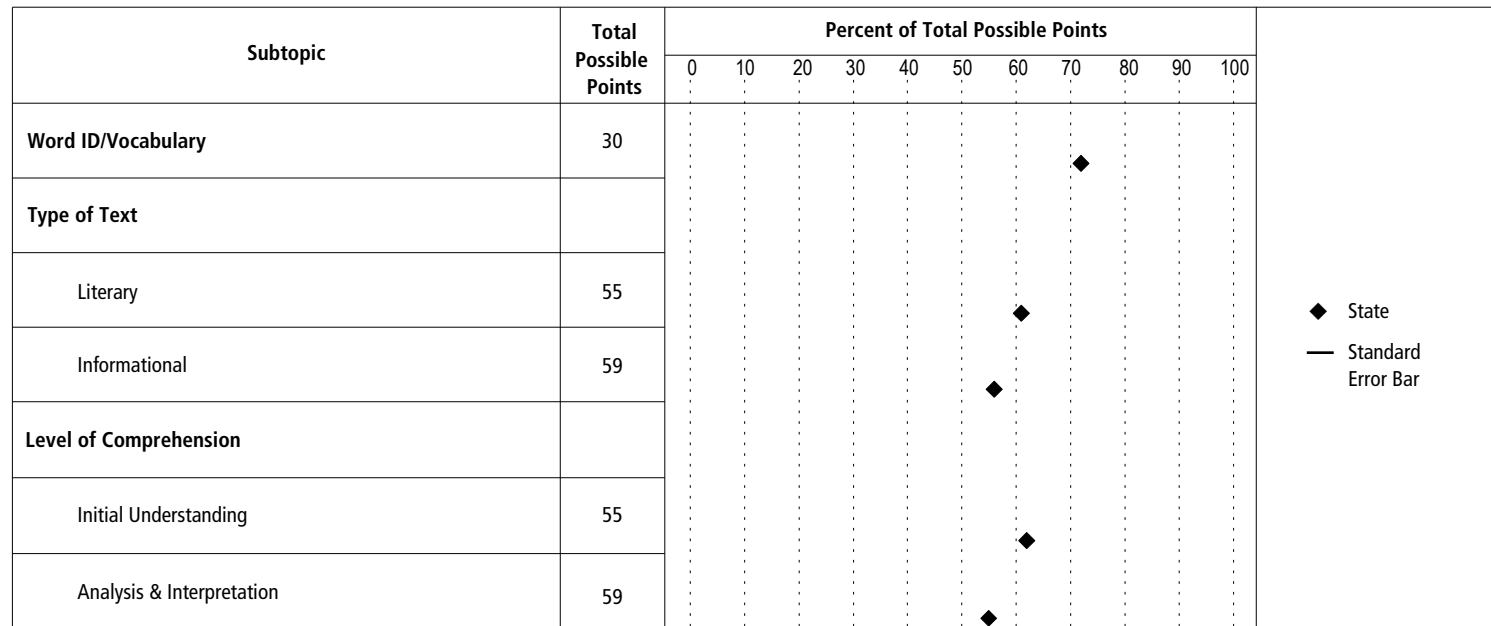
Partially Proficient (Level 2)
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge 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	%	
School													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	11,223	136	151	10,936	2,789	26	5,647	52	1,713	16	787	7	849
2012-13	10,097	167	59	9,871	2,456	25	5,169	52	1,591	16	655	7	850
2013-14	10,355	208	45	10,102	2,764	27	4,734	47	1,741	17	863	9	849
Cumulative Total	31,675	511	255	30,909	8,009	26	15,550	50	5,045	16	2,305	7	849





Fall 2013 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

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	10,355	208	45	10,102	2,764	27	4,734	47	1,741	17	863	9	849												
Gender																									
Male	5,420	129	26	5,265	1,165	22	2,489	47	1,034	20	577	11	847												
Female	4,920	78	17	4,825	1,599	33	2,244	47	703	15	279	6	852												
Not Reported	15	1	2	12	0	0	1	8	4	33	7	58	824												
Race/Ethnicity																									
Hispanic or Latino	2,271	72	15	2,184	229	10	968	44	614	28	373	17	841												
Not Hispanic or Latino																									
American Indian or Alaskan Native	66	0	1	65	6	9	35	54	15	23	9	14	843												
Asian	282	8	0	274	95	35	129	47	36	13	14	5	852												
Black or African American	841	27	4	810	105	13	375	46	210	26	120	15	843												
Native Hawaiian or Pacific Islander	10	0	0	10	1	10	3	30	4	40	2	20	839												
White	6,581	97	22	6,462	2,260	35	3,091	48	800	12	311	5	853												
Two or more races	289	3	1	285	68	24	132	46	58	20	27	9	848												
No Race/Ethnicity Reported	15	1	2	12	0	0	1	8	4	33	7	58	824												
LEP Status																									
Current LEP student	491	65	4	422	3	1	79	19	147	35	193	46	830												
Former LEP student - monitoring year 1	42	0	0	42	4	10	26	62	11	26	1	2	846												
Former LEP student - monitoring year 2	31	0	0	31	6	19	17	55	8	26	0	0	849												
All Other Students	9,791	143	41	9,607	2,751	29	4,612	48	1,575	16	669	7	850												
IEP																									
Students with an IEP	1,573	111	21	1,441	32	2	423	29	495	34	491	34	833												
All Other Students	8,782	97	24	8,661	2,732	32	4,311	50	1,246	14	372	4	852												
SES																									
Economically Disadvantaged Students	4,816	100	23	4,693	630	13	2,228	47	1,208	26	627	13	844												
All Other Students	5,539	108	22	5,409	2,134	39	2,506	46	533	10	236	4	854												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,355	208	45	10,102	2,764	27	4,734	47	1,741	17	863	9	849												
Title I																									
Students Receiving Title I Services	2,473	62	5	2,406	245	10	1,051	44	674	28	436	18	841												
All Other Students	7,882	146	40	7,696	2,519	33	3,683	48	1,067	14	427	6	852												
504 Plan																									
Students with a 504 Plan	231	4	1	226	47	21	137	61	35	15	7	3	849												
All Other Students	10,124	204	44	9,876	2,717	28	4,597	47	1,706	17	856	9	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 2013 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

Mathematics Results

State: Rhode Island

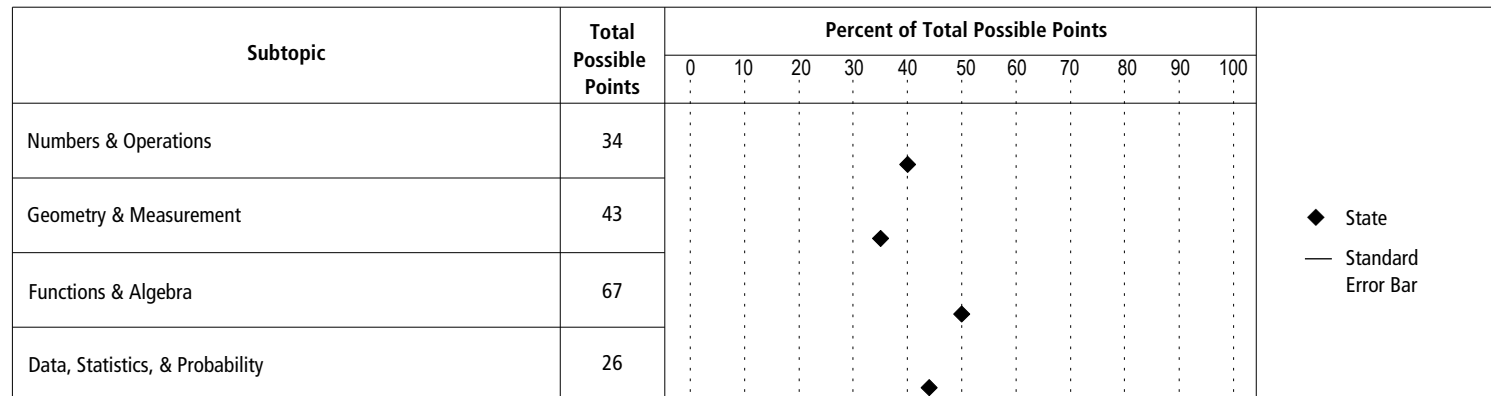
Proficient with Distinction (Level 4)
 Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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	%	
School													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	11,223	133	103	10,987	1,891	17	4,510	41	2,193	20	2,393	22	842
2012-13	10,097	120	55	9,922	1,609	16	4,151	42	1,778	18	2,384	24	841
2013-14	10,355	139	54	10,162	1,752	17	4,075	40	2,071	20	2,264	22	841
Cumulative Total	31,675	392	212	31,071	5,252	17	12,736	41	6,042	19	7,041	23	841





Fall 2013 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

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	10,355	139	54	10,162	1,752	17	4,075	40	2,071	20	2,264	22	841												
Gender																									
Male	5,420	92	33	5,295	914	17	2,061	39	1,077	20	1,243	23	841												
Female	4,920	46	18	4,856	837	17	2,014	41	993	20	1,012	21	842												
Not Reported	15	1	3	11	1	9	0	0	1	9	9	82	825												
Race/Ethnicity																									
Hispanic or Latino	2,271	24	19	2,228	116	5	694	31	555	25	863	39	836												
Not Hispanic or Latino																									
American Indian or Alaskan Native	66	0	1	65	6	9	13	20	17	26	29	45	834												
Asian	282	3	0	279	72	26	124	44	46	16	37	13	845												
Black or African American	841	15	4	822	45	5	246	30	204	25	327	40	836												
Native Hawaiian or Pacific Islander	10	0	0	10	0	0	1	10	2	20	7	70	832												
White	6,581	94	26	6,461	1,470	23	2,893	45	1,180	18	918	14	844												
Two or more races	289	2	1	286	42	15	104	36	66	23	74	26	840												
No Race/Ethnicity Reported	15	1	3	11	1	9	0	0	1	9	9	82	825												
LEP Status																									
Current LEP student	491	2	4	485	6	1	36	7	79	16	364	75	827												
Former LEP student - monitoring year 1	42	0	0	42	2	5	22	52	9	21	9	21	839												
Former LEP student - monitoring year 2	31	0	0	31	4	13	10	32	10	32	7	23	840												
All Other Students	9,791	137	50	9,604	1,740	18	4,007	42	1,973	21	1,884	20	842												
IEP																									
Students with an IEP	1,573	112	26	1,435	23	2	173	12	306	21	933	65	829												
All Other Students	8,782	27	28	8,727	1,729	20	3,902	45	1,765	20	1,331	15	843												
SES																									
Economically Disadvantaged Students	4,816	58	27	4,731	310	7	1,599	34	1,204	25	1,618	34	837												
All Other Students	5,539	81	27	5,431	1,442	27	2,476	46	867	16	646	12	845												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,355	139	54	10,162	1,752	17	4,075	40	2,071	20	2,264	22	841												
Title I																									
Students Receiving Title I Services	2,473	25	10	2,438	129	5	735	30	596	24	978	40	836												
All Other Students	7,882	114	44	7,724	1,623	21	3,340	43	1,475	19	1,286	17	843												
504 Plan																									
Students with a 504 Plan	231	3	2	226	27	12	108	48	49	22	42	19	841												
All Other Students	10,124	136	52	9,936	1,725	17	3,967	40	2,022	20	2,222	22	841												

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 2013 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

Writing Results

State: Rhode Island

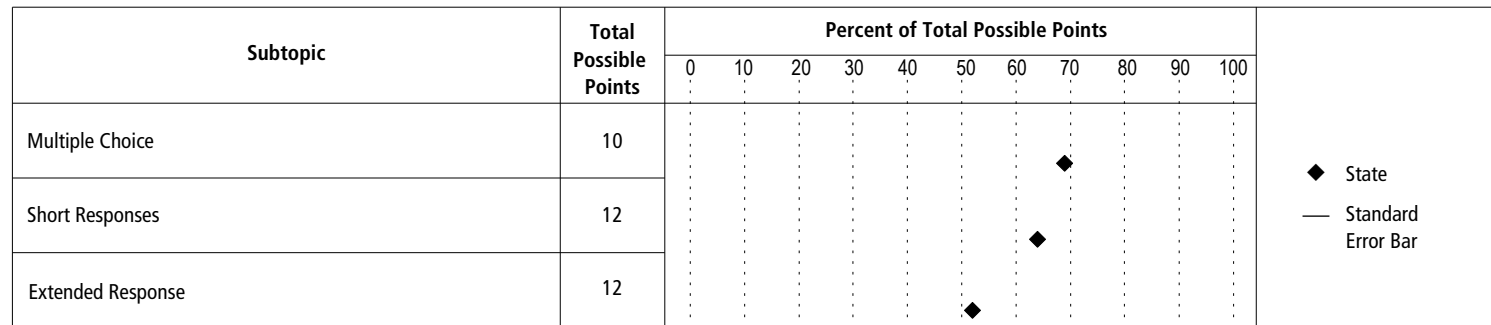
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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	%	N	%	
School													
2011-12													
2012-13													
2013-14													
Cumulative Total													
District													
2011-12													
2012-13													
2013-14													
Cumulative Total													
State													
2011-12	11,223	141	200	10,882	1,189	11	5,202	48	3,272	30	1,219	11	840
2012-13	10,097	185	75	9,837	1,609	16	4,817	49	2,581	26	830	8	843
2013-14	10,355	212	73	10,070	606	6	5,073	50	3,286	33	1,105	11	840
Cumulative Total	31,675	538	348	30,789	3,404	11	15,092	49	9,139	30	3,154	10	841





Fall 2013 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2013-2014

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	%		N	%	%	%	%		N	%	%	%	%		
All Students	10,355	212	73	10,070	606	6	5,073	50	3,286	33	1,105	11	840													
Gender																										
Male	5,420	131	49	5,240	182	3	2,298	44	1,954	37	806	15	838													
Female	4,920	80	21	4,819	424	9	2,774	58	1,330	28	291	6	843													
Not Reported	15	1	3	11	0	0	1	9	2	18	8	73	818													
Race/Ethnicity																										
Hispanic or Latino	2,271	72	24	2,175	25	1	750	34	955	44	445	20	835													
Not Hispanic or Latino																										
American Indian or Alaskan Native	66	0	2	64	3	5	21	33	28	44	12	19	836													
Asian	282	7	0	275	27	10	152	55	77	28	19	7	843													
Black or African American	841	27	7	807	17	2	293	36	343	43	154	19	836													
Native Hawaiian or Pacific Islander	10	0	0	10	0	0	2	20	4	40	4	40	830													
White	6,581	101	35	6,445	520	8	3,719	58	1,785	28	421	7	843													
Two or more races	289	4	2	283	14	5	135	48	92	33	42	15	839													
No Race/Ethnicity Reported	15	1	3	11	0	0	1	9	2	18	8	73	818													
LEP Status																										
Current LEP student	491	65	6	420	0	0	31	7	171	41	218	52	826													
Former LEP student - monitoring year 1	42	0	0	42	0	0	19	45	21	50	2	5	839													
Former LEP student - monitoring year 2	31	0	0	31	1	3	12	39	18	58	0	0	839													
All Other Students	9,791	147	67	9,577	605	6	5,011	52	3,076	32	885	9	841													
IEP																										
Students with an IEP	1,573	113	36	1,424	1	<1	172	12	672	47	579	41	829													
All Other Students	8,782	99	37	8,646	605	7	4,901	57	2,614	30	526	6	842													
SES																										
Economically Disadvantaged Students	4,816	101	43	4,672	89	2	1,778	38	2,020	43	785	17	837													
All Other Students	5,539	111	30	5,398	517	10	3,295	61	1,266	23	320	6	844													
Migrant																										
Migrant Students	0	0	0	0																						
All Other Students	10,355	212	73	10,070	606	6	5,073	50	3,286	33	1,105	11	840													
Title I																										
Students Receiving Title I Services	2,473	61	19	2,393	44	2	788	33	1,046	44	515	22	835													
All Other Students	7,882	151	54	7,677	562	7	4,285	56	2,240	29	590	8	842													
504 Plan																										
Students with a 504 Plan	231	4	3	224	5	2	114	51	92	41	13	6	840													
All Other Students	10,124	208	70	9,846	601	6	4,959	50	3,194	32	1,092	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.