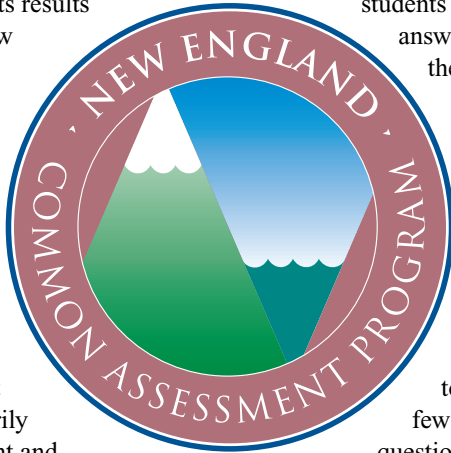


About The New England Common Assessment Program



This report highlights results from the Fall 2008 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in 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 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three 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. On the writing test, students are required to provide two extended responses of 1-3 pages.

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 11 results, schools and districts will also receive 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 2008 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

District Results

District: Central Falls

Code: 04



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Grade Level Summary Report

District: Central Falls
 State: Rhode Island
 Code: 04

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled

in the school after October 1, 2008, 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				203			11,203						100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				185	185	182	10,684	10,699	10,669				91	91	90	95	96	95
Students not tested in NECAP																		
State Approved				3	2	2	179	161	156				1	1	1	2	1	1
Alternate Assessment				0	0	0	76	76	76				0	0	0	1	1	1
First Year LEP				1	0	1	23	0	23				0	0	0	0	0	0
Withdrew After October 1				1	1	1	46	52	37				0	0	0	0	0	0
Enrolled After October 1				0	0	0	9	7	7				0	0	0	0	0	0
Special Consideration				1	1	0	25	26	13				0	0	0	0	0	0
Other				15	16	19	340	343	378				7	8	9	3	3	3

NECAP RESULTS

	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	203	3	15	185	9	5	73	39	53	29	50	27	1137	10,684	18	51	20	11	1145						
MATH	203	2	16	185	0	0	7	4	42	23	136	74	1126	10,699	1	26	28	45	1134						
WRITING	203	2	19	182	2	1	50	27	98	54	32	18	5.3	10,669	4	38	50	9	6.1						

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Reading Results

District: Central Falls
 State: Rhode Island
 Code: 04

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.

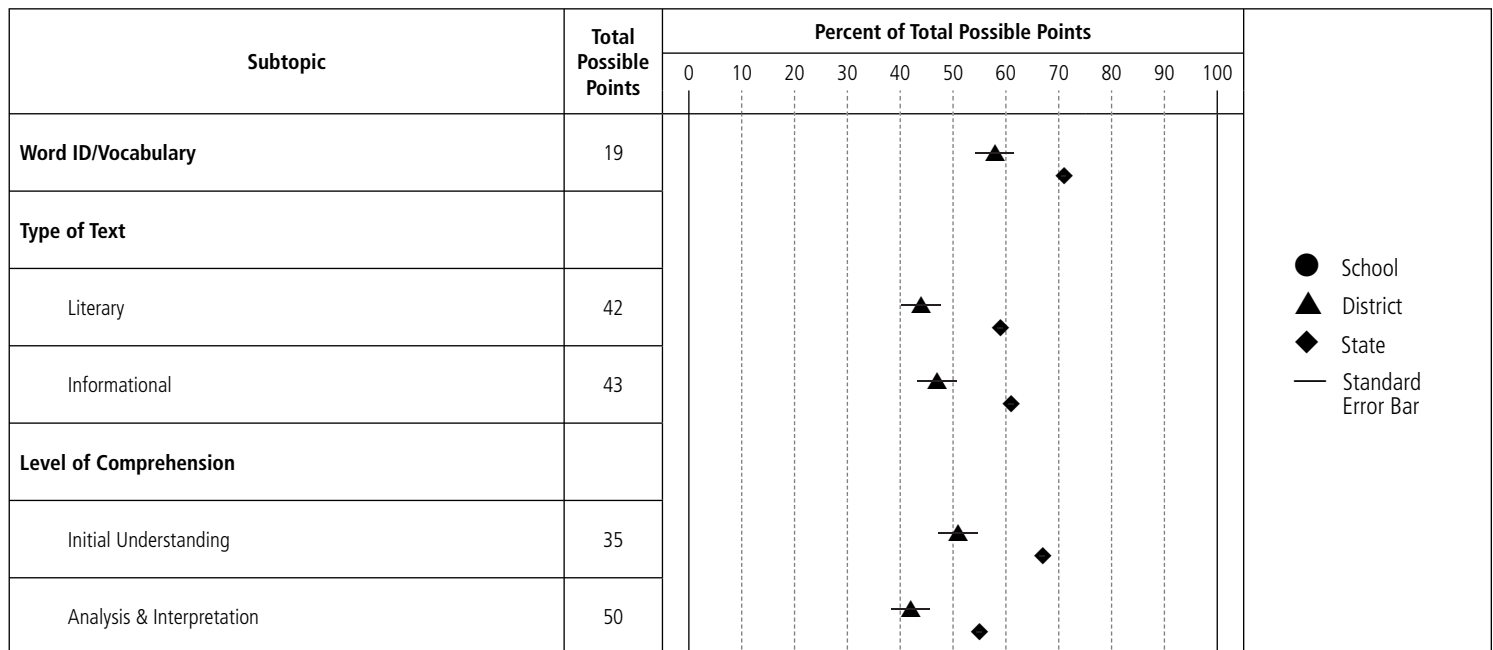
Partially Proficient (Level 2)

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 Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 Cumulative Total													
DISTRICT 2007-08 2008-09 Cumulative Total	182 203	7 3	1 15	174 185	3 9	2 5	55 73	32 39	69 53	40 29	47 50	27 27	1135 1137
STATE 2007-08 2008-09 Cumulative Total	11661 11203	192 179	324 340	11,145 10,684	1,827 1,909	16 18	5,056 5,498	45 51	2,726 2,125	24 20	1,536 1,152	14 11	1143 1145





Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Reading Results

District: Central Falls
 State: Rhode Island
 Code: 04

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	3	15	185	9	5	73	39	53	29	50	27	1137	10,684	18	51	20	11	1145						
Gender																									
Male	110	2	9	99	4	4	36	36	25	25	34	34	1136	5,347	13	52	21	14	1143						
Female	93	1	6	86	5	6	37	43	28	33	16	19	1139	5,336	23	51	19	8	1146						
Not Reported	0	0	0	0										1											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										63	13	46	24	17	1142						
Asian	0	0	0	0										328	20	52	19	10	1146						
Black or African American	30	0	2	28	0	0	9	32	8	29	11	39	1134	932	7	43	31	19	1139						
Hispanic or Latino	148	3	11	134	7	5	51	38	40	30	36	27	1137	1,617	7	43	28	21	1139						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	25	0	2	23	2	9	13	57	5	22	3	13	1144	7,739	21	54	17	8	1147						
No Primary Race/Ethnicity Reported	0	0	0	0										5											
LEP Status																									
Currently receiving LEP services	29	1	0	28	0	0	1	4	7	25	20	71	1125	214	0	7	26	66	1126						
Former LEP student - monitoring year 1	3	0	1	2										45	0	24	42	33	1135						
Former LEP student - monitoring year 2	5	0	0	5										73	4	22	49	25	1136						
All Other Students	166	2	14	150	9	6	69	46	42	28	30	20	1140	10,352	18	53	19	9	1145						
IEP																									
Students with an IEP	46	0	10	36	0	0	5	14	13	36	18	50	1130	1,609	2	27	34	36	1133						
All Other Students	157	3	5	149	9	6	68	46	40	27	32	21	1139	9,075	21	56	17	6	1147						
SES																									
Economically Disadvantaged Students	140	1	12	127	2	2	50	39	37	29	38	30	1136	3,225	8	45	28	19	1140						
All Other Students	63	2	3	58	7	12	23	40	16	28	12	21	1140	7,459	22	54	16	7	1147						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	203	3	15	185	9	5	73	39	53	29	50	27	1137	10,684	18	51	20	11	1145						
Title I																									
Students Receiving Title I Services	136	2	5	129	7	5	52	40	36	28	34	26	1138	2,224	10	47	25	19	1141						
All Other Students	67	1	10	56	2	4	21	38	17	30	16	29	1136	8,460	20	53	19	9	1146						
504 Plan																									
Students with a 504 Plan	1	0	1	0										248	20	60	17	4	1147						
All Other Students	202	3	14	185	9	5	73	39	53	29	50	27	1137	10,436	18	51	20	11	1145						

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Mathematics Results

District: Central Falls
 State: Rhode Island
 Code: 04

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.

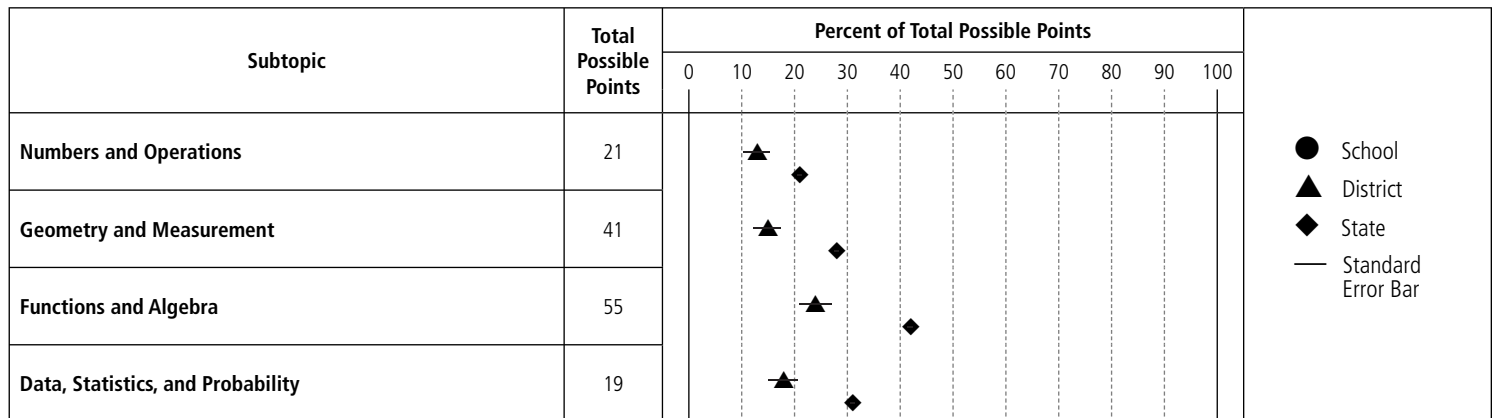
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09													
Cumulative Total													
DISTRICT 2007-08 2008-09	182 203	1 2	1 16	180 185	0 0	0 0	5 7	3 4	36 42	20 23	139 136	77 74	1127 1126
Cumulative Total	385	3	17	365	0	0	12	3	78	21	275	75	1126
STATE 2007-08 2008-09	11661 11203	147 161	340 343	11,174 10,699	123 155	1 1	2,340 2,739	21 26	3,032 3,007	27 28	5,679 4,798	51 45	1132 1134
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Mathematics Results

District: Central Falls
 State: Rhode Island
 Code: 04

REPORTING CATEGORIES	District													State											
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	2	16	185	0	0	7	4	42	23	136	74	1126	10,699	1	26	28	45	1134						
Gender																									
Male	110	1	9	100	0	0	6	6	22	22	72	72	1126	5,357	2	28	27	44	1134						
Female	93	1	7	85	0	0	1	1	20	24	64	75	1126	5,341	1	24	29	46	1133						
Not Reported	0	0	0	0										1											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										62	0	11	21	68	1130						
Asian	0	0	0	0										330	4	28	31	36	1136						
Black or African American	30	0	2	28	0	0	0	0	4	14	24	86	1122	928	0	7	19	73	1127						
Hispanic or Latino	148	2	12	134	0	0	5	4	31	23	98	73	1126	1,631	0	9	21	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	25	0	2	23	0	0	2	9	7	30	14	61	1131	7,742	2	31	31	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										6											
LEP Status																									
Currently receiving LEP services	29	0	0	29	0	0	0	0	1	3	28	97	1118	237	0	2	9	89	1121						
Former LEP student - monitoring year 1	3	0	1	2										45	0	4	24	71	1126						
Former LEP student - monitoring year 2	5	0	0	5										73	0	3	16	81	1127						
All Other Students	166	2	15	149	0	0	7	5	39	26	103	69	1127	10,344	1	26	29	43	1134						
IEP																									
Students with an IEP	46	0	11	35	0	0	1	3	3	9	31	89	1120	1,607	0	5	14	81	1125						
All Other Students	157	2	5	150	0	0	6	4	39	26	105	70	1127	9,092	2	29	31	39	1135						
SES																									
Economically Disadvantaged Students	140	0	13	127	0	0	4	3	25	20	98	77	1125	3,237	0	12	22	66	1129						
All Other Students	63	2	3	58	0	0	3	5	17	29	38	66	1129	7,462	2	32	31	36	1136						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	203	2	16	185	0	0	7	4	42	23	136	74	1126	10,699	1	26	28	45	1134						
Title I																									
Students Receiving Title I Services	136	1	5	130	0	0	4	3	31	24	95	73	1126	2,238	0	13	22	64	1129						
All Other Students	67	1	11	55	0	0	3	5	11	20	41	75	1126	8,461	2	29	30	40	1135						
504 Plan																									
Students with a 504 Plan	1	0	1	0										249	2	28	35	35	1136						
All Other Students	202	2	15	185	0	0	7	4	42	23	136	74	1126	10,450	1	26	28	45	1134						

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 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Writing Results

District: Central Falls
 State: Rhode Island
 Code: 04

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.

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.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 Cumulative Total													
DISTRICT 2007-08 2008-09 Cumulative Total	182 203	7 2	1 19	174 182	0 2	0 1	33 50	19 27	104 98	60 54	37 32	21 18	4.9 5.3
STATE 2007-08 2008-09 Cumulative Total	11661 11203	165 156	365 378	11,131 10,669	357 403	3 4	3,744 4,023	34 38	5,495 5,322	49 50	1,535 921	14 9	5.7 6.1

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.

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.

Strand	Total Possible Points	Percent of Total Possible Points										Number of Prompts	Distribution of Score Points Across Prompts							
		0	10	20	30	40	50	60	70	80	90		100	0	1	2	3	4	5	6
		%	%	%	%	%	%	%	%	%	%		%	%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12											2	School District	0	20	39	35	4	2	0
		1	11	29	32	19	6	0												
Informational Writing • Report • Procedure • Persuasive Essay	18											3	School District	3	12	28	39	17	1	0
		1	6	22	39	25	7	0												
Expressive Writing • Reflective Essay	6											1	School District	14	18	41	18	5	5	0
		4	14	32	33	14	4	0												

● School ▲ District ◆ State — Standard Error Bar



Fall 2008 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2008-2009

Disaggregated Writing Results

District: Central Falls
State: Rhode Island
Code: 04

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	2	19	182	2	1	50	27	98	54	32	18	5.3	10,669	4	38	50	9	6.1						
Gender																									
Male	110	2	12	96	1	1	19	20	53	55	23	24	4.8	5,334	3	32	53	12	5.8						
Female	93	0	7	86	1	1	31	36	45	52	9	10	5.8	5,334	4	43	47	5	6.4						
Not Reported	0	0	0	0										1											
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										63	0	30	62	8	5.7						
Asian	0	0	0	0										327	6	39	45	10	6.3						
Black or African American	30	0	3	27	0	0	6	22	13	48	8	30	4.9	933	1	26	58	16	5.3						
Hispanic or Latino	148	2	13	133	2	2	36	27	72	54	23	17	5.2	1,618	1	25	59	15	5.3						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	25	0	3	22	0	0	8	36	13	59	1	5	5.9	7,723	5	42	47	6	6.3						
No Primary Race/Ethnicity Reported	0	0	0	0										5											
LEP Status																									
Currently receiving LEP services	29	1	2	26	0	0	0	0	11	42	15	58	3.2	210	0	8	45	47	3.7						
Former LEP student - monitoring year 1	3	0	1	2										45	0	9	71	20	4.5						
Former LEP student - monitoring year 2	5	0	0	5										74	0	14	69	18	4.9						
All Other Students	166	1	16	149	2	1	48	32	82	55	17	11	5.6	10,340	4	39	50	8	6.2						
IEP																									
Students with an IEP	46	0	10	36	0	0	6	17	19	53	11	31	4.3	1,593	1	12	59	28	4.5						
All Other Students	157	2	9	146	2	1	44	30	79	54	21	14	5.5	9,076	4	42	48	5	6.4						
SES																									
Economically Disadvantaged Students	140	1	15	124	1	1	37	30	59	48	27	22	5.2	3,216	1	26	59	14	5.4						
All Other Students	63	1	4	58	1	2	13	22	39	67	5	9	5.4	7,453	5	43	46	6	6.4						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	203	2	19	182	2	1	50	27	98	54	32	18	5.3	10,669	4	38	50	9	6.1						
Title I																									
Students Receiving Title I Services	136	1	7	128	1	1	41	32	65	51	21	16	5.4	2,223	1	27	58	14	5.5						
All Other Students	67	1	12	54	1	2	9	17	33	61	11	20	4.9	8,446	4	41	48	7	6.3						
504 Plan																									
Students with a 504 Plan	1	0	1	0										248	3	47	47	4	6.5						
All Other Students	202	2	18	182	2	1	50	27	98	54	32	18	5.3	10,421	4	37	50	9	6.1						

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.