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

School Results

School: Block Island School

District: New Shoreham

Code: 22-22101

Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Grade Level Summary Report

School: Block Island School
District: New Shoreham
State: Rhode Island
Code: 22-22101

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

NECAP RESULTS

	School													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	3	0	0	3										3						10,684	18	51	20	11	1145
MATH	3	0	0	3										3						10,699	1	26	28	45	1134
WRITING	3	0	0	3										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

School: Block Island School
District: New Shoreham
State: Rhode Island
Code: 22-22101

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.

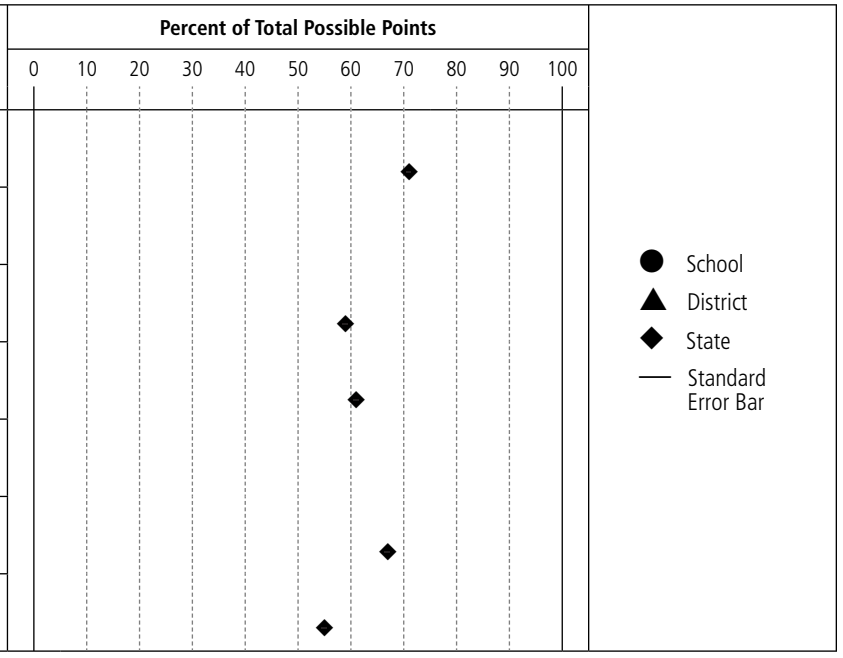
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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	11	0	0	11	0	0	8	73	2	18	1	9	1143
2008-09	**3**	**0**	**0**	**3**									
Cumulative Total													
DISTRICT													
2007-08	11	0	0	11	0	0	8	73	2	18	1	9	1143
2008-09	**3**	**0**	**0**	**3**									
Cumulative Total													
STATE													
2007-08	11661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	**11203**	**179**	**340**	**10,684**	**1,909**	**18**	**5,498**	**51**	**2,125**	**20**	**1,152**	**11**	**1145**
Cumulative Total	22864	371	664	21,829	3,736	17	10,554	48	4,851	22	2,688	12	1144

Subtopic	Total Possible Points
Word ID/Vocabulary	19
Type of Text	
Literary	42
Informational	43
Level of Comprehension	
Initial Understanding	35
Analysis & Interpretation	50



Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Disaggregated Reading Results

School: Block Island School
District: New Shoreham
State: Rhode Island
Code: 22-22101

REPORTING CATEGORIES	School													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	**3**	**0**	**0**	**3**										**3**						**10,684**	**18**	**51**	**20**	**11**	**1145**
Gender																									
Male	0	0	0	0										0						5,347	13	52	21	14	1143
Female	3	0	0	3										3						5,336	23	51	19	8	1146
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						63	13	46	24	17	1142
Asian	1	0	0	1										1						328	20	52	19	10	1146
Black or African American	0	0	0	0										0						932	7	43	31	19	1139
Hispanic or Latino	0	0	0	0										0						1,617	7	43	28	21	1139
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	2	0	0	2										2						7,739	21	54	17	8	1147
No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						214	0	7	26	66	1126
Former LEP student - monitoring year 1	0	0	0	0										0						45	0	24	42	33	1135
Former LEP student - monitoring year 2	0	0	0	0										0						73	4	22	49	25	1136
All Other Students	3	0	0	3										3						10,352	18	53	19	9	1145
IEP																									
Students with an IEP	1	0	0	1										1						1,609	2	27	34	36	1133
All Other Students	2	0	0	2										2						9,075	21	56	17	6	1147
SES																									
Economically Disadvantaged Students	1	0	0	1										1						3,225	8	45	28	19	1140
All Other Students	2	0	0	2										2						7,459	22	54	16	7	1147
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	3	0	0	3										3						10,684	18	51	20	11	1145
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,224	10	47	25	19	1141
All Other Students	3	0	0	3										3						8,460	20	53	19	9	1146
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						248	20	60	17	4	1147
All Other Students	2	0	0	2										2						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

School: Block Island School
District: New Shoreham
State: Rhode Island
Code: 22-22101

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.

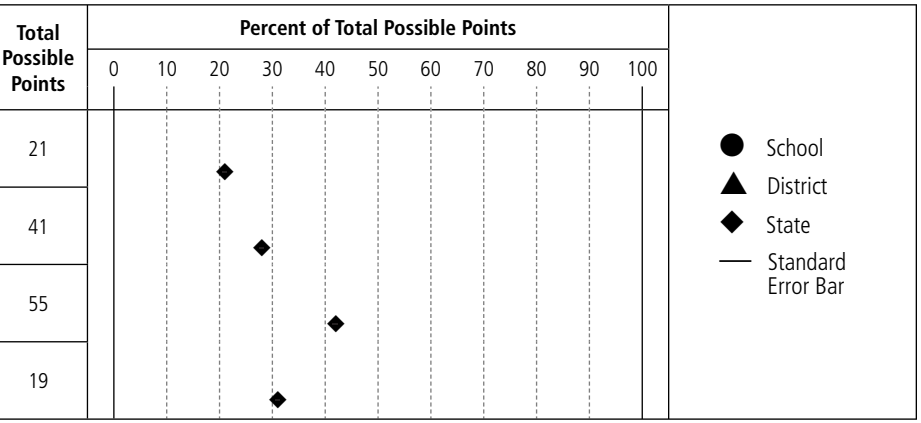
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. 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 Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08	11	0	0	11	0	0	3	27	2	18	6	55	1134
2008-09	**3**	**0**	**0**	**3**									
Cumulative Total													
DISTRICT													
2007-08	11	0	0	11	0	0	3	27	2	18	6	55	1134
2008-09	**3**	**0**	**0**	**3**									
Cumulative Total													
STATE													
2007-08	11661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	**11203**	**161**	**343**	**10,699**	**155**	**1**	**2,739**	**26**	**3,007**	**28**	**4,798**	**45**	**1134**
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133

Subtopic	Total Possible Points
Numbers and Operations	21
Geometry and Measurement	41
Functions and Algebra	55
Data, Statistics, and Probability	19



Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Disaggregated Mathematics Results

School: Block Island School
District: New Shoreham
State: Rhode Island
Code: 22-22101

REPORTING CATEGORIES	School													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	**3**	**0**	**0**	**3**										**3**						**10,699**	**1**	**26**	**28**	**45**	**1134**
Gender																									
Male	0	0	0	0										0						5,357	2	28	27	44	1134
Female	3	0	0	3										3						5,341	1	24	29	46	1133
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						62	0	11	21	68	1130
Asian	1	0	0	1										1						330	4	28	31	36	1136
Black or African American	0	0	0	0										0						928	0	7	19	73	1127
Hispanic or Latino	0	0	0	0										0						1,631	0	9	21	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	2	0	0	2										2						7,742	2	31	31	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						6					
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						237	0	2	9	89	1121
Former LEP student - monitoring year 1	0	0	0	0										0						45	0	4	24	71	1126
Former LEP student - monitoring year 2	0	0	0	0										0						73	0	3	16	81	1127
All Other Students	3	0	0	3										3						10,344	1	26	29	43	1134
IEP																									
Students with an IEP	1	0	0	1										1						1,607	0	5	14	81	1125
All Other Students	2	0	0	2										2						9,092	2	29	31	39	1135
SES																									
Economically Disadvantaged Students	1	0	0	1										1						3,237	0	12	22	66	1129
All Other Students	2	0	0	2										2						7,462	2	32	31	36	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	3	0	0	3										3						10,699	1	26	28	45	1134
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,238	0	13	22	64	1129
All Other Students	3	0	0	3										3						8,461	2	29	30	40	1135
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						249	2	28	35	35	1136
All Other Students	2	0	0	2										2						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

School: Block Island School
District: New Shoreham
State: Rhode Island
Code: 22-22101

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.

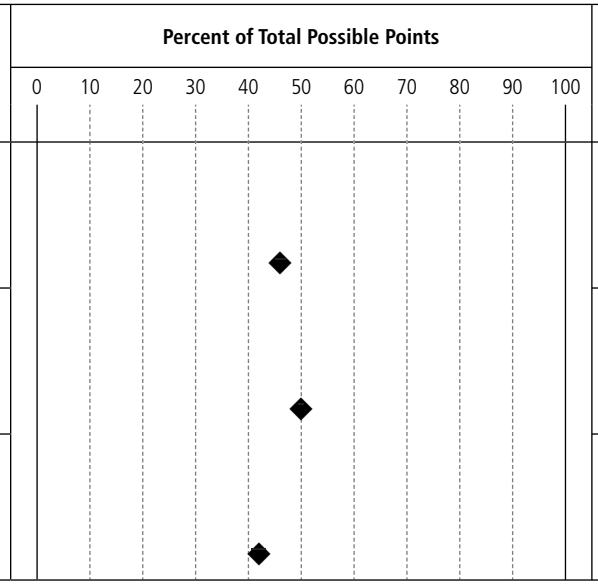
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

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.

	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	11	0	0	11	0	0	3	27	7	64	1	9	5.5
2008-09	**3**	**0**	**0**	**3**									
Cumulative Total													
DISTRICT													
2007-08	11	0	0	11	0	0	3	27	7	64	1	9	5.5
2008-09	**3**	**0**	**0**	**3**									
Cumulative Total													
STATE													
2007-08	11661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	**11203**	**156**	**378**	**10,669**	**403**	**4**	**4,023**	**38**	**5,322**	**50**	**921**	**9**	**6.1**
Cumulative Total	22864	321	743	21,800	760	3	7,767	36	10,817	50	2,456	11	5.9

Strand	Total Possible Points	Number of Prompts		Distribution of Score Points Across Prompts						
				0	1	2	3	4	5	6
				%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12	2	School							
			District							
			State	1	11	29	32	19	6	0
Informational Writing • Report • Procedure • Persuasive Essay	18	3	School							
			District							
			State	1	6	22	39	25	7	0
Expressive Writing • Reflective Essay	6	1	School							
			District							
			State	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

School: Block Island School
District: New Shoreham
State: Rhode Island
Code: 22-22101

REPORTING CATEGORIES	School													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	**3**	**0**	**0**	**3**										**3**						**10,669**	**4**	**38**	**50**	**9**	**6.1**
Gender																									
Male	0	0	0	0										0						5,334	3	32	53	12	5.8
Female	3	0	0	3										3						5,334	4	43	47	5	6.4
Not Reported	0	0	0	0										0						1					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						63	0	30	62	8	5.7
Asian	1	0	0	1										1						327	6	39	45	10	6.3
Black or African American	0	0	0	0										0						933	1	26	58	16	5.3
Hispanic or Latino	0	0	0	0										0						1,618	1	25	59	15	5.3
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	2	0	0	2										2						7,723	5	42	47	6	6.3
No Primary Race/Ethnicity Reported	0	0	0	0										0						5					
LEP Status																									
Currently receiving LEP services	0	0	0	0										0						210	0	8	45	47	3.7
Former LEP student - monitoring year 1	0	0	0	0										0						45	0	9	71	20	4.5
Former LEP student - monitoring year 2	0	0	0	0										0						74	0	14	69	18	4.9
All Other Students	3	0	0	3										3						10,340	4	39	50	8	6.2
IEP																									
Students with an IEP	1	0	0	1										1						1,593	1	12	59	28	4.5
All Other Students	2	0	0	2										2						9,076	4	42	48	5	6.4
SES																									
Economically Disadvantaged Students	1	0	0	1										1						3,216	1	26	59	14	5.4
All Other Students	2	0	0	2										2						7,453	5	43	46	6	6.4
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	3	0	0	3										3						10,669	4	38	50	9	6.1
Title I																									
Students Receiving Title I Services	0	0	0	0										0						2,223	1	27	58	14	5.5
All Other Students	3	0	0	3										3						8,446	4	41	48	7	6.3
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						248	3	47	47	4	6.5
All Other Students	2	0	0	2										2						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.