# About The New England **Common Assessment Program**

ENGLAN

This report highlights results from the Fall 2009 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to  $\square$ students in New MMO Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment ASSESSMEN 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 multiplechoice 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.

Ź

GRA

 $\mathbb{C}$ 

This report contains a variety of schooland/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 2009 Beginning of Grade 11 NECAP** Tests

### Grade 11 Students in 2009-2010

# **District Results**

District: Middletown

Code: 19



# Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Grade Level Summary Report

District:MiddletownState:Rhode IslandCode:19

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, 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).

					Number								Pe	ercentag	je			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1					156			11,189						100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				144	143	143	10,742	10,716	10,679				92	92	92	96	96	95
Students not tested in NECAP																		
State Approved				10	9	9	223	195	221				6	6	6	2	2	2
Alternate Assessment				4	4	4	114	114	114				3	3	3	1	1	1
First Year LEP				2	0	2	48	0	46				1	0	1	0	0	0
Withdrew After October 1				3	3	2	41	46	37				2	2	1	0	0	0
Enrolled After October 1				1	1	1	1	2	1				1	1	1	0	0	0
Special Consideration				0	1	0	19	33	23				0	1	0	0	0	0
Other				2	4	4	224	278	289				1	3	3	2	2	3

#### NECAP RESULTS

					I	District	t									Sta	ate								
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	vel 2	Lev	el 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean
	Ν	N	Ν	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	156	10	2	144	34	24	71	49	23	16	16	11	1146	10,742	23	50	17	9	1146						
MATH	156	9	4	143	7	5	58	41	34	24	44	31	1138	10,716	2	26	28	45	1134						
WRITING	156	9	4	143	15	10	70	49	46	32	12	8	6.8	10,679	7	48	40	5	6.7						

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 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010

# **Reading Results**

District:MiddletownState:Rhode IslandCode:19

#### 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 gradeappropriate 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	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	Ν	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	156 142 <b>156</b> 454	5 1 <b>10</b> 16	6 1 <b>2</b> 9	145 140 <b>144</b> 429	39 38 <b>34</b> 111	27 27 <b>24</b> 26	74 73 <b>71</b> 218	51 52 <b>49</b> 51	23 22 <b>23</b> 68	16 16 <b>16</b> 16	9 7 <b>16</b> 32	6 5 <b>11</b> 7	1148 1148 <b>1146</b> 1147
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	11,661 11,203 <b>11,189</b> 34,053	192 179 <b>223</b> 594	324 340 <b>224</b> 888	11,145 10,684 <b>10,742</b> 32,571	1,827 1,909 <b>2,466</b> 6,202	16 18 <b>23</b> 19	5,056 5,498 <b>5,416</b> 15,970	45 51 <b>50</b> 49	2,726 2,125 <b>1,875</b> 6,726	24 20 <b>17</b> 21	1,536 1,152 <b>985</b> 3,673	14 11 <b>9</b> 11	1143 1145 <b>1146</b> 1145

	Total			I	Percer	nt of To	otal Po	ossible	Point	s				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100 		
Word ID/Vocabulary	20								•					
Type of Text													•	School
Literary	42							•						District State
Informational	42							<b>_</b>					-	
Level of Comprehension														
Initial Understanding	31								•					
Analysis & Interpretation	53							•						



# Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Disaggregated Reading Results

District:MiddletownState:Rhode IslandCode:19

REPORTING CATEGORIES     Finite     Nite     Out     Test     Lew L     Lew L     Lew L     Low L <thlow l<="" th="">     Low L     <thlow l<="" th=""></thlow></thlow>							Distr	ict									Sta	ate								
All Students   156   10   2   144   34   24   71   49   23   16   11   146   10,22   23   50   17   9   1146   9   1146   9   1146   9   1146   9   1146   9   1146   9   1146   13   1144   5,202   15   51   21   13   1144   5,202   15   51   21   13   1146   6   1149   33   40   15   24   12   15   1141   5,202   15   51   21   13   1144   6   1149   33   40   33   40   15   24   12   15   1141   5,202   15   121   13   1144   6   1149   33   44   34   24   73   9   4   5   100   33   40   16   130   1141   5,202   15   1141   144   120   144   23   144   23   144   24   23   143   141   141   141   141<		Enrolled			Tested	Lev	vel 4	Lev	vel 3	Lev	el 2	Lev	el 1		Tested				Level 1		Tested					
Gender Male Fernale Norte Reported   77 79   8 2   1 1   68 67 75   7 7   10 75   33 8   49 50   7 7   10 7   24 7   12 7   10 7   33 7   49 7   10 7   10		N	N	N	Ν	N	%	Ν	%	N	%	Ν	%		N	%	%	%	%		Ν	%	%	%	%	
Made Norkegende   77   8   1   68   77   10   38   99   10   24   12   18   1145   5.29   10   12   144   144     Pinary Race/Ethnicity Andrean Massan Raive Asian Anerica Manon Assan Raive Asian Assan Raive Asian Assan Raive Asian Assan Raive Asian Assan Raive Asian Assan Raive Asian Asian Raive Asia Asia Asian Raive Asian Asian Raive Asian As	All Students	156	10	2	144	34	24	71	49	23	16	16	11	1146	10,742	23	50	17	9	1146						
Made Norkegende   77   8   1   68   77   10   38   99   10   24   12   18   1145   5.29   10   12   144   144     Pinary Race/Ethnicity Andrean Massan Raive Asian Anerica Manon Assan Raive Asian Assan Raive Asian Assan Raive Asian Assan Raive Asian Assan Raive Asian Assan Raive Asian Asian Raive Asia Asia Asian Raive Asian Asian Raive Asian As	Gender																									
tende   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   1   0   0   1   0   0   1   0   0   1   0   0   1   0   0   1   0   0   1   0   0   1   0   0   1   0   0   1   0   0   0   1   0   0   0   1   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0 <td></td> <td>77</td> <td>8</td> <td>1</td> <td>68</td> <td>7</td> <td>10</td> <td>33</td> <td>49</td> <td>16</td> <td>24</td> <td>12</td> <td>18</td> <td>1141</td> <td>5,292</td> <td>15</td> <td>51</td> <td>21</td> <td>13</td> <td>1144</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		77	8	1	68	7	10	33	49	16	24	12	18	1141	5,292	15	51	21	13	1144						
No Reported   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0 <th< td=""><td>Female</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>i</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Female			1															i	1						
American Indian or Alaskan Native   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1   1													-													
American Indianor Aleskan Native   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   1   1   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0	Primary Race/Ethnicity																									
Asian   55   00   00   55   00   00   55   00   55   00   55   00   55   00   55   00   55   00   55   00   55   00   55   00   56   00   56   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00   00		1	0	0	1		1		1						77	17	44	22	17	1141				1		
Black or African American   5   0   2   3   3   2   3   5   1   2   3   1   2   63   50   17   13   16   13   11   12   43   22   18   1142     Whet (non-Hispanic) No Primery Matel/Binking Reported   136   0   0   0   17   31   2   63   50   17   13   16   13   114   20   13   144   23   144   24   63   50   17   13   16   13   114   10   130   131   142   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144		1 1			5														÷							
Hispanic a Latino   9   1   0   8   2   2   6   17   13   16   13   14   2   47   25   15   142     Matter Hawing mark regenting			-		-															1						
Name Hawakian or Pedicit Listander   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0			1																							
Whete from-Hispanic   136   9   0   127   31   24   63   50   17   13   16   13   1146   7,530   27   52   15   6   1148     LEP Status   2   2   0   00   0   0   0   1   40   49   1130     Gurent LEP student   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   114   40   49   1130   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114			0													12	7/	25		1172						
No Primary Race/Ethnicity Reported   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0 <th0< th="">   0   <th0< th=""></th0<></th0<>						21	24	62	50	17	12	16	12	11/6		27	50	15	6	11/10				1		
Current LFP student - monitoring year 1   2   2   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   11   140   140   44   111   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114			-			51	24	05	50		15	10	15	1140		27	52	15	0	1140						
Current LEP student - monitoring year 1   2   2   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0 <td>IED Status</td> <td></td>	IED Status																									
former LEP student - monitoring year 1   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0		2	2	0	0										100	0	11	40	40	1120						
Former LEP student - monitoring year 2   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0   0																				1						
All Other Students   154   8   2   144   34   24   71   49   23   16   10   11   1146   10,442   24   51   17   8   1147     IEP   38   55   1   32   0   0   83   25   10   31   14   44   131   1,674   27   54   135   134   144     IEP   38   55   1   32   0   0   83   25   10   31   14   44   131   1,674   27   54   35   1134   144     IOther Students   118   5   1   32   3   12   11   44   6   24   55   20   1140   3,744   13   48   24   15   1142   1144   144   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   <																										
Students with an IEP   38   5   1   32   0   0   8   25   10   31   14   44   1131   1,674   2   30   33   35   1134     All Other Students   29   3   11   25   33   12   12   24   131   1,674   2   30   33   35   1134   144   141   15   15   34   114   144   131   1,674   2   30   33   35   1134   144   141   14   2   114   2   2   30   33   35   1134   144   14   14   14   15   15   134   144   14   14   14   14   14   14   14   14   14   14   14   14   14   114   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   144   14   14   14   14   14   144   14   14   14			-			34	24	71	49	23	16	16	11	1146												
Students with an IEP   38   5   1   32   0   0   8   25   10   31   14   44   1131   1,674   2   30   33   35   1134     SES   Sconnically Disadvantaged Students   29   3   1   25   1   25   1   25   1   25   1   25   1   25   1   44   6   24   5   1   37,48   13   48   24   15   114   14   14   14   24   110   3,744   13   1,674   27   30   33   35   114   114   14   14   15   12   24   115   114   14   24   11   16   27   30   33   35   114   114   14   14   15   114   15   114   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14   14																										
All Other Students   118   5   1   112   34   30   63   56   13   12   2   150   9,068   27   54   15   4   119     SES Economically Disadvantaged Students   29   37   11   25   3   12   11   44   6   24   5   20   1140   3,744   13   48   24   15   4   1142   1142   114   1142     Migrant Migrant Students   0   0   0   0   0   0   144   24   16   144   5   20   1140   3,744   13   48   24   15   1142   1142     Migrant Students   0   0   0   0   144   24   71   49   23   16   11   1146   0,07   23   15   14   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144			_																							
SES   29   3   1   25   3   1   25   1   40   6   24   5   20   140   3,744   13   48   24   15   1142     Migrant   0   0   0   0   0   0   0   144   24   16   11   48   57   140   5,744   13   48   24   15   1142     Migrant   0   0   0   0   0   0   0   144   34   24   15   1142   65   1142     Migrant   0   0   0   0   0   0   0   0   0   144   34   24   16   11   1146   6,988   29   50   17   9   1146     Migrant   0   0   0   0   0   20   144   34   24   71   49   23   16   11   1146   2,616   14   49   23   14   143   143   143     Students with a 504 Plan   4																										
Economically Disadvantaged Students   29   3   1   25   3   12   11   44   6   24   5   20   1140   3,744   13   48   24   15   1142     Migrant   Migrant Students   0   0   0   0   0   144   34   24   71   49   23   16   11   1140   3,744   13   48   24   15   1142   1142     Migrant   0   0   0   0   0   0   144   34   24   71   49   23   16   11   1140   69.8   29   50   17   6   1141   144   6   99   1141   99   1140   69.98   23   15   1141   1142   14   6   1141   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114<	All Other Students	118	5	1	112	34	30	63	56	13	12	2	2	1150	9,068	27	54	15	4	1149						
All Other Students   127   7   1   119   31   26   60   50   17   14   11   9   1147   6,998   29   52   14   6   1149     Migrant Migrant Students All Other Students   0   0   0   0   0   0   0   144   34   24   71   49   23   16   16   11   1146   0   10   23   16   16   11   1146   10,742   23   50   17   9   1146     Students Receiving Title I Services All Other Students   0   0   0   0   0   0   0   0   0   0   1144   9   114   1146   114   144   144   9   1146   9   1146   114   9   1146   114   9   114   1146   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114   114 <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>																										
Migrant Migrant Students   0   0   0   0   0   0   0   144   34   24   71   49   23   16   11   1146   0   10   17   9   1146     Title I Students   0   0   0   0   0   0   0   144   34   24   71   49   23   16   11   1146   10   123   50   17   9   1146   144     504 Plan Students with a 504 Plan   4   0   0   4   24   71   49   23   16   11   1146   10   13   144   143   144   143     504 Plan Students with a 504 Plan   4   0   0   4   24   71   49   23   16   11   1146   14   26   14   23   14   1143   1143   1143   1143   1143   1143   1143   1144   1144   1144   1144   1144   1144   1144   1144   1144   1144   1144   1144   1144																										
Migrant Students   0   0   0   0   0   0   144   34   24   71   49   23   16   11   1146   0   10   23   50   17   9   1146     Title I Students Receiving Title I Services   0   0   0   0   0   0   11   19   23   16   16   11   1146   0   17   9   1146   1143     Students Receiving Title I Services   0   0   0   0   0   11   1146   11   1146   2,616   14   49   23   14   1143     Students With a 504 Plan   4   0   0   4   24   71   49   23   16   16   11   1146   2,616   14   49   23   14   1143     504 Plan   4   0   0   4   24   71   49   23   16   11   1146   26   26   26   14   49   23   14   1143   1143   1143   1144   144	All Other Students	127	7	1	119	31	26	60	50	17	14	11	9	1147	6,998	29	52	14	6	1149						
All Other Students   156   10   2   144   34   24   71   49   23   16   11   1146   10,742   23   50   17   9   1146     Title I Students Receiving Title I Services   0   0   0   0   0   0   0   144   34   24   71   49   23   16   11   1146   10,742   23   50   17   9   1146     Students Receiving Title I Services   0   0   0   0   144   34   24   71   49   23   16   11   1146   10,742   23   50   17   9   1146     Students With a 504 Plan   4   0   0   4   24   71   49   23   16   11   1146   144   49   23   14   1143   1143   1143     504 Plan   4   0   0   4   24   71   49   23   16   11   1146   16   11   1146   26   15   16   114   14	Migrant																									
Title I   Students Receiving Title I Services   0   0   0   0   0   0   144   34   24   71   49   23   16   11   1146   2,616   14   49   23   14   1143     504 Plan   504 Plan   4   0   0   4   4   4   4   4   5   16   14   14   144   143   144   143   144   143   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144   144		0	0		0		1		1						0									1		
Students Receiving Title I Services   0   0   0   0   0   0   0   0   144   34   24   71   49   23   16   11   1146   2,616   14   49   23   14   1143     504 Plan   Students with a 504 Plan   4   0   0   4   24   71   49   23   16   11   1146   2,616   14   49   23   14   1143   1147     504 Plan   34   0   0   4   24   71   49   23   16   11   1146   2,616   14   49   23   14   1143   1147	All Other Students	156	10	2	144	34	24	71	49	23	16	16	11	1146	10,742	23	50	17	9	1146						
All Other Students   156   10   2   144   34   24   71   49   23   16   11   1146   8,126   26   51   16   7   1147     504 Plan Students with a 504 Plan   4   0   0   4   24   71   49   23   16   11   1146   8,126   26   51   16   7   1147																										
All Other Students   156   10   2   144   34   24   71   49   23   16   11   1146   8,126   26   51   16   7   1147     504 Plan Students with a 504 Plan   4   0   0   4   24   71   49   23   16   11   1146   8,126   26   51   16   7   1147	Students Receiving Title I Services	0	0	0	0										2,616		49	23	14	1143						
Students with a 504 Plan     4     0     0     4     1     230     18     60     17     6     1147		156	10		144	34	24	71	49	23	16	16	11	1146					7							
Students with a 504 Plan     4     0     0     4     1     230     18     60     17     6     1147	504 Plan																									
		4	0	0	4										230	18	60	17	6	1147						
		152			140	32	23	69	49	23	16	16	11	1145					÷							

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



### Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Mathematics Results

District:MiddletownState:Rhode IslandCode:19

#### 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	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	N	N	%	N	%	Ν	%	Ν	%	Score
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	156 142 <b>156</b> 454	1 1 9 11	5 3 <b>4</b> 12	150 138 <b>143</b> 431	0 6 <b>7</b> 13	0 4 <b>5</b> 3	49 54 <b>58</b> 161	33 39 <b>41</b> 37	49 48 <b>34</b> 131	33 35 <b>24</b> 30	52 30 <b>44</b> 126	35 22 <b>31</b> 29	1136 1139 <b>1138</b> 1138
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	11,661 11,203 <b>11,189</b> 34,053	147 161 <b>195</b> 503	340 343 <b>278</b> 961	11,174 10,699 <b>10,716</b> 32,589	123 155 <b>181</b> 459	1 1 <b>2</b> 1	2,340 2,739 <b>2,748</b> 7,827	21 26 <b>26</b> 24	3,032 3,007 <b>2,958</b> 8,997	27 28 <b>28</b> 28	5,679 4,798 <b>4,829</b> 15,306	51 45 <b>45</b> 47	1132 1134 <b>1134</b> 1133

	Total				Perc	ent of	Total I	Possibl	e Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100 	
Numbers & Operations	19				•	-							<ul><li>School</li><li>District</li></ul>
Geometry & Measurement	41				٠	-							State Standard
Functions & Algebra	55					•		-					Error Bar
Data, Statistics, & Probability	21					<b></b>							



### Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010

# **Disaggregated Mathematics Results**

District:MiddletownState:Rhode IslandCode:19

						Distr	ict									Sta	ate								
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	vel 3	Lev	vel 2	Lev	rel 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	%	%	%	%	Score
All Students	156	9	4	143	7	5	58	41	34	24	44	31	1138	10,716	2	26	28	45	1134						
<b>Gender</b> Male Female Not Reported	77 79 0	7 2 0	3 1 0	67 76 0	3 4	4 5	20 38	30 50	17 17	25 22	27 17	40 22	1136 1140	5,272 5,444 0	2 1	28 24	26 29	44 46	1134 1134						
Primary Race/Ethnicity American Indian or Alaskan Native Asian Black or African American Hispanic or Latino Native Hawaiian or Pacific Islander White (non-Hispanic) No Primary Race/Ethnicity Reported	1 5 9 0 136 0	0 0 1 0 8 0	0 0 2 0 0 2 0	1 5 3 8 0 126 0	7	6	53	42	30	24	36	29	1138	75 336 981 1,821 0 7,503 0	0 4 0 <1 2	16 30 7 9 32	17 26 22 20 30	67 40 71 70 36	1129 1136 1128 1128 1128						
LEP Status Current LEP student Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 All Other Students	2 0 0 154	0 0 0 9	2 0 0 2	0 0 0 143	7	5	58	41	34	24	44	31	1138	219 72 45 10,380	0 0 0 2	<1 1 2 26	5 18 24 28	94 81 73 44	1121 1128 1127 1134						
IEP Students with an IEP All Other Students	38 118	6 3	1 3	31 112	0 7	0 6	0 58	0 52	5 29	16 26	26 18	84 16	1125 1141	1,652 9,064	0 2	4 30	10 31	86 38	1124 1136						
SES Economically Disadvantaged Students All Other Students	29 127	1 8	3 1	25 118	0 7	0 6	7 51	28 43	6 28	24 24	12 32	48 27	1133 1139	3,742 6,974	<1 2	12 33	23 30	65 34	1130 1136						
<b>Migrant</b> Migrant Students All Other Students	0 156	0 9	0 4	0 143	7	5	58	41	34	24	44	31	1138	0 10,716	2	26	28	45	1134						
Title I Students Receiving Title I Services All Other Students	0 156	0 9	0 4	0 143	7	5	58	41	34	24	44	31	1138	2,625 8,091	<1 2	12 30	22 29	66 38	1129 1136						
<b>504 Plan</b> Students with a 504 Plan All Other Students	4 152	0 9	0 4	4 139	6	4	57	41	33	24	43	31	1138	228 10,488	3 2	29 26	32 27	36 45	1136 1134						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



### Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Writing Results

District:MiddletownState:Rhode IslandCode:19

#### 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	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	Ν	N	Ν	N	N	%	N	%	Ν	%	N	%	Score
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	156 142 <b>156</b> 454	6 1 <b>9</b> 16	5 5 <b>4</b> 14	145 136 <b>143</b> 424	11 8 <b>15</b> 34	8 6 <b>10</b> 8	69 58 <b>70</b> 197	48 43 <b>49</b> 46	53 63 <b>46</b> 162	37 46 <b>32</b> 38	12 7 <b>12</b> 31	8 5 <b>8</b> 7	6.6 6.3 <b>6.8</b> 7.0
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	11,661 11,203 <b>11,189</b> 34,053	165 156 <b>221</b> 542	365 378 <b>289</b> 1,032	11,131 10,669 <b>10,679</b> 32,479	357 403 <b>742</b> 1,502	3 4 <b>7</b> 5	3,744 4,023 <b>5,124</b> 12,891	34 38 <b>48</b> 40	5,495 5,322 <b>4,253</b> 15,070	49 50 <b>40</b> 46	1,535 921 <b>560</b> 3,016	14 9 <b>5</b> 9	5.7 6.1 <b>6.7</b> 6.0

	Total				I	Percen	it of To	otal Po	ossible	e Poir	nts			Number	I	Distr			Scor romp		nts	
Strand	Possible Points	0	)	10	20	30	40	50	60	70	80	90	100	of 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	0 1	12 8	15 20	27 31	30 27	12 10	3 1
Informational Writing • Report • Procedure • Persuasive Essay	18								<b>▲</b>					3	School District State	1 1	6 4	13 14	29 35	33 33	18 12	1
Expressive Writing • Reflective Essay	6								•					1	School District State	5 2	5 4	14 15	45 36	27 32	5 10	0 1
		cho	ol		<u></u> г	District		•	▶ State		0	itanda	Ird Erro	1	District		1					



# Fall 2009 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2009-2010 Disaggregated Writing Results

District:MiddletownState:Rhode IslandCode:19

					I	Distr	ict									Sta	te								
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	vel 3	Lev	vel 2	Lev	el 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	Ν	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	1
All Students	156	9	4	143	15	10	70	49	46	32	12	8	6.8	10,679	7	48	40	5	6.7						
<b>Gender</b> Male Female Not Reported	77 79 0	7 2 0	2 2 0	68 75 0	5 10	7 13	26 44	38 59	27 19	40 25	10 2	15 3	6.1 7.5	5,248 5,431 0	5 9	43 53	45 35	7 3	6.4 7.0						
Primary Race/Ethnicity American Indian or Alaskan Native Asian Black or African American Hispanic or Latino Native Hawaiian or Pacific Islander White (non-Hispanic) No Primary Race/Ethnicity Reported	1 5 9 0 136 0	0 0 1 0 8 0	1 0 2 0 0 1 0	0 5 3 8 0 127 0	12	9	61	48	42	33	12	9	6.7	76 340 972 1,790 0 7,501 0	7 9 3 4 8	34 54 38 38 52	49 35 49 50 36	11 3 10 9 4	6.2 7.0 6.0 6.1 7.0						
LEP Status Current LEP student Former LEP student - monitoring year 1 Former LEP student - monitoring year 2 All Other Students	2 0 0 154	2 0 0 7	0 0 0 4	0 0 0 143	15	10	70	49	46	32	12	8	6.8	181 72 43 10,383	0 0 2 7	10 26 33 49	57 68 58 39	32 6 7 5	4.2 5.7 5.9 6.8						
IEP Students with an IEP All Other Students	38 118	4 5	3 1	31 112	1 14	3 13	4 66	13 59	16 30	52 27	10 2	32 2	4.8 7.4	1,637 9,042	<1 8	20 53	61 36	19 3	5.0 7.0						
SES Economically Disadvantaged Students All Other Students	29 127	3 6	3 1	23 120	3 12	13 10	8 62	35 52	9 37	39 31	3 9	13 8	6.3 6.9	3,710 6,969	4 9	39 53	49 35	8 4	6.2 7.0						
Migrant Migrant Students All Other Students	0 156	0 9	0 4	0 143	15	10	70	49	46	32	12	8	6.8	0 10,679	7	48	40	5	6.7						
Title I Students Receiving Title I Services All Other Students	0 156	0 9	0 4	0 143	15	10	70	49	46	32	12	8	6.8	2,588 8,091	4 8	40 51	47 37	9 4	6.2 6.9						
<b>504 Plan</b> Students with a 504 Plan All Other Students	4 152	0 9	0 4	4 139	15	11	68	49	44	32	12	9	6.8	227 10,452	4 7	47 48	47 40	3 5	6.6 6.7					 	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient