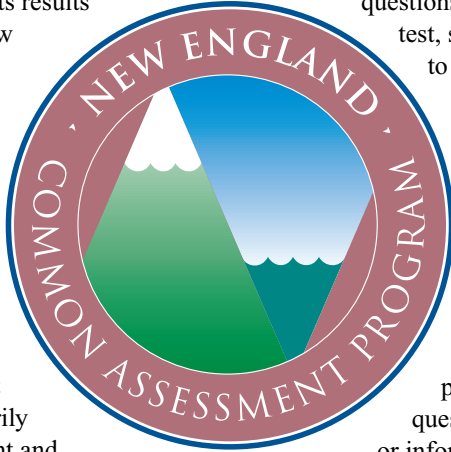


# About The New England Common Assessment Program



This report highlights results from the Fall 2009 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 2009 Beginning of Grade 11 NECAP Tests

**Grade 11 Students in 2009-2010**

## District Results

**District:** New Shoreham

**Code:** 22



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Grade Level Summary Report

District: New Shoreham  
 State: Rhode Island  
 Code: 22

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).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>				<b>8</b>			<b>11,189</b>						<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
				8	8	8	10,742	10,716	10,679				100	100	100	96	96	95
<b>Students not tested in NECAP</b>																		
State Approved				0	0	0	223	195	221				0	0	0	2	2	2
Alternate Assessment				0	0	0	114	114	114				0	0	0	1	1	1
First Year LEP				0	0	0	48	0	46				0	0	0	0	0	0
Withdrew After October 1				0	0	0	41	46	37				0	0	0	0	0	0
Enrolled After October 1				0	0	0	1	2	1				0	0	0	0	0	0
Special Consideration				0	0	0	19	33	23				0	0	0	0	0	0
Other				0	0	0	224	278	289				0	0	0	2	2	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	%	%	%	%	
<b>READING</b>	8	0	0	8									10,742	23	50	17	9	1146							
<b>MATH</b>	8	0	0	8									10,716	2	26	28	45	1134							
<b>WRITING</b>	8	0	0	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

# Disaggregated Reading Results

District: New Shoreham  
 State: Rhode Island  
 Code: 22

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	%	%	%	%	
<b>All Students</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>8</b>										<b>10,742</b>	<b>23</b>	<b>50</b>	<b>17</b>	<b>9</b>	<b>1146</b>						
<b>Gender</b>																									
Male	3	0	0	3										5,292	15	51	21	13	1144						
Female	5	0	0	5										5,450	30	50	14	6	1149						
Not Reported	0	0	0	0										0											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	0	0	0	0										77	17	44	22	17	1141						
Asian	0	0	0	0										339	29	45	18	8	1147						
Black or African American	0	0	0	0										985	12	48	22	18	1142						
Hispanic or Latino	0	0	0	0										1,811	12	47	25	15	1142						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	8	0	0	8										7,530	27	52	15	6	1148						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										183	0	11	40	49	1130						
Former LEP student - monitoring year 1	0	0	0	0										72	0	47	35	18	1139						
Former LEP student - monitoring year 2	0	0	0	0										45	4	53	33	9	1141						
All Other Students	8	0	0	8										10,442	24	51	17	8	1147						
<b>IEP</b>																									
Students with an IEP	1	0	0	1										1,674	2	30	33	35	1134						
All Other Students	7	0	0	7										9,068	27	54	15	4	1149						
<b>SES</b>																									
Economically Disadvantaged Students	1	0	0	1										3,744	13	48	24	15	1142						
All Other Students	7	0	0	7										6,998	29	52	14	6	1149						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	8	0	0	8										10,742	23	50	17	9	1146						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,616	14	49	23	14	1143						
All Other Students	8	0	0	8										8,126	26	51	16	7	1147						
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										230	18	60	17	6	1147						
All Other Students	8	0	0	8										10,512	23	50	17	9	1146						

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 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Mathematics Results

District: New Shoreham  
 State: Rhode Island  
 Code: 22

### 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.

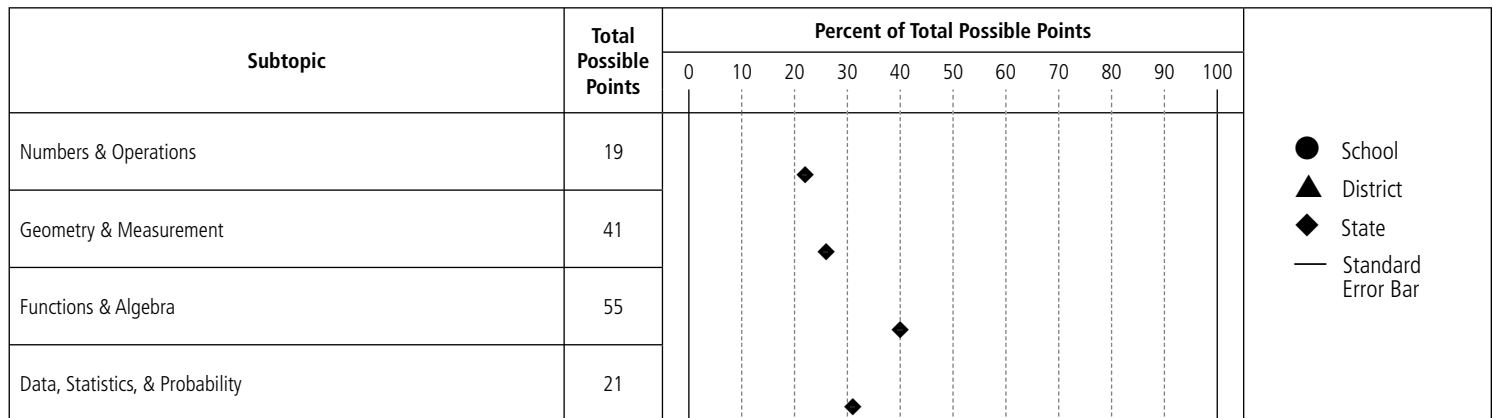
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08													
2008-09													
<b>2009-2010</b>													
Cumulative Total													
<b>DISTRICT</b>													
2007-08	11	0	0	11	0	0	3	27	2	18	6	55	1134
2008-09	3	0	0	3									
<b>2009-2010</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>8</b>									
Cumulative Total													
<b>STATE</b>													
2007-08	11,661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
<b>2009-2010</b>	<b>11,189</b>	<b>195</b>	<b>278</b>	<b>10,716</b>	<b>181</b>	<b>2</b>	<b>2,748</b>	<b>26</b>	<b>2,958</b>	<b>28</b>	<b>4,829</b>	<b>45</b>	<b>1134</b>
Cumulative Total	34,053	503	961	32,589	459	1	7,827	24	8,997	28	15,306	47	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 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Mathematics Results

District: New Shoreham  
 State: Rhode Island  
 Code: 22

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	%	%	%	%	
<b>All Students</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>8</b>										<b>10,716</b>	<b>2</b>	<b>26</b>	<b>28</b>	<b>45</b>	<b>1134</b>						
<b>Gender</b>																									
Male	3	0	0	3										5,272	2	28	26	44	1134						
Female	5	0	0	5										5,444	1	24	29	46	1134						
Not Reported	0	0	0	0										0											
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	0	0	0	0										75	0	16	17	67	1129						
Asian	0	0	0	0										336	4	30	26	40	1136						
Black or African American	0	0	0	0										981	0	7	22	71	1128						
Hispanic or Latino	0	0	0	0										1,821	<1	9	20	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	8	0	0	8										7,503	2	32	30	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										219	0	<1	5	94	1121						
Former LEP student - monitoring year 1	0	0	0	0										72	0	1	18	81	1128						
Former LEP student - monitoring year 2	0	0	0	0										45	0	2	24	73	1127						
All Other Students	8	0	0	8										10,380	2	26	28	44	1134						
<b>IEP</b>																									
Students with an IEP	1	0	0	1										1,652	0	4	10	86	1124						
All Other Students	7	0	0	7										9,064	2	30	31	38	1136						
<b>SES</b>																									
Economically Disadvantaged Students	1	0	0	1										3,742	<1	12	23	65	1130						
All Other Students	7	0	0	7										6,974	2	33	30	34	1136						
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0											
All Other Students	8	0	0	8										10,716	2	26	28	45	1134						
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										2,625	<1	12	22	66	1129						
All Other Students	8	0	0	8										8,091	2	30	29	38	1136						
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										228	3	29	32	36	1136						
All Other Students	8	0	0	8										10,488	2	26	27	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 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

### Writing Results

District: New Shoreham  
 State: Rhode Island  
 Code: 22

#### 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	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total													
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	11 3 <b>8</b>	0 0 <b>0</b>	0 0 <b>0</b>	11 3 <b>8</b>	0	0	3	27	7	64	1	9	5.5
<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

#### 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																															
		%	%	%	%	%	%	%	%	%	%		%	%	%	%	%	%	%	%																															
<b>Writing in Response to Text</b> • Response to Informational Text • Response to Literary Text	12						◆							2	School											District									State	1	8	20	31	27	10	1	Standard Error Bar								
<b>Informational Writing</b> • Report • Procedure • Persuasive Essay	18							◆						3	School											District									State	1	4	14	35	33	12	1	Standard Error Bar								
<b>Expressive Writing</b> • Reflective Essay	6										◆			1	School											District									State	2	4	15	36	32	10	1	Standard Error Bar								

● School ▲ District ◆ State — Standard Error Bar



# Fall 2009 - Beginning of Grade 11 NECAP Tests

## Grade 11 Students in 2009-2010

# Disaggregated Writing Results

District: New Shoreham  
 State: Rhode Island  
 Code: 22

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	%	%	%	%	
<b>All Students</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>8</b>									<b>10,679</b>	<b>7</b>	<b>48</b>	<b>40</b>	<b>5</b>	<b>6.7</b>							
<b>Gender</b>																									
Male	3	0	0	3									5,248	5	43	45	7	6.4							
Female	5	0	0	5									5,431	9	53	35	3	7.0							
Not Reported	0	0	0	0									0												
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	0	0	0	0									76	7	34	49	11	6.2							
Asian	0	0	0	0									340	9	54	35	3	7.0							
Black or African American	0	0	0	0									972	3	38	49	10	6.0							
Hispanic or Latino	0	0	0	0									1,790	4	38	50	9	6.1							
Native Hawaiian or Pacific Islander	0	0	0	0									0												
White (non-Hispanic)	8	0	0	8									7,501	8	52	36	4	7.0							
No Primary Race/Ethnicity Reported	0	0	0	0									0												
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									181	0	10	57	32	4.2							
Former LEP student - monitoring year 1	0	0	0	0									72	0	26	68	6	5.7							
Former LEP student - monitoring year 2	0	0	0	0									43	2	33	58	7	5.9							
All Other Students	8	0	0	8									10,383	7	49	39	5	6.8							
<b>IEP</b>																									
Students with an IEP	1	0	0	1									1,637	<1	20	61	19	5.0							
All Other Students	7	0	0	7									9,042	8	53	36	3	7.0							
<b>SES</b>																									
Economically Disadvantaged Students	1	0	0	1									3,710	4	39	49	8	6.2							
All Other Students	7	0	0	7									6,969	9	53	35	4	7.0							
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0												
All Other Students	8	0	0	8									10,679	7	48	40	5	6.7							
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0									2,588	4	40	47	9	6.2							
All Other Students	8	0	0	8									8,091	8	51	37	4	6.9							
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0									227	4	47	47	3	6.6							
All Other Students	8	0	0	8									10,452	7	48	40	5	6.7							

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.