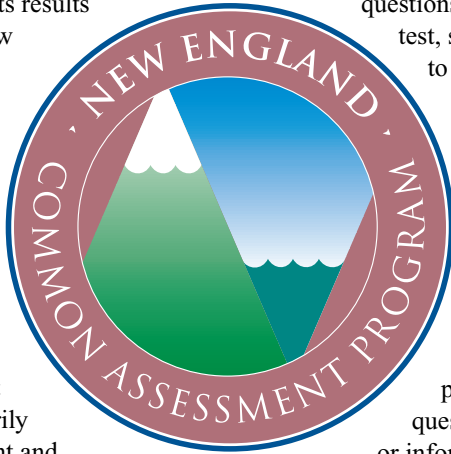


About The New England Common Assessment Program



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: Foster-Glocester

Code: 99



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Grade Level Summary Report

District: Foster-Glocester
 State: Rhode Island
 Code: 99

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		
Students enrolled on or after October 1				210			11,189						100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
				207	207	207	10,742	10,716	10,679				99	99	99	96	96	95
Students not tested in NECAP																		
State Approved				2	2	2	223	195	221				1	1	1	2	2	2
Alternate Assessment				1	1	1	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				1	1	1	19	33	23				0	0	0	0	0	0
Other				1	1	1	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	%	%	%	%	
READING	210	2	1	207	55	27	123	59	19	9	10	5	1149	10,742	23	50	17	9	1146						
MATH	210	2	1	207	1	<1	79	38	67	32	60	29	1137	10,716	2	26	28	45	1134						
WRITING	210	2	1	207	18	9	117	57	68	33	4	2	7.2	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: Foster-Glocester
 State: Rhode Island
 Code: 99

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.

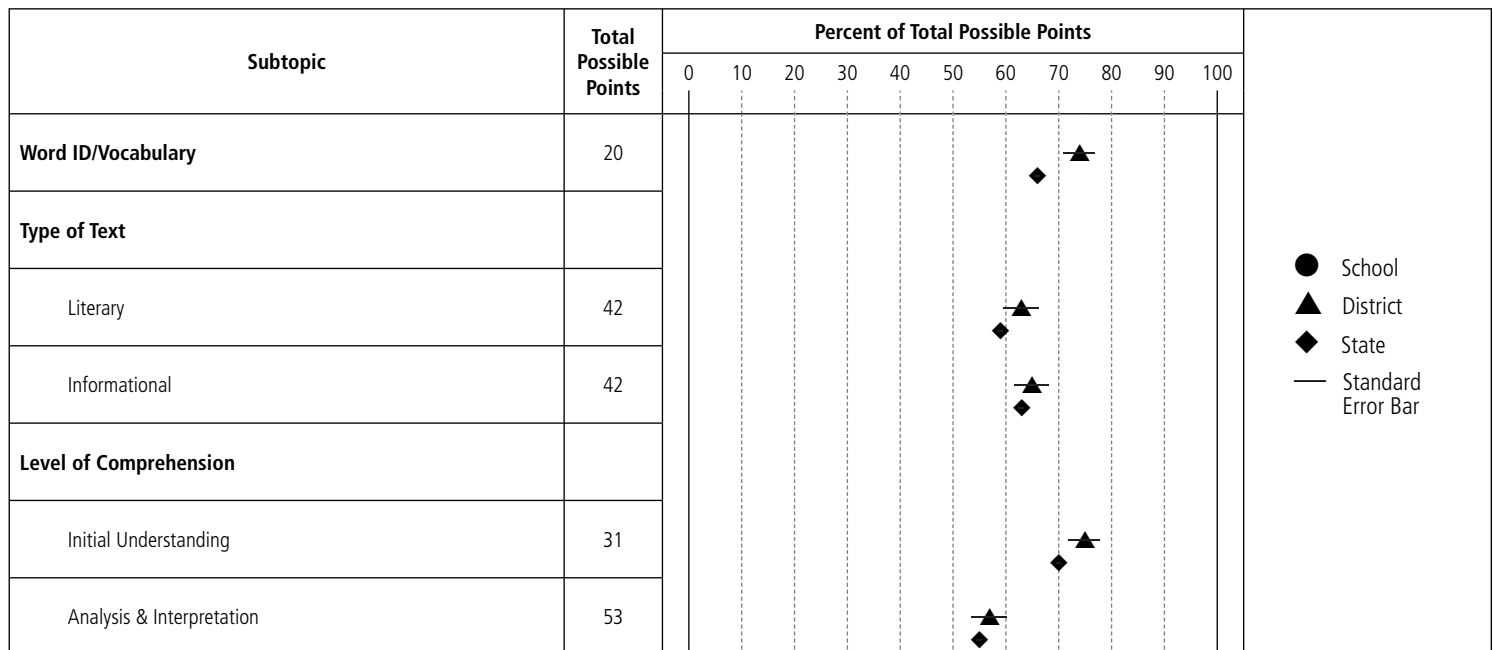
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
2009-2010													
Cumulative Total													
DISTRICT													
2007-08	229	3	2	224	38	17	123	55	35	16	28	13	1144
2008-09	207	2	5	200	39	20	125	63	32	16	4	2	1148
2009-2010	210	2	1	207	55	27	123	59	19	9	10	5	1149
Cumulative Total	646	7	8	631	132	21	371	59	86	14	42	7	1147
STATE													
2007-08	11,661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145
2009-2010	11,189	223	224	10,742	2,466	23	5,416	50	1,875	17	985	9	1146
Cumulative Total	34,053	594	888	32,571	6,202	19	15,970	49	6,726	21	3,673	11	1145

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.





Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Reading Results

District: Foster-Glocester
 State: Rhode Island
 Code: 99

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	210	2	1	207	55	27	123	59	19	9	10	5	1149	10,742	23	50	17	9	1146						
Gender																									
Male	105	1	1	103	17	17	62	60	15	15	9	9	1146	5,292	15	51	21	13	1144						
Female	105	1	0	104	38	37	61	59	4	4	1	1	1152	5,450	30	50	14	6	1149						
Not Reported	0	0	0	0									0												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0									77	17	44	22	17	1141							
Asian	1	0	0	1									339	29	45	18	8	1147							
Black or African American	3	0	0	3									985	12	48	22	18	1142							
Hispanic or Latino	1	0	0	1									1,811	12	47	25	15	1142							
Native Hawaiian or Pacific Islander	0	0	0	0									0												
White (non-Hispanic)	205	2	1	202	55	27	121	60	18	9	8	4	1149	7,530	27	52	15	6	1148						
No Primary Race/Ethnicity Reported	0	0	0	0									0												
LEP Status																									
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	210	2	1	207	55	27	123	59	19	9	10	5	1149	10,442	24	51	17	8	1147						
IEP																									
Students with an IEP	1	1	0	0									1,674	2	30	33	35	1134							
All Other Students	209	1	1	207	55	27	123	59	19	9	10	5	1149	9,068	27	54	15	4	1149						
SES																									
Economically Disadvantaged Students	23	0	0	23	1	4	13	57	5	22	4	17	1140	3,744	13	48	24	15	1142						
All Other Students	187	2	1	184	54	29	110	60	14	8	6	3	1150	6,998	29	52	14	6	1149						
Migrant																									
Migrant Students	0	0	0	0									0												
All Other Students	210	2	1	207	55	27	123	59	19	9	10	5	1149	10,742	23	50	17	9	1146						
Title I																									
Students Receiving Title I Services	12	0	0	12	0	0	8	67	3	25	1	8	1141	2,616	14	49	23	14	1143						
All Other Students	198	2	1	195	55	28	115	59	16	8	9	5	1149	8,126	26	51	16	7	1147						
504 Plan																									
Students with a 504 Plan	5	0	0	5									230	18	60	17	6	1147							
All Other Students	205	2	1	202	55	27	120	59	18	9	9	4	1149	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: Foster-Glocester
 State: Rhode Island
 Code: 99

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.

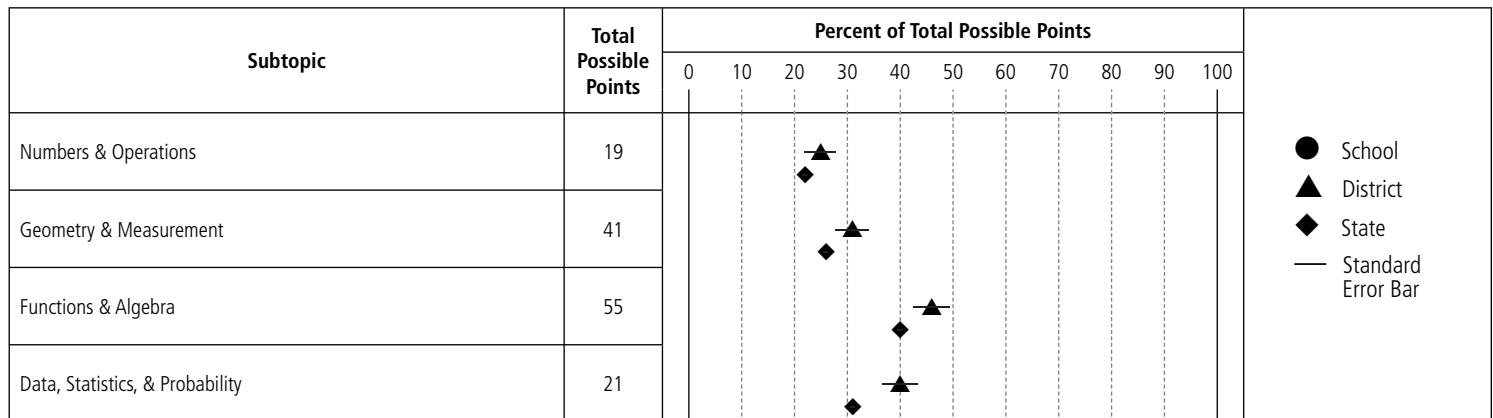
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
2009-2010													
Cumulative Total													
DISTRICT													
2007-08	229	3	3	223	0	0	42	19	72	32	109	49	1133
2008-09	207	2	5	200	0	0	63	32	84	42	53	27	1136
2009-2010	210	2	1	207	1	<1	79	38	67	32	60	29	1137
Cumulative Total	646	7	9	630	1	<1	184	29	223	35	222	35	1135
STATE													
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
2009-2010	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
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: Foster-Glocester
State: Rhode Island
Code: 99

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	210	2	1	207	1	<1	79	38	67	32	60	29	1137	10,716	2	26	28	45	1134						
Gender																									
Male	105	1	1	103	1	1	39	38	34	33	29	28	1137	5,272	2	28	26	44	1134						
Female	105	1	0	104	0	0	40	38	33	32	31	30	1137	5,444	1	24	29	46	1134						
Not Reported	0	0	0	0									0												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										75	0	16	17	67	1129						
Asian	1	0	0	1										336	4	30	26	40	1136						
Black or African American	3	0	0	3										981	0	7	22	71	1128						
Hispanic or Latino	1	0	0	1										1,821	<1	9	20	70	1128						
Native Hawaiian or Pacific Islander	0	0	0	0										0											
White (non-Hispanic)	205	2	1	202	1	<1	78	39	67	33	56	28	1137	7,503	2	32	30	36	1136						
No Primary Race/Ethnicity Reported	0	0	0	0										0											
LEP Status																									
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	210	2	1	207	1	<1	79	38	67	32	60	29	1137	10,380	2	26	28	44	1134						
IEP																									
Students with an IEP	1	1	0	0										1,652	0	4	10	86	1124						
All Other Students	209	1	1	207	1	<1	79	38	67	32	60	29	1137	9,064	2	30	31	38	1136						
SES																									
Economically Disadvantaged Students	23	0	0	23	1	4	4	17	5	22	13	57	1134	3,742	<1	12	23	65	1130						
All Other Students	187	2	1	184	0	0	75	41	62	34	47	26	1138	6,974	2	33	30	34	1136						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	210	2	1	207	1	<1	79	38	67	32	60	29	1137	10,716	2	26	28	45	1134						
Title I																									
Students Receiving Title I Services	12	0	0	12	0	0	1	8	3	25	8	67	1131	2,625	<1	12	22	66	1129						
All Other Students	198	2	1	195	1	1	78	40	64	33	52	27	1138	8,091	2	30	29	38	1136						
504 Plan																									
Students with a 504 Plan	5	0	0	5										228	3	29	32	36	1136						
All Other Students	205	2	1	202	1	<1	79	39	65	32	57	28	1137	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: Foster-Glocester
 State: Rhode Island
 Code: 99

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													
2009-2010													
Cumulative Total													
DISTRICT													
2007-08	229	2	2	225	6	3	77	34	107	48	35	16	5.6
2008-09	207	2	5	200	11	6	103	52	83	42	3	2	6.8
2009-2010	210	2	1	207	18	9	117	57	68	33	4	2	7.2
Cumulative Total	646	6	8	632	35	6	297	47	258	41	42	7	7.0
STATE													
2007-08	11,661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-2010	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
Cumulative Total	34,053	542	1,032	32,479	1,502	5	12,891	40	15,070	46	3,016	9	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
															%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12											2	School District	0	6	22	35	25	12	0
		1	8	20	31	27	10	1												
Informational Writing • Report • Procedure • Persuasive Essay	18											3	School District	0	2	8	34	40	15	1
		1	4	14	35	33	12	1												
Expressive Writing • Reflective Essay	6											1	School District	0	4	16	36	28	16	0
		2	4	15	36	32	10	1												

● School ▲ District ◆ State — Standard Error Bar



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Writing Results

District: Foster-Glocester
 State: Rhode Island
 Code: 99

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	210	2	1	207	18	9	117	57	68	33	4	2	7.2	10,679	7	48	40	5	6.7						
Gender																									
Male	105	1	1	103	4	4	50	49	46	45	3	3	6.8	5,248	5	43	45	7	6.4						
Female	105	1	0	104	14	13	67	64	22	21	1	1	7.7	5,431	9	53	35	3	7.0						
Not Reported	0	0	0	0									0												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0									76	7	34	49	11	6.2							
Asian	1	0	0	1									340	9	54	35	3	7.0							
Black or African American	3	0	0	3									972	3	38	49	10	6.0							
Hispanic or Latino	1	0	0	1									1,790	4	38	50	9	6.1							
Native Hawaiian or Pacific Islander	0	0	0	0									0												
White (non-Hispanic)	205	2	1	202	18	9	115	57	66	33	3	1	7.3	7,501	8	52	36	4	7.0						
No Primary Race/Ethnicity Reported	0	0	0	0									0												
LEP Status																									
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	210	2	1	207	18	9	117	57	68	33	4	2	7.2	10,383	7	49	39	5	6.8						
IEP																									
Students with an IEP	1	1	0	0									1,637	<1	20	61	19	5.0							
All Other Students	209	1	1	207	18	9	117	57	68	33	4	2	7.2	9,042	8	53	36	3	7.0						
SES																									
Economically Disadvantaged Students	23	0	0	23	0	0	8	35	14	61	1	4	6.3	3,710	4	39	49	8	6.2						
All Other Students	187	2	1	184	18	10	109	59	54	29	3	2	7.4	6,969	9	53	35	4	7.0						
Migrant																									
Migrant Students	0	0	0	0									0												
All Other Students	210	2	1	207	18	9	117	57	68	33	4	2	7.2	10,679	7	48	40	5	6.7						
Title I																									
Students Receiving Title I Services	12	0	0	12	1	8	5	42	6	50	0	0	6.3	2,588	4	40	47	9	6.2						
All Other Students	198	2	1	195	17	9	112	57	62	32	4	2	7.3	8,091	8	51	37	4	6.9						
504 Plan																									
Students with a 504 Plan	5	0	0	5									227	4	47	47	3	6.6							
All Other Students	205	2	1	202	18	9	117	58	63	31	4	2	7.3	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.