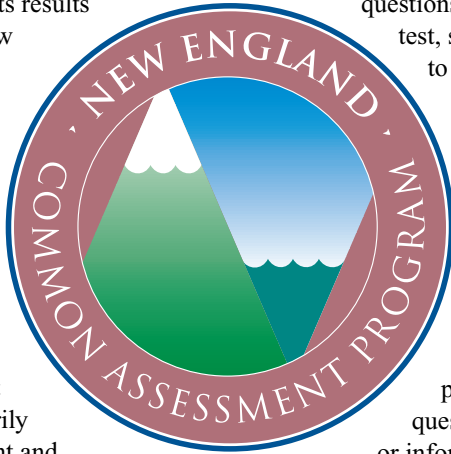


About The New England Common Assessment Program

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

School Results

School: Dr. Jorge Alvarez HS

District: Providence

Code: 28-28113



Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Grade Level Summary Report

School: Dr. Jorge Alvarez HS
District: Providence
State: Rhode Island
Code: 28-28113

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	146			1,702			11,189			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	137	136	136	1,586	1,599	1,557	10,742	10,716	10,679	94	93	93	93	94	91	96	96	95
Students not tested in NECAP																		
State Approved	3	4	3	54	22	53	223	195	221	2	3	2	3	1	3	2	2	2
Alternate Assessment	0	0	0	10	10	10	114	114	114	0	0	0	1	1	1	1	1	1
First Year LEP	1	0	1	35	0	35	48	0	46	1	0	1	2	0	2	0	0	0
Withdrew After October 1	0	2	0	5	8	4	41	46	37	0	1	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0
Special Consideration	2	2	2	4	4	4	19	33	23	1	1	1	0	0	0	0	0	0
Other	6	6	7	62	81	92	224	278	289	4	4	5	4	5	5	2	2	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	146	3	6	137	4	3	53	39	53	39	27	20	1137	1,586	16	44	22	18	1142	10,742	23	50	17	9	1146
MATH	146	4	6	136	0	0	2	1	11	8	123	90	1123	1,599	<1	11	18	71	1128	10,716	2	26	28	45	1134
WRITING	146	3	7	136	1	1	24	18	88	65	23	17	5.1	1,557	5	38	46	11	6.1	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

School: Dr. Jorge Alvarez HS
 District: Providence
 State: Rhode Island
 Code: 28-28113

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.

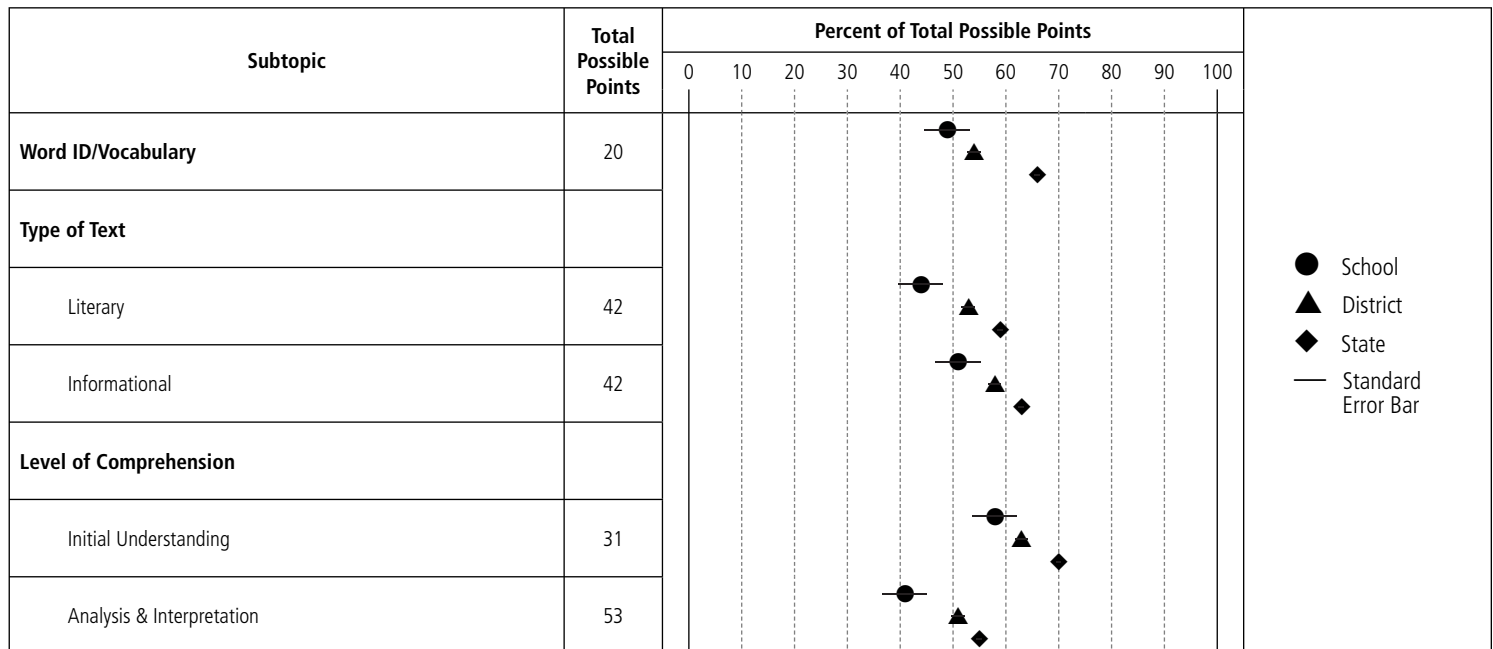
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08	99	0	15	84	1	1	20	24	30	36	33	39	1133
2008-09	177	3	2	172	5	3	80	47	56	33	31	18	1138
2009-2010	146	3	6	137	4	3	53	39	53	39	27	20	1137
Cumulative Total	422	6	23	393	10	3	153	39	139	35	91	23	1137
DISTRICT													
2007-08	1,663	30	85	1,548	128	8	563	36	482	31	375	24	1138
2008-09	1,621	40	75	1,506	168	11	665	44	365	24	308	20	1140
2009-2010	1,702	54	62	1,586	253	16	703	44	350	22	280	18	1142
Cumulative Total	4,986	124	222	4,640	549	12	1,931	42	1,197	26	963	21	1140
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

School: Dr. Jorge Alvarez HS
District: Providence
State: Rhode Island
Code: 28-28113

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	146	3	6	137	4	3	53	39	53	39	27	20	1137	1,586	16	44	22	18	1142	10,742	23	50	17	9	1146
Gender																									
Male	77	1	4	72	1	1	24	33	28	39	19	26	1135	748	9	42	26	22	1139	5,292	15	51	21	13	1144
Female	69	2	2	65	3	5	29	45	25	38	8	12	1139	838	22	46	18	13	1145	5,450	30	50	14	6	1149
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										13	8	46	15	31	1138	77	17	44	22	17	1141
Asian	10	0	1	9										108	22	45	24	8	1145	339	29	45	18	8	1147
Black or African American	32	0	0	32	1	3	11	34	12	38	8	25	1136	388	13	43	20	24	1141	985	12	48	22	18	1142
Hispanic or Latino	92	3	4	85	3	4	36	42	29	34	17	20	1137	904	13	45	24	18	1141	1,811	12	47	25	15	1142
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	11	0	1	10	0	0	4	40	5	50	1	10	1140	173	32	45	14	9	1149	7,530	27	52	15	6	1148
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										61	0	8	21	70	1128	183	0	11	40	49	1130
Former LEP student - monitoring year 1	0	0	0	0										39	0	31	41	28	1136	72	0	47	35	18	1139
Former LEP student - monitoring year 2	0	0	0	0										24	0	46	38	17	1139	45	4	53	33	9	1141
All Other Students	146	3	6	137	4	3	53	39	53	39	27	20	1137	1,462	17	46	21	15	1143	10,442	24	51	17	8	1147
IEP																									
Students with an IEP	36	0	4	32	0	0	5	16	10	31	17	53	1128	276	0	15	27	58	1129	1,674	2	30	33	35	1134
All Other Students	110	3	2	105	4	4	48	46	43	41	10	10	1140	1,310	19	50	21	9	1145	9,068	27	54	15	4	1149
SES																									
Economically Disadvantaged Students	130	2	4	124	3	2	47	38	48	39	26	21	1137	1,259	15	45	23	17	1142	3,744	13	48	24	15	1142
All Other Students	16	1	2	13	1	8	6	46	5	38	1	8	1142	327	20	43	17	20	1143	6,998	29	52	14	6	1149
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	146	3	6	137	4	3	53	39	53	39	27	20	1137	1,586	16	44	22	18	1142	10,742	23	50	17	9	1146
Title I																									
Students Receiving Title I Services	146	3	6	137	4	3	53	39	53	39	27	20	1137	1,537	16	45	22	17	1143	2,616	14	49	23	14	1143
All Other Students	0	0	0	0										49	0	22	24	53	1129	8,126	26	51	16	7	1147
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						230	18	60	17	6	1147
All Other Students	146	3	6	137	4	3	53	39	53	39	27	20	1137	1,580	16	44	22	18	1142	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

School: Dr. Jorge Alvarez HS
 District: Providence
 State: Rhode Island
 Code: 28-28113

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.

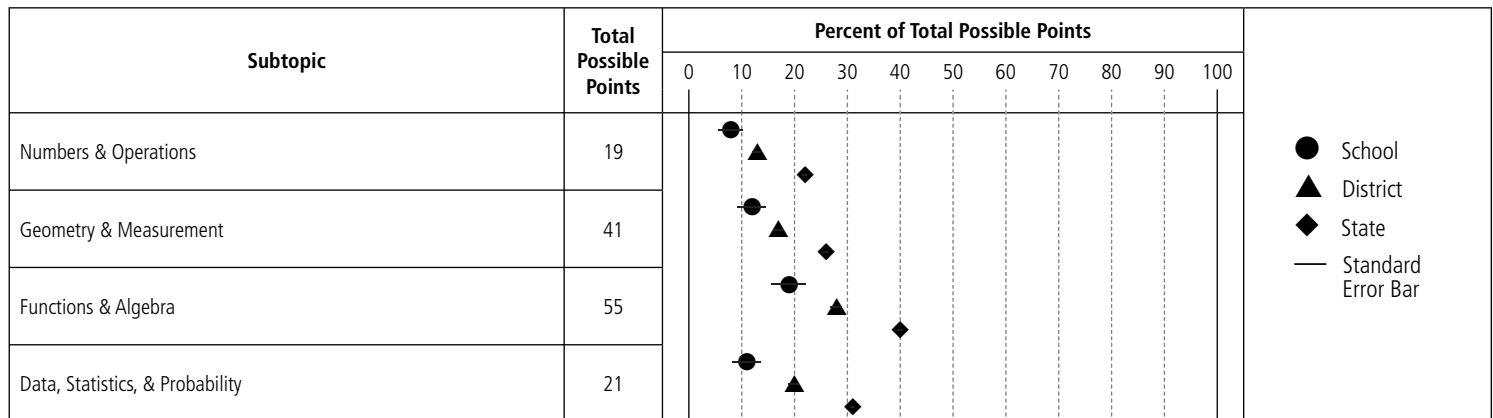
Partially Proficient (Level 2)

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	99	0	16	83	0	0	2	2	13	16	68	82	1123
2008-09	177	4	1	172	0	0	9	5	23	13	140	81	1126
2009-2010	146	4	6	136	0	0	2	1	11	8	123	90	1123
Cumulative Total	422	8	23	391	0	0	13	3	47	12	331	85	1124
DISTRICT													
2007-08	1,663	6	90	1,567	7	<1	143	9	308	20	1,109	71	1126
2008-09	1,621	29	75	1,517	8	1	206	14	280	18	1,023	67	1128
2009-2010	1,702	22	81	1,599	6	<1	170	11	289	18	1,134	71	1128
Cumulative Total	4,986	57	246	4,683	21	<1	519	11	877	19	3,266	70	1127
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





Fall 2009 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2009-2010

Disaggregated Mathematics Results

School: Dr. Jorge Alvarez HS
 District: Providence
 State: Rhode Island
 Code: 28-28113

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	%	%	%	%	N	N	%	%	%	%	N
All Students	146	4	6	136	0	0	2	1	11	8	123	90	1123	1,599	<1	11	18	71	1128	10,716	2	26	28	45	1134
Gender																									
Male	77	2	4	71	0	0	2	3	8	11	61	86	1124	751	1	11	17	72	1127	5,272	2	28	26	44	1134
Female	69	2	2	65	0	0	0	0	3	5	62	95	1123	848	<1	11	19	70	1128	5,444	1	24	29	46	1134
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										13	0	15	8	77	1128	75	0	16	17	67	1129
Asian	10	0	1	9										106	0	19	27	54	1133	336	4	30	26	40	1136
Black or African American	32	0	0	32	0	0	0	0	2	6	30	94	1121	385	0	7	16	77	1126	981	0	7	22	71	1128
Hispanic or Latino	92	4	4	84	0	0	1	1	7	8	76	90	1124	922	<1	7	17	76	1127	1,821	<1	9	20	70	1128
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	11	0	1	10	0	0	1	10	1	10	8	80	1123	173	3	33	23	42	1134	7,503	2	32	30	36	1136
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										91	0	0	2	98	1119	219	0	<1	5	94	1121
Former LEP student - monitoring year 1	0	0	0	0										39	0	0	5	95	1125	72	0	1	18	81	1128
Former LEP student - monitoring year 2	0	0	0	0										24	0	0	8	92	1123	45	0	2	24	73	1127
All Other Students	146	4	6	136	0	0	2	1	11	8	123	90	1123	1,445	<1	12	20	68	1129	10,380	2	26	28	44	1134
IEP																									
Students with an IEP	36	0	4	32	0	0	0	0	0	0	32	100	1120	268	0	1	1	98	1118	1,652	0	4	10	86	1124
All Other Students	110	4	2	104	0	0	2	2	11	11	91	88	1125	1,331	<1	13	21	65	1130	9,064	2	30	31	38	1136
SES																									
Economically Disadvantaged Students	130	2	4	124	0	0	1	1	8	6	115	93	1123	1,275	<1	8	17	74	1127	3,742	<1	12	23	65	1130
All Other Students	16	2	2	12	0	0	1	8	3	25	8	67	1128	324	2	19	21	58	1130	6,974	2	33	30	34	1136
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	146	4	6	136	0	0	2	1	11	8	123	90	1123	1,599	<1	11	18	71	1128	10,716	2	26	28	45	1134
Title I																									
Students Receiving Title I Services	146	4	6	136	0	0	2	1	11	8	123	90	1123	1,553	<1	11	18	70	1128	2,625	<1	12	22	66	1129
All Other Students	0	0	0	0										46	0	0	4	96	1118	8,091	2	30	29	38	1136
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						228	3	29	32	36	1136
All Other Students	146	4	6	136	0	0	2	1	11	8	123	90	1123	1,593	<1	10	18	71	1128	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

Disaggregated Writing Results

School: Dr. Jorge Alvarez HS
District: Providence
State: Rhode Island
Code: 28-28113

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	146	3	7	136	1	1	24	18	88	65	23	17	5.1	1,557	5	38	46	11	6.1	10,679	7	48	40	5	6.7
Gender																									
Male	77	1	4	72	1	1	10	14	44	61	17	24	4.8	733	4	32	50	14	5.7	5,248	5	43	45	7	6.4
Female	69	2	3	64	0	0	14	22	44	69	6	9	5.5	824	7	43	42	8	6.4	5,431	9	53	35	3	7.0
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										13	0	15	54	31	4.7	76	7	34	49	11	6.2
Asian	10	0	1	9										108	6	48	42	5	6.6	340	9	54	35	3	7.0
Black or African American	32	0	0	32	0	0	6	19	22	69	4	13	5.2	380	3	38	48	11	5.9	972	3	38	49	10	6.0
Hispanic or Latino	92	3	5	84	1	1	15	18	54	64	14	17	5.1	888	5	35	49	12	5.9	1,790	4	38	50	9	6.1
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	11	0	1	10	0	0	1	10	5	50	4	40	4.3	168	14	48	29	10	7.0	7,501	8	52	36	4	7.0
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										61	0	7	44	49	3.6	181	0	10	57	32	4.2
Former LEP student - monitoring year 1	0	0	0	0										39	0	23	67	10	5.4	72	0	26	68	6	5.7
Former LEP student - monitoring year 2	0	0	0	0										22	5	18	64	14	5.6	43	2	33	58	7	5.9
All Other Students	146	3	7	136	1	1	24	18	88	65	23	17	5.1	1,435	6	40	45	9	6.2	10,383	7	49	39	5	6.8
IEP																									
Students with an IEP	36	0	4	32	0	0	3	9	15	47	14	44	4.1	263	<1	7	52	40	3.9	1,637	<1	20	61	19	5.0
All Other Students	110	3	3	104	1	1	21	20	73	70	9	9	5.4	1,294	6	44	44	5	6.5	9,042	8	53	36	3	7.0
SES																									
Economically Disadvantaged Students	130	2	5	123	0	0	21	17	79	64	23	19	5.0	1,241	5	37	47	10	6.1	3,710	4	39	49	8	6.2
All Other Students	16	1	2	13	1	8	3	23	9	69	0	0	6.1	316	7	40	40	13	6.2	6,969	9	53	35	4	7.0
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	146	3	7	136	1	1	24	18	88	65	23	17	5.1	1,557	5	38	46	11	6.1	10,679	7	48	40	5	6.7
Title I																									
Students Receiving Title I Services	146	3	7	136	1	1	24	18	88	65	23	17	5.1	1,514	5	39	46	10	6.2	2,588	4	40	47	9	6.2
All Other Students	0	0	0	0										43	0	7	30	63	3.4	8,091	8	51	37	4	6.9
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						227	4	47	47	3	6.6
All Other Students	146	3	7	136	1	1	24	18	88	65	23	17	5.1	1,551	5	38	46	11	6.1	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.