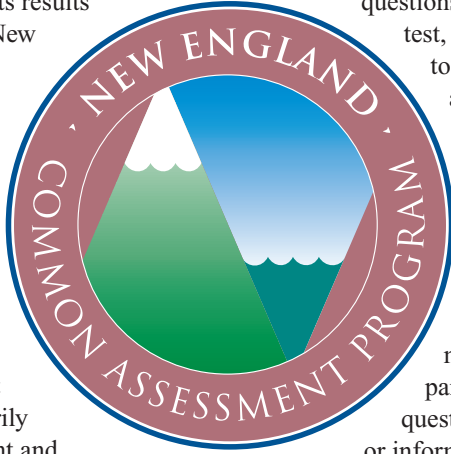


About The New England Common Assessment Program

This report highlights results from the Fall 2010 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 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

District Results

District: Lincoln

Code: 17



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

District: Lincoln
 State: Rhode Island
 Code: 17

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1				251			11,164						100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested				240	240	239	10,628	10,672	10,594				96	96	95	95	96	95
With an approved accommodation				3	104	1	1,745	2,408	1,172				1	43	<1	16	23	11
Current LEP Students				4	4	4	271	311	261				2	2	2	3	3	2
With an approved accommodation				0	1	0	36	50	28				0	25	0	13	16	11
IEP Students				30	30	29	1,627	1,625	1,612				13	13	12	15	15	15
With an approved accommodation				3	6	1	820	841	747				10	20	3	50	52	46
Students not tested in NECAP				11	11	12	536	492	570				4	4	5	5	4	5
State Approved				4	4	4	195	156	189				36	36	33	36	32	33
Alternate Assessment				4	4	4	108	108	108				100	100	100	55	69	57
First Year LEP				0	0	0	40	0	41				0	0	0	21	0	22
Withdrew After October 1				0	0	0	34	35	30				0	0	0	17	22	16
Enrolled After October 1				0	0	0	1	0	1				0	0	0	1	0	1
Special Consideration				0	0	0	12	13	9				0	0	0	6	8	5
Other				7	7	8	341	336	381				64	64	67	64	68	67

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	251	4	7	240	96	40	103	43	26	11	15	6	1150	10,628	28	48	16	8	1147						
MATH	251	4	7	240	14	6	102	43	59	25	65	27	1138	10,672	3	30	29	38	1135						
WRITING	251	4	8	239	4	2	143	60	87	36	5	2	6.9	10,594	1	50	44	5	6.4						

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.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Reading Results

District: Lincoln
 State: Rhode Island
 Code: 17

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

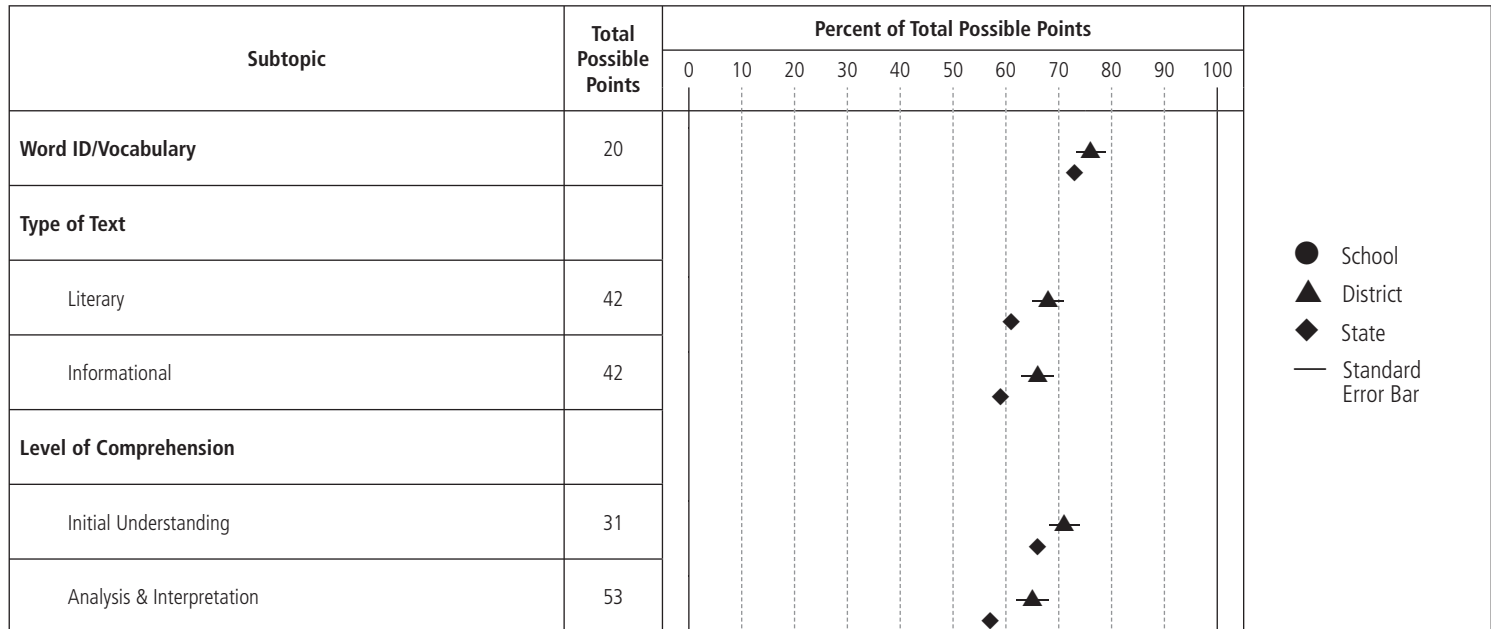
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled		NT Approved		NT Other		Tested		Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N		N		N		N		N	%	N	%	N	%	N	%	
SCHOOL																	
2008-09																	
2009-10																	
2010-11																	
Cumulative Total																	
DISTRICT																	
2008-09	240		2		5		233	63	27	125	54	31	13	14	6	1148	
2009-10	244		4		1		239	98	41	101	42	29	12	11	5	1151	
2010-11	251		4		7		240	96	40	103	43	26	11	15	6	1150	
Cumulative Total	735		10		13		712	257	36	329	46	86	12	40	6	1150	
STATE																	
2008-09	11,203		179		340		10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145	
2009-10	11,189		223		224		10,742	2,466	23	5,416	50	1,875	17	985	9	1146	
2010-11	11,164		195		341		10,628	2,964	28	5,126	48	1,688	16	850	8	1147	
Cumulative Total	33,556		597		905		32,054	7,339	23	16,040	50	5,688	18	2,987	9	1146	





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

District: Lincoln
 State: Rhode Island
 Code: 17

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	251	4	7	240	96	40	103	43	26	11	15	6	1150	10,628	28	48	16	8	1147						
Gender																									
Male	141	2	5	134	45	34	59	44	17	13	13	10	1148	5,364	22	50	18	10	1145						
Female	110	2	2	106	51	48	44	42	9	8	2	2	1153	5,255	34	46	14	6	1149						
Not Reported	0	0	0	0										9											
Race/Ethnicity																									
Hispanic or Latino	14	0	0	14	2	14	7	50	3	21	2	14	1143	1,803	11	48	24	17	1141						
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										63	16	41	30	13	1142						
Asian	0	0	0	0										288	26	52	18	4	1148						
Black or African American	0	0	0	0										862	11	46	27	15	1141						
Native Hawaiian or Pacific Islander	0	0	0	0										30	3	53	23	20	1140						
White	226	3	6	217	91	42	91	42	22	10	13	6	1151	7,343	34	49	12	5	1150						
Two or more races	10	1	1	8										166	28	47	20	5	1147						
No Race/Ethnicity Reported	1	0	0	1										73	5	19	38	37	1134						
LEP Status																									
Current LEP student	4	0	0	4										271	1	18	32	48	1131						
Former LEP student - monitoring year 1	0	0	0	0										26	0	54	38	8	1140						
Former LEP student - monitoring year 2	1	0	0	1										32	3	53	38	6	1141						
All Other Students	246	4	7	235	96	41	102	43	25	11	12	5	1151	10,299	29	49	15	7	1148						
IEP																									
Students with an IEP	37	4	3	30	2	7	7	23	10	33	11	37	1133	1,627	4	32	33	31	1135						
All Other Students	214	0	4	210	94	45	96	46	16	8	4	2	1153	9,001	32	51	13	4	1149						
SES																									
Economically Disadvantaged Students	62	0	2	60	12	20	28	47	13	22	7	12	1143	3,762	13	49	24	14	1142						
All Other Students	189	4	5	180	84	47	75	42	13	7	8	4	1153	6,866	36	48	11	5	1150						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	251	4	7	240	96	40	103	43	26	11	15	6	1150	10,628	28	48	16	8	1147						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,652	13	48	25	15	1142						
All Other Students	251	4	7	240	96	40	103	43	26	11	15	6	1150	7,976	33	48	13	6	1149						
504 Plan																									
Students with a 504 Plan	10	0	0	10	6	60	3	30	1	10	0	0	1154	250	30	55	12	3	1149						
All Other Students	241	4	7	230	90	39	100	43	25	11	15	7	1150	10,378	28	48	16	8	1147						

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

District: Lincoln
 State: Rhode Island
 Code: 17

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.

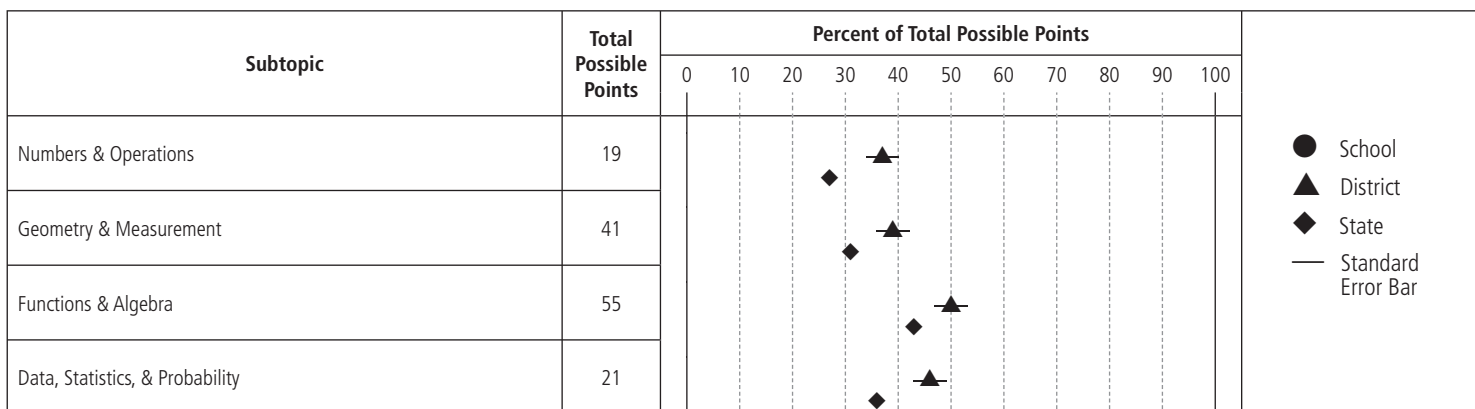
Partially Proficient (Level 2)

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 Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	240	2	5	233	4	2	95	41	65	28	69	30	1137
2009-10	244	2	1	241	17	7	108	45	57	24	59	24	1139
2010-11	251	4	7	240	14	6	102	43	59	25	65	27	1138
Cumulative Total	735	8	13	714	35	5	305	43	181	25	193	27	1138
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

District: Lincoln
State: Rhode Island
Code: 17

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	251	4	7	240	14	6	102	43	59	25	65	27	1138	10,672	3	30	29	38	1135						
Gender																									
Male	141	2	5	134	10	7	48	36	36	27	40	30	1137	5,386	3	31	28	38	1135						
Female	110	2	2	106	4	4	54	51	23	22	25	24	1139	5,277	2	29	30	39	1135						
Not Reported	0	0	0	0										9											
Race/Ethnicity																									
Hispanic or Latino	14	0	0	14	0	0	3	21	2	14	9	64	1128	1,837	<1	13	25	62	1129						
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										64	2	14	28	56	1132						
Asian	0	0	0	0										293	4	33	31	32	1137						
Black or African American	0	0	0	0										865	<1	12	24	63	1129						
Native Hawaiian or Pacific Islander	0	0	0	0										29	0	21	24	55	1129						
White	226	3	6	217	13	6	96	44	55	25	53	24	1139	7,342	3	37	31	29	1137						
Two or more races	10	1	1	8										166	1	23	31	45	1135						
No Race/Ethnicity Reported	1	0	0	1										76	0	8	13	79	1124						
LEP Status																									
Current LEP student	4	0	0	4										311	0	3	9	89	1122						
Former LEP student - monitoring year 1	0	0	0	0										26	0	8	15	77	1130						
Former LEP student - monitoring year 2	1	0	0	1										33	0	12	24	64	1130						
All Other Students	246	4	7	235	14	6	102	43	59	25	60	26	1138	10,302	3	31	30	37	1135						
IEP																									
Students with an IEP	37	4	3	30	0	0	3	10	6	20	21	70	1124	1,625	0	6	13	81	1124						
All Other Students	214	0	4	210	14	7	99	47	53	25	44	21	1140	9,047	3	35	32	31	1137						
SES																									
Economically Disadvantaged Students	62	0	2	60	0	0	14	23	21	35	25	42	1132	3,794	1	16	27	56	1131						
All Other Students	189	4	5	180	14	8	88	49	38	21	40	22	1140	6,878	4	38	30	28	1137						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	251	4	7	240	14	6	102	43	59	25	65	27	1138	10,672	3	30	29	38	1135						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,680	1	15	25	60	1130						
All Other Students	251	4	7	240	14	6	102	43	59	25	65	27	1138	7,992	3	35	30	31	1137						
504 Plan																									
Students with a 504 Plan	10	0	0	10	0	0	5	50	4	40	1	10	1140	250	4	32	37	27	1137						
All Other Students	241	4	7	230	14	6	97	42	55	24	64	28	1138	10,422	3	30	29	39	1135						

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 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

District: Lincoln
 State: Rhode Island
 Code: 17

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

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

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10													
2010-11													
Cumulative Total													
DISTRICT													
2008-09	240	1	5	234	9	4	120	51	93	40	12	5	6.7
2009-10	244	3	2	239	31	13	136	57	65	27	7	3	7.4
2010-11	251	4	8	239	4	2	143	60	87	36	5	2	6.9
Cumulative Total	735	8	15	712	44	6	399	56	245	34	24	3	7.0
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
Cumulative Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

Types of Writing Reported in the Results Above	
2008-09	Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
2009-10	Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

District: Lincoln
 State: Rhode Island
 Code: 17

Average Score Comparison by Type of Writing [§]																
Type of Writing		School					District					State				
		Tested	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)						239	6.9		●		10,594	6.4		●	
	2009-10						28	7.1		▲		1,339	6.5		▲	
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11						28	6.8		●		1,327	6.2		●	
	2009-10						31	6.9		▲		1,323	6.2		▲	
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11						28	6.8		●		1,313	6.3		●	
	2009-10						27	7.4		▲		1,321	6.2		▲	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11						30	7.4		●		1,321	6.6		●	
	2009-10						28	7.1		▲		1,339	6.5		▲	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11						30	6.7		●		1,328	6.6		●	
	2009-10						31	8		▲		1,337	6.8		▲	
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11						31	7.2		●		1,340	6.6		●	
	2009-10						31	8.2		▲		1,326	6.6		▲	

(C) This type of writing was administered to all students.
 The ● shows this year's score and the black bar (————) shows the range where most students in this sample scored.
 The ▲ shows last year's score and the gray bar (————) shows the range where most students in this sample scored.
 § The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.
 The score of 7 represents the score required to be proficient.
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

District: Lincoln
State: Rhode Island
Code: 17

Score Distribution							
Total Score	Score 1	Score 2			District		State
			N	%	N	%	%
12	6	6			0	0	<1
11	6	5			0	0	<1
10	5	5			4	2	1
9	5	4			17	7	3
8	4	4			87	36	27
7	4	3			39	16	20
6	3	3			54	23	29
5	3	2			19	8	8
4	2	2			14	6	7
3	2	1			2	1	1
2	1	1			1	<1	2
0	0	0			2	1	2

Scoring Rubric	
6	<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Writing Results

District: Lincoln
State: Rhode Island
Code: 17

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	251	4	8	239	4	2	143	60	87	36	5	2	6.9	10,594	1	50	44	5	6.4						
Gender																									
Male	141	2	6	133	3	2	69	52	57	43	4	3	6.6	5,339	1	43	49	6	6.2						
Female	110	2	2	106	1	1	74	70	30	28	1	1	7.2	5,246	1	56	39	3	6.7						
Not Reported	0	0	0	0										9											
Race/Ethnicity																									
Hispanic or Latino	14	0	0	14	0	0	4	29	9	64	1	7	5.5	1,784	<1	37	52	11	5.8						
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										64	2	42	45	11	6.0						
Asian	0	0	0	0										288	2	54	41	3	6.6						
Black or African American	0	0	0	0										852	1	34	56	10	5.7						
Native Hawaiian or Pacific Islander	0	0	0	0										30	0	17	70	13	5.2						
White	226	3	7	216	4	2	133	62	75	35	4	2	7.0	7,342	1	55	41	3	6.7						
Two or more races	10	1	1	8										166	1	41	55	3	6.3						
No Race/Ethnicity Reported	1	0	0	1										68	0	18	47	35	4.4						
LEP Status																									
Current LEP student	4	0	0	4										261	0	11	50	39	3.7						
Former LEP student - monitoring year 1	0	0	0	0										26	0	27	65	8	5.7						
Former LEP student - monitoring year 2	1	0	0	1										33	0	24	70	6	5.7						
All Other Students	246	4	8	234	4	2	143	61	83	35	4	2	7.0	10,274	1	51	44	4	6.5						
IEP																									
Students with an IEP	37	4	4	29	0	0	4	14	22	76	3	10	5.0	1,612	<1	18	64	18	4.9						
All Other Students	214	0	4	210	4	2	139	66	65	31	2	1	7.1	8,982	1	55	41	3	6.7						
SES																									
Economically Disadvantaged Students	62	0	2	60	0	0	23	38	33	55	4	7	6.0	3,740	<1	37	54	8	5.9						
All Other Students	189	4	6	179	4	2	120	67	54	30	1	1	7.2	6,854	1	57	39	3	6.7						
Migrant																									
Migrant Students	0	0	0	0										0											
All Other Students	251	4	8	239	4	2	143	60	87	36	5	2	6.9	10,594	1	50	44	5	6.4						
Title I																									
Students Receiving Title I Services	0	0	0	0										2,623	<1	37	52	10	5.8						
All Other Students	251	4	8	239	4	2	143	60	87	36	5	2	6.9	7,971	1	54	42	3	6.6						
504 Plan																									
Students with a 504 Plan	10	0	0	10	1	10	5	50	4	40	0	0	7.0	250	2	51	46	2	6.7						
All Other Students	241	4	8	229	3	1	138	60	83	36	5	2	6.9	10,344	1	50	44	5	6.4						

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.