Rhode Island's PARCC Results for Students in Grades 3 through 8 and High School

2015: A Look into Teaching and Learning

THIS REPORT IS EMBARGOED UNTIL
November 17th, 2015 at 1:30 p.m.

Dr. Ken Wagner, Commissioner

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EXECUTIVE SUMMARY

This report provides information about Rhode Island's 2015 administration of the PARCC (Partnership for Assessment of Readiness for College and Careers) state assessment. Statewide assessments have been part of Rhode Island's fabric for many years, but this year marks the first administration of a new assessment that measures student progress on new and more challenging learning standards designed to prepare students for their future opportunities in the next grade, post-secondary education, or their careers.

We, along with other states, worked collaboratively to design an assessment that measures student progress in reading, writing, and mathematics. As a member of a multi-state consortium, Rhode Island worked in partnership with educators across the country to develop high-quality assessments to inform teaching and learning, identify struggling schools, guide professional development, and provide families and students with information on strengths and challenges.

The PARCC assessments summarize student performance through one of five performance levels. They include: *Exceeded Expectations*, *Met Expectations*, *Approached Expectations*, *Partially Met Expectations*, or *Did Not Yet Meet Expectations*. The knowledge and skills students need to demonstrate at each of the performance levels were based on recommendations of educator panels representing each of the participating states in the Consortium. Rhode Island teachers were strong participants on these panels. All states in the Consortium have adopted these same performance standards.

A Rhode Island graduate is one who is well-prepared for postsecondary education, work, and life. He or she can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen.

Rhode Island's Strategic Plan for Public Education

This year's results offer Rhode Island a new baseline about our students' progress on our state standards and challenging learning expectations. The information offers us a starting point and a benchmark that will help us mark our progress toward meeting our shared commitment to provide every student in our state an opportunity to leave our schools ready to pursue their goals and dreams. As these scores represent a new starting point with new standards, these results are not directly comparable to prior achievement results that measured progress on the prior standards

To be clear, academic readiness in these areas does not provide a complete picture about our students. School communities must develop students' academic knowledge and skills in reading and mathematics but also in the arts and sciences. In addition, a comprehensive program develops students' abilities to persist through challenging assignments, work collaboratively, innovate, and problem solve. This is the work our school communities actively engage in every day to help Rhode Island students grow.

Assessments serve only one purpose – to give us the information necessary to continuously improve teaching, and this year's results tell us that we have much work ahead of us. Although challenging, this year's results are not an evaluation of the collective efforts of teachers and leaders, nor do they signal what is possible for our students to accomplish. Rhode Island and states across the country are working together to transition to advanced learning expectations. These expectations align with the

demands of a global economy and respond to the feedback received from businesses and colleges about what students need to know in reading, writing, and mathematics. Today we offer a check on Rhode Island's efforts to ensure that all students have the opportunity to learn. We are proud of the foundational work that has been accomplished and invite you to stay committed to our ongoing progress.

STATE-LEVEL RESULTS[1]

Overall Achievement[2]

Results of the spring 2015 PARCC assessments revealed that, at the state level, approximately 36% of students across grades 3 through 10 met or exceeded expectations in English Language Arts/Literacy while 25% of students met or exceeded expectations in mathematics. There are grade-specific PARCC mathematics assessments in grades 3 through 8 and course-based mathematics assessments for Algebra I and Geometry. Statewide, student participaton was lower than in previous years at 90% for English Language Arts/Literacy and 91% for Mathematics. Both of these percentages fall below the federal requirement of 95% or better participation in state assessments. Therefore, results at any grade level need to be reviewed against grade-specific participation. It also is important to note that there were a number of middle-school students who were enrolled in Algebra I or Geometry and took those course-aligned assessments instead of the grade- specific mathematics assessments. Consequently, the eighth grade math results do not reflect the overall performance of Rhode Island's eighth graders because more than one-fourth (26%) of them took the PARCC Algebra I assessment rather than the PARCC Grade 8 Mathematics assessment.

DISTRICT[3] RESULTS

Of Rhode Island's 56 districts that participated in PARCC testing, four had 70% or more of students meet or exceed expectations on the PARCC English Language Arts/Literacy assessment while fourteen districts had 50% or more students meet or exceed expectations and thirty-two had 35% or more. For PARCC Mathematics, six districts had 50% or more students meet or exceed expectations and nineteen had 35% or more meet or exceed expectations.

SCHOOL[4] RESULTS

Of Rhode Island's 287 schools that participated in PARCC testing, thirteen had 70% or more of students meet or exceed expectations on the PARCC English Language Arts/Literacy assessment while seventy-six schools had 50% or more students meet or exceed expectations and one-hundred and fifty-nine had 35% or more. For PARCC Mathematics, four schools had 70% or more of students meet or exceed expectations while forty schools had 50% or more students who met or exceeded expectations and ninety-seven had 35% or more.

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[1] While roughly 10% of students did not participate in PARCC testing for various reasons, statewide results are nonetheless representative. However, depending on the extension of non-participation and pattern of results, etc., district or school results may need to be interpreted with caution.

[2] Comparisons to other PARCC state's results will be added to this report as a supplement once all results become publicly available.

[3] Throughout this report, the term "district" is used as an inclusive identifier of both traditional districts and charter schools, both of which are "Local Education Agencies" or LEAs.

[4] See Appendix D for information on how schools were counted.

INTRODUCTION

The Common Core State Standards (CCSS) in English Language Arts/Literacy and mathematics were adopted by the Rhode Island Board of Regents in July 2010. These learning standards provide a roadmap of what knowledge and skills students need to learn at each grade level. The adoption of these standards marked the beginning of a statewide curriculum and instruction transition across our schools and districts. During that same period, RI decided to be part of a multi-state consortium called the Partnership for the Assessment of Readiness for College and Careers (PARCC) to build assessments that measure the CCSS. The assessments designed under this partnership form the foundation of Rhode Island's state assessment program that is both state and federally required.

State assessments in mathematics and English Language Arts/Literacy provide information that helps us understand how Rhode Island students are progressing on agreed upon learning standards as expressed by the Common Core State Standards (CCSS). The results provide one among many indicators about the health and vibrancy of our schools and their progress toward ensuring that all students are learning important skills and knowledge that will prepare them to be productive citizens, successful post-secondary learners, and employees in well-paying careers. However, the PARCC data are the only common measure in literacy and numeracy for all students in grades 3 through high school. As such, they provide an objective look into students' academic progress.

While not easy, the transition marks a necessary reset that will give families a genuine measure of student development.

This year's testing marked the first administration of these assessments and provides a baseline about our progress toward a full transition to these new learning standards. The information does not define a district, school, or, most importantly, a student. Rather, the information offers an objective check on student learning and should be placed within a set of other information that is known about his or her academic progress. Schools and districts will review this year's data against the work that has been done to align curriculum and instructional practices to the CCSS. Decisions about curriculum adjustments, professional development, and learning opportunities will be informed, in part, by these data.

Rhode Island's results, similar to the other participating states, are not yet where we want them to be. Our shared goal must be to have the results reflect the collective promise to our students that they will leave high school prepared to be productive citizens, post-secondary learners, and employees in well-paying careers. However, this year offers a frank measure of our starting point against rigorous learning expectations. We are ready for the challenge and invite you to review this report with a hopeful lens about the work ahead of us.

PARCC STATEWIDE RESULTS

In the 2014-15 school year, 84,510 students in English Language Arts/Literacy and 82,613 students in mathematics participated in the first administration of the PARCC assessments. As a result of tremendous efforts by schools across the state, approximately 80% of students took the assessment on computer platforms. The integration of technology and assessment is a reflection of our schools' use of technology to enhance instructional practices for students in classrooms. Further, the use of technology responds to the demands of post-secondary institutions and business that students are confident users of technology. While most schools and students successfully completed the assessments on computer, we know that some schools and students experienced some challenges during this first year of computer-based testing.

Statewide, approximately 90% of students participated in the English Language Arts/Literacy assessments, while roughly 91% of students participated in the Mathematics assessments. Both of these participation rates are slightly below requirements to have at least 95% of students engaged in state testing. Variation in participation is notable across grade levels, with the lowest rates posted in the higher grade levels. Statewide analyses show that the profile of students who did not participate does not differ from the overall profile of students across Rhode Island. However, this may not be the case for an individual school, where participation varied widely. Therefore, results should be reviewed with caution because as participation rates drop there is an incomplete picture of the school's performance.

The first year's results in ELA/Literacy and Mathematics are presented in the tables below by the state's overall performance and by grade level. PARCC defines student performance across five levels. Levels four and five suggest that students are on track for their grade level.

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

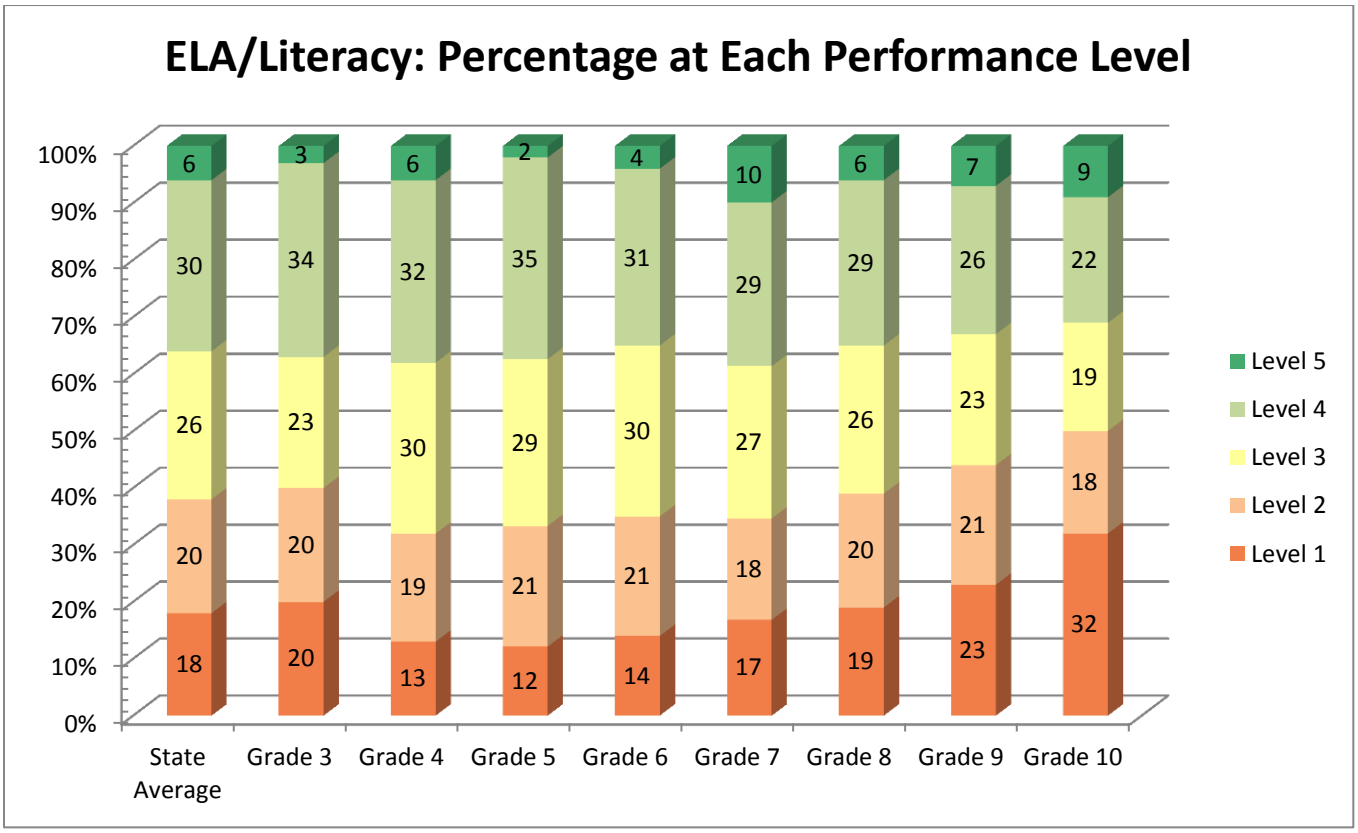
STATE-LEVEL ENGLISH LANGUAGE ARTS/LITERACY RESULTS

Table 1. PARCC Statewide ELA/Literacy Results by Grade and Performance Level.

Grade	Number of Enrolled Students	Percent Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	*Total % Levels 4 + 5*
STATE	**84510**	**90**	**18.2**	**19.9**	**26.1**	**30.2**	**5.7**	**35.8**
3	10738	96	19.7	19.9	22.9	33.9	3.5	37.4
4	10633	95	13.0	19.5	29.9	31.5	6.1	37.6
5	10872	95	12.3	20.9	29.1	35.4	2.2	37.6
6	10602	93	13.7	21.1	30.5	30.7	4.1	34.8
7	10635	92	16.8	18.3	26.6	28.7	9.6	38.3
8	10614	90	19.1	20.0	25.8	29.4	5.7	35.1
9	10614	80	23.5	20.9	22.8	26.1	6.6	32.8
10	9802	76	31.5	17.7	19.3	22.5	8.9	31.4

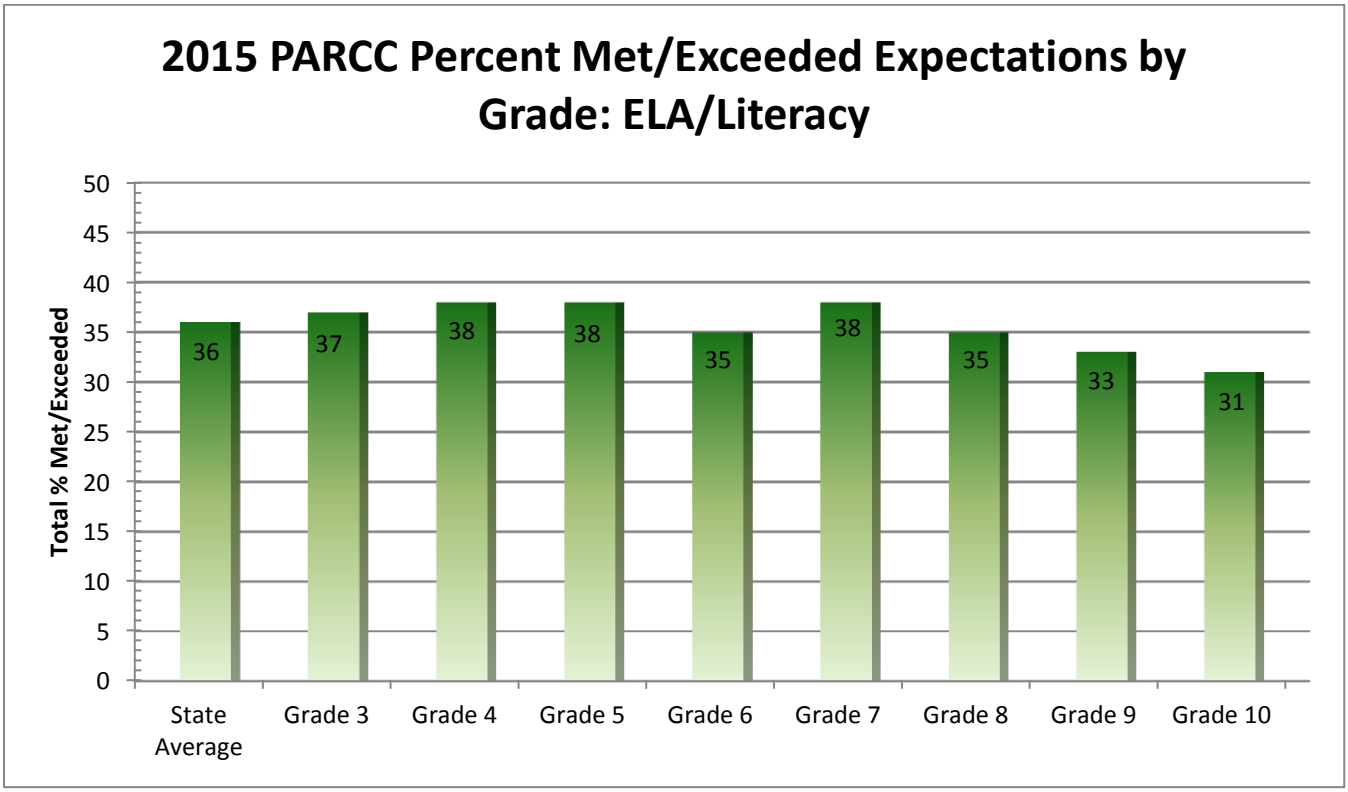
NOTE: Due to rounding, the five performance levels for each grade may not add up to 100%.

Figure 1. PARCC Statewide ELA/Literacy Results: Performance-Levels by Grade.



NOTE: Due to rounding, the five performance levels for each grade may not add up to 100%.

Figure 2. PARCC Statewide ELA/Literacy Results: Students who Met (Level 4) or Exceeded (Level 5) Expectations.



PARCC English Language Arts/Literacy Scale Scores

PARCC results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment. In addition to capturing the percentage of students at each performance level, performance is described as a scale score. The PARCC assessments have scale scores that range from 650 to 850 for overall performance in mathematics and English Language Arts/Literacy. Scale scores are useful to capture changes in performance over time.

The table below represents the average scale scores in English Language Arts (ELA)/Literacy for students in our state. A score of 750 or higher indicates that students met or exceeded expectations of what students are expected to learn at each grade and in both content areas. See Appendix A for the scale score thresholds for each performance level.

Table 2. PARCC Statewide ELA/Literacy Scale Scores.

Grade	ELA/Literacy *Scale Score* (Range: 650-850)	Rhode Island's Performance Level
STATE	**735**	*Approached Expectations*
3	736	*Approached Expectations*
4	739	*Approached Expectations*
5	738	*Approached Expectations*
6	736	*Approached Expectations*
7	737	*Approached Expectations*
8	734	*Approached Expectations*
9	731	*Approached Expectations*
10	727	*Approached Expectations*

As indicated in Table 2, most students at all grade levels Approached Expectations in English Language Arts/Literacy.

PARCC English Language Arts (ELA)/Literacy Subclaims[5]

The PARCC assessments offer information beyond the overall performance in ELA/Literacy through what are referred to as subclaims. Subclaims are essentially a set of subject-specific skills that highlight important areas within ELA/Literacy that articulate a more nuanced understanding of a student's score. The subclaim reports can be used with other information, such as grades, teacher feedback, and scores on other assessments, to help determine each student's unique academic strengths and needs.

[5] For additional information on subclaims, go to http://www.parcconline.org/assessments/test-design/ela-literacy

PARCC's ELA/Literacy assessments have both Reading *and* Writing subclaims:

READING

- **LITERARY TEXT:** Students meet expectations by demonstrating comprehension and analysis of grade appropriate stories, drama and poetry.

- **INFORMATIONAL TEXT:** Students meet expectations by demonstrating comprehension and analysis of grade-appropriate informational texts, including historical, scientific, and technical texts.

- **VOCABULARY:** Students meet expectations by demonstrating they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

- **WRITING EXPRESSION:** Students meet expectations by composing an explanation, description and/or analysis that is supported by details from what they have read. Students' compositions are well-developed, organized, and coherent.

- **KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS:** Students meet expectations by demonstrating they can compose a written response that adheres to the rules of standard English, including those for grammar, spelling, and usage.

Table 3 below presents the statewide results for student performance on each of the ELA/Literacy subclaims. The numbers represent percentages of students in each color-coded categories, which are as follows:

- **Red** indicates the percentage of students who were *Below Expectations*
- **Blue** indicates the percentage of students who *Nearly Met Expectations*
- **Green** indicates the percentage of students who *Met or Exceeded Expectations*

Table 3. PARCC Statewide ELA/Literacy Subclaims Performance.

Grade	READING Subclaims*			WRITING Subclaims*	
	Literary	*Information*	*Vocabulary*	*Expression*	*Conventions*
STATE	37 24 39	38 25 38	36 22 42	41 21 38	33 22 45
3	39 22 39	35 24 41	36 21 44	44 16 40	31 19 50
4	33 26 41	32 27 41	32 23 45	38 20 42	31 21 48
5	32 26 42	33 26 41	33 24 43	42 19 40	30 18 51
6	34 27 39	34 29 37	34 25 41	36 28 37	29 29 42
7	35 24 40	36 24 40	34 22 44	32 26 41	31 23 47
8	38 23 39	39 24 37	37 21 42	42 21 37	35 24 41
9	42 22 36	45 23 33	41 21 38	42 24 34	38 22 40
10	47 18 35	50 18 32	46 15 39	50 14 36	44 18 38

Key

= ***BELOW*** *Expectations*
= ***NEARLY MEETS*** *Expectations*
= ***MEETS OR EXCEEDS*** *Expectations*

NOTE: Due to rounding, not all cells will add up to 100%.

STATE-LEVEL MATHEMATICS RESULTS

Table 4. PARCC Statewide Mathematics Results by Assessment and Performance Level.

Assessment	Number of Enrolled Students	Participation Rate	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	*Total % Levels 4 + 5*
STATE	**82,613**	**91%**	**17.0**	**29.1**	**29.1**	**22.8**	**2.0**	**24.8**
3	10,757	96%	14.1	21.6	28.0	31.2	5.2	36.3
4	10,660	96%	13.7	28.5	31.0	25.4	1.5	26.8
5	10,905	96%	15.3	27.2	30.8	24.2	2.4	26.7
6	10,615	94%	15.7	27.8	30.6	24.1	1.8	25.9
7	10,664	93%	12.0	28.4	34.2	23.4	2.0	25.4
8[6]	7,971	90%	32.7	30.7	24.8	11.8	0.1	11.9
Algebra I[7]	11,158	85%	19.3	30.4	24.8	24.3	1.2	25.5
Geometry[8]	9,873	80%	18.4	41.5	26.4	12.7	1.0	13.7

NOTE: Due to rounding, the five performance levels for each grade/assessment may not add up to 100%.

PARCC MATHEMATICS SCALE SCORES

The Grade 8 Math results reflect only 74% of the students who took a PARCC math assessment. The balance of students in the eighth grade took a PARCC Algebra I or Geometry assessment.

The table below represents the overall scale scores in mathematics for students in our state. A score of 750 or higher indicates that students met or exceeded expectations of what students are expected to learn at each grade or content area. See Appendix A for the scale score thresholds for each performance level. As indicated in Table 5, most students *Approached Expectations* in mathematics, with the exception of Grade 8 and Geometry, where students *Partially Met Expectations*. It bears noting that the grade 8 data underestimates the overall mathematics performance of our eighth-graders since 26% of them took the Algebra I test.

Table 5. PARCC Statewide Mathematics Scale Scores.

Grade	Mathematics *Scale Score* (Range: 650-850)	Performance Level
STATE	**728**	*Approached Expectations*
3	737	*Approached Expectations*
4	731	*Approached Expectations*
5	731	*Approached Expectations*
6	729	*Approached Expectations*
7	731	*Approached Expectations*
8	714	*Partially Met Expectations*
Algebra I	727	*Approached Expectations*
Geometry	721	*Partially Met Expectations*

[6] Data presented represent only those students who took the PARCC Grade 8 Mathematics Assessment (which is 74% of all 8th graders).
[7] Data presented represent all students who were enrolled in Algebra I and took the PARCC Algebra I Assessment.
[8] Data presented represent all students who were enrolled in Geometry and took the PARCC Geometry Assessment.

PARCC MATHEMATICS SUBCLAIMS[9]

PARCC's mathematics subclaims are a set of subject-specific skills identified by Rhode Island's state standards and curriculum frameworks. The subclaim score provide educators and parents additional information on how students are performing. The subclaim reports can be used with other information, such as grades, teacher feedback, and scores on other assessments, to help determine each student's unique academic strengths and needs.

PARCC's mathematics subclaims are described below: [10]

- **MAJOR CONTENT:** Students in **grades 3 through 8** meet expectations by solving problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators. For **Algebra I and Geometry**, students meet expectations by solving problems involving rational exponents; writing and interpreting algebraic expressions; rational and radical equations; graphs of functions, creating linear; quadratic; and exponential functions; and making inferences and justifying conclusions from data.

- **ADDITIONAL & SUPPORTING CONTENT:** Students in **grades 3 through 8** meet expectations by solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data. For **Algebra I and Geometry**, students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.

- **EXPRESSING MATHEMATICAL REASONING:** Students **across all grades and assessments** meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

- **MODELING & APPLICATION:** Students **across all grades and assessments** meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

Table 6 below presents the statewide results for student performance on each of the mathematics subclaims. The numbers represent percentages of students in each color-coded categories, which are as follows:

- **Red** indicates the percentage of students who were *Below Expectations*
- **Blue** indicates the percentage of students who *Nearly Met Expectations*
- **Green** indicates the percentage of students who *Met or Exceeded Expectations*

[9] For additional information, go to http://www.parcconline.org/assessments/test-design/mathematics
[10] For more detailed information on Major, additional and supporting content:
http://www.parcconline.org/resources/educator-resources/model-content-frameworks/mathematics-model-content-framework

Table 6. PARCC Statewide Mathematics Subclaim Performance.

Grade	MATHEMATICS Subclaims			
	Major Content	*Additional & Supporting Content*	*Expressing Mathematical Reasoning*	*Modeling & Application*
STATE	44 29 27	46 25 29	44 25 31	44 24 32
3	35 28 37	36 23 41	34 22 44	27 28 45
4	41 31 29	45 23 32	37 29 34	43 24 33
5	41 30 29	54 16 30	34 29 37	33 28 39
6	42 30 28	45 26 29	44 25 31	45 21 34
7	38 34 28	34 35 31	37 31 31	47 23 30
8	62 23 14	53 27 20	57 22 20	63 18 19
Algebra I	46 25 29	47 26 27	51 23 27	46 26 28
Geometry	55 29 15	56 27 17	69 17 14	62 22 16

Key

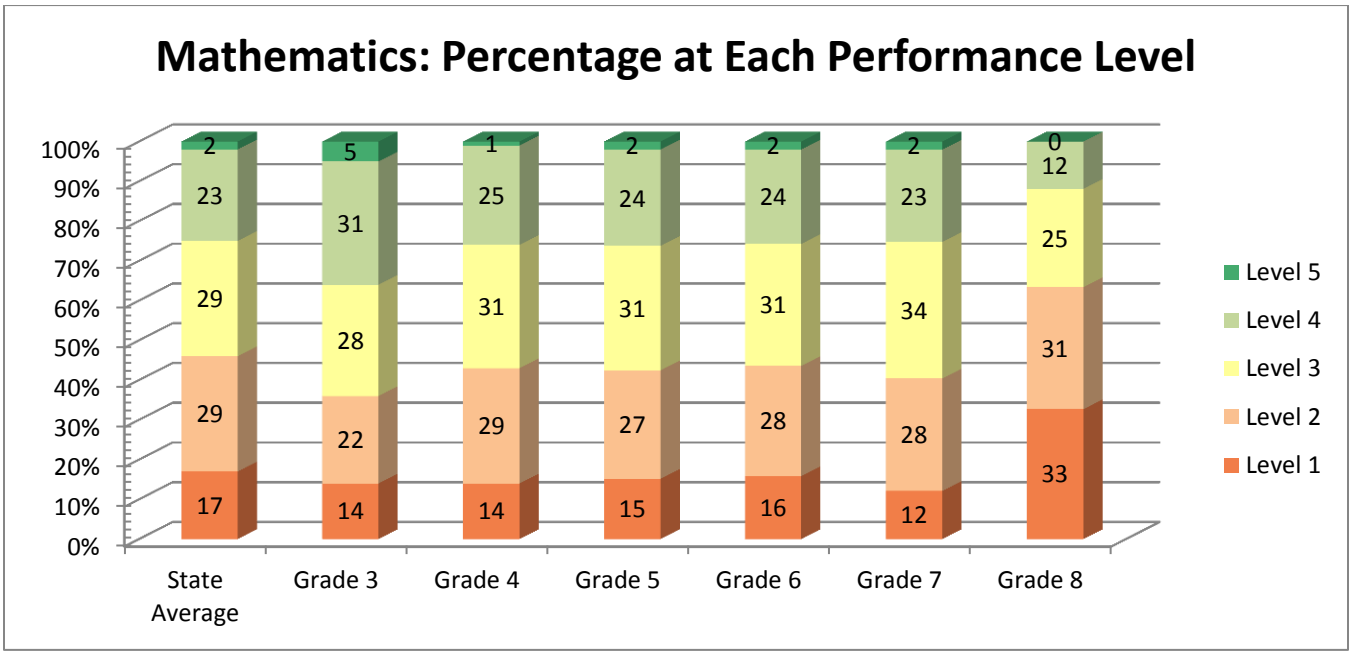
= ***BELOW*** *Expectations*

= ***NEARLY MEETS*** *Expectations*

= ***MEETS OR EXCEEDS*** *Expectations*

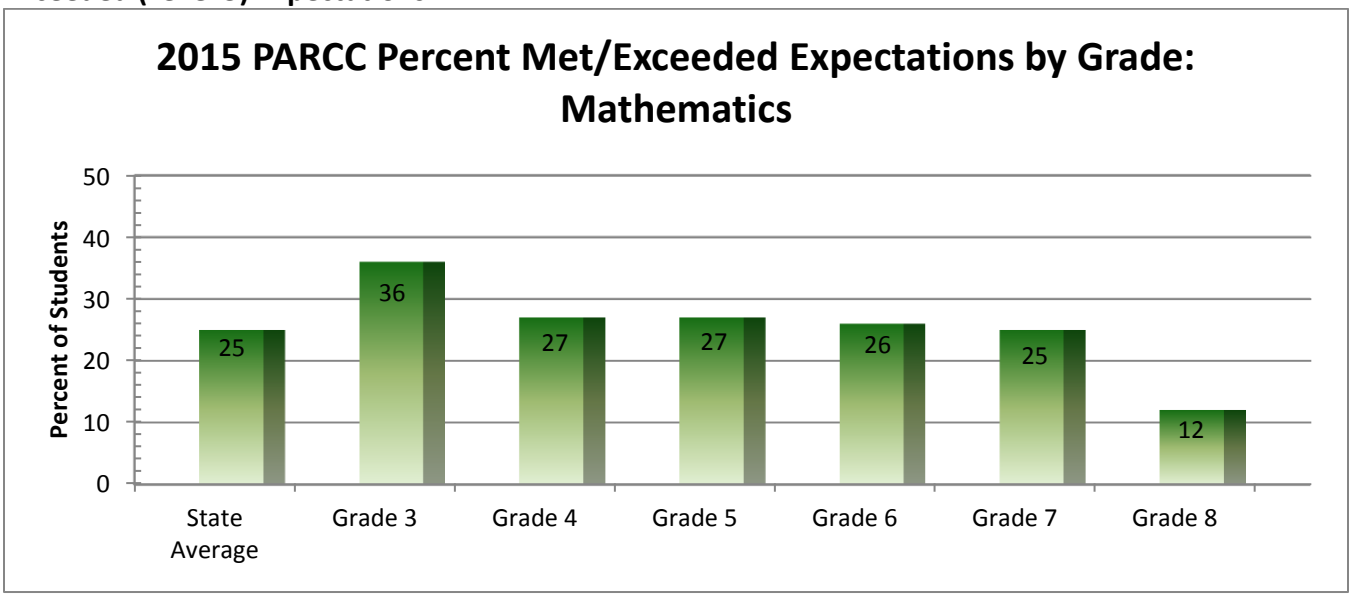
NOTE: Due to rounding, not all cells will add up to 100%.

Figure 3. PARCC Statewide Mathematics Results: Performance-Levels by Grade.



NOTE: Due to rounding, the five performance levels for each grade may not add up to 100%.

Figure 4. PARCC Statewide Mathematics Results: Students in Grades 3-8 who Met (Level 4) or Exceeded (Level 5) Expectations.



NOTE: Grade 8 percentages only include students who took the PARCC Grade 8 Mathematics Assessment and State Average percentages only include Level 4 and Level 5 averages for all grade-specific math assessments combined.

Course sequencing is especially important in mathematics. Mathematical understanding develops cumulatively, requiring that students master certain concepts and skills in order to successfully engage in learning the next level of concepts and skills.

Beginning in middle school some students begin to enroll in accelerated mathematics courses. During the 2014-2015 school year small numbers of 6th and 7th grade students completed Algebra I and small numbers of 7th and 8th grade students completed Geometry. In addition, about 26% of 8th grade students completed Algebra I and about 25% of 9th grade students complete Geometry. As indicated in

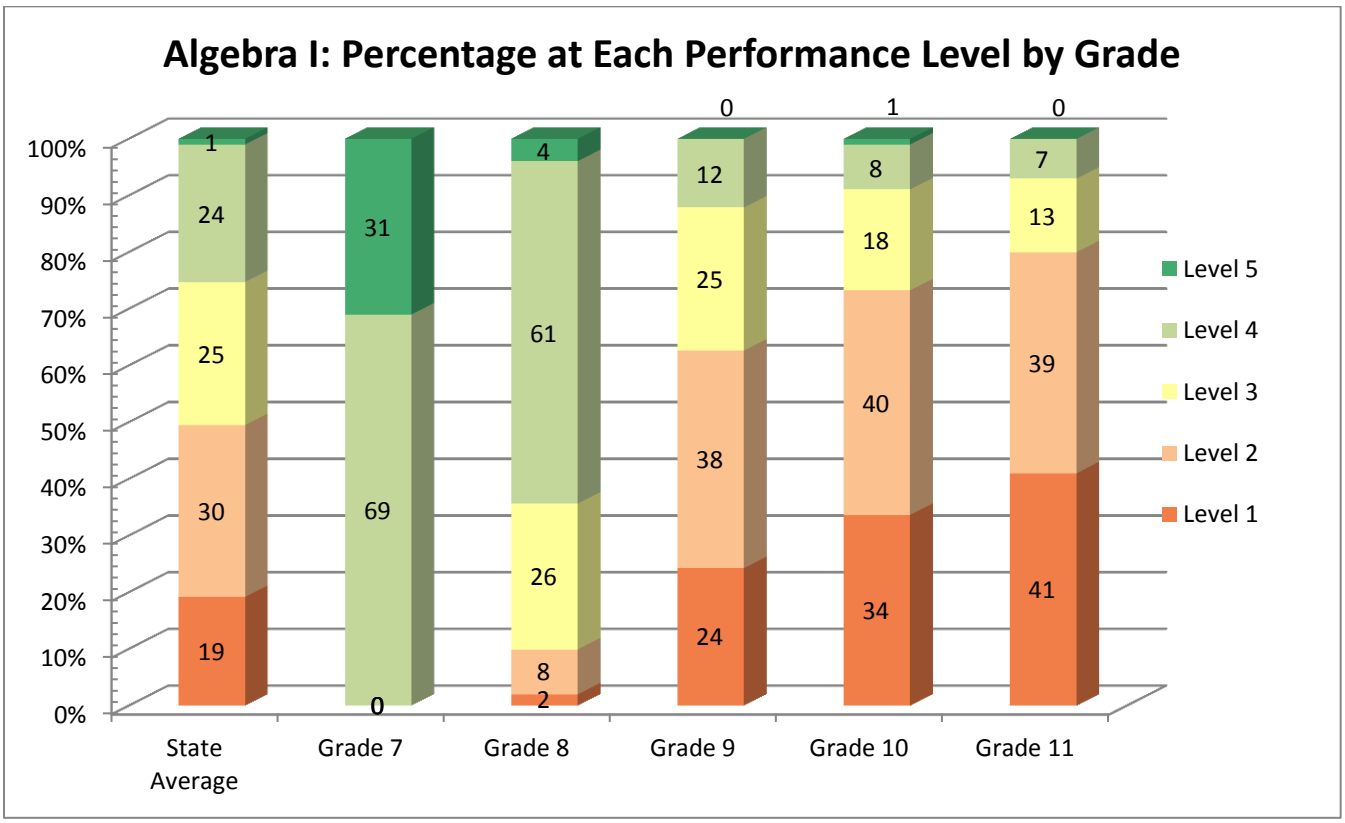
Tables 7 and 8 these students met or exceeded expectations on the PARCC assessments at significantly higher rates than those students who took the assessments at other grades.

Table 7. PARCC Statewide Algebra I Results by Grade

Grade	# of Students Who Participated in Each Grade	% of Participating Students in Each Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	*Total % Levels 4 + 5*
STATE	**9442**	***n/a***	**19.3**	**30.4**	**24.8**	**24.3**	**1.2**	**25.5**
6	5	<1%	-	-	-	-	-	-
7	16	<1%	0.0	0.0	0.0	68.8	31.3	100
8	2,481	26%	2.0	7.8	25.8	60.8	3.5	64.4
9	6,224	66%	24.4	38.4	25.5	11.5	0.2	11.8
10	569	6%	33.7	39.6	18.3	7.5	0.9	8.4
11	147	2%	40.8	38.8	13.2	7.2	0.0	7.2

NOTE: Due to rounding, the five performance levels for each grade may not add up to 100%.

Figure 5. PARCC Statewide Algebra I Results by Performance Level.



NOTE 1: Due to rounding, the five performance levels for each grade may not add up to 100%.

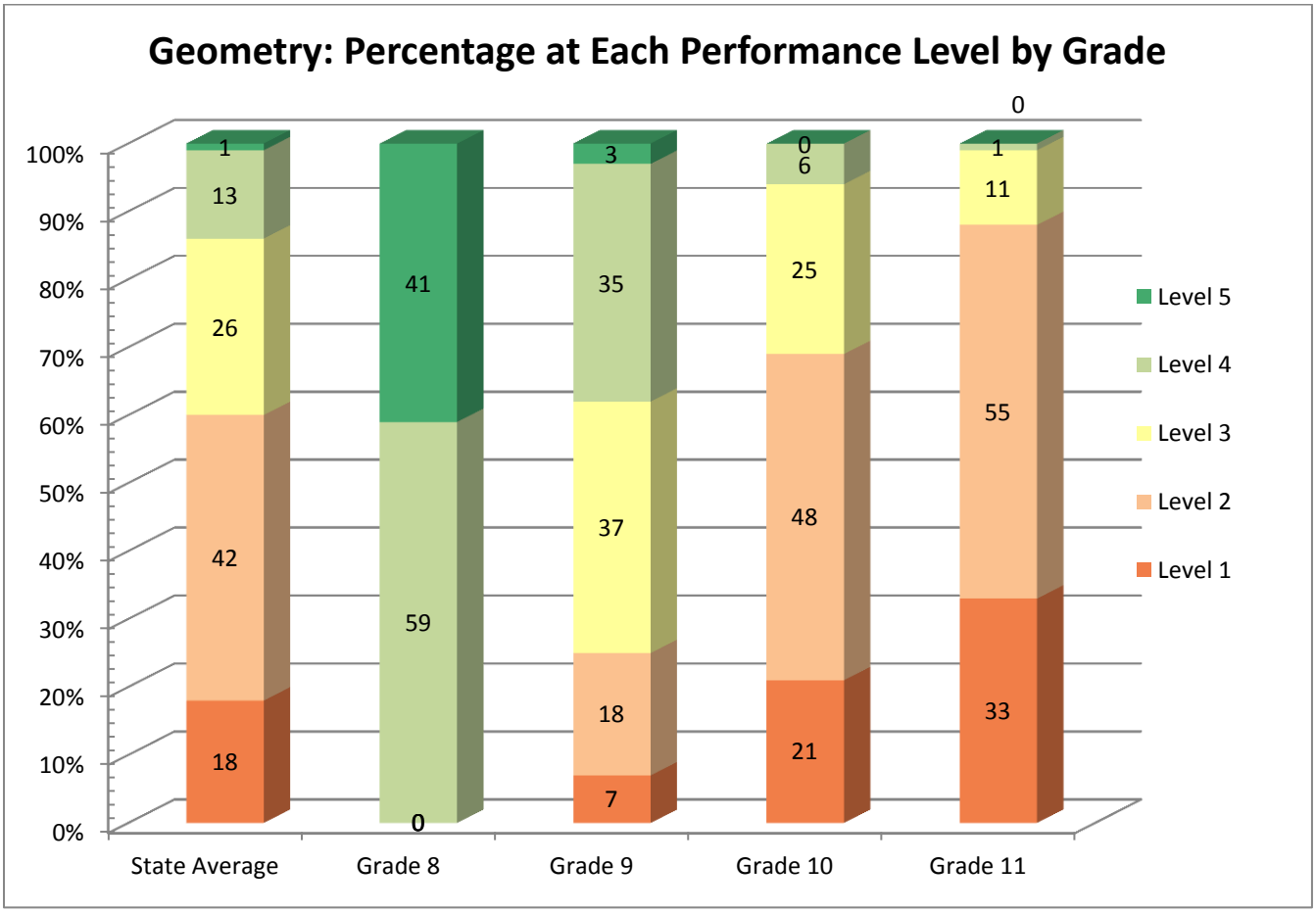
NOTE 2: State Average percentages include all students who were enrolled in Algebra I and took the PARCC Algebra I Assessment.

Table 8. PARCC Statewide Geometry Results by Grade.

Grade	# of Students Who Participated in Each Grade	% of Participating Students in Each Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	*Total % Levels 4 + 5*
STATE	**7882**	***n/a***	**18.4**	**41.5**	**26.4**	**12.7**	**1.0**	**13.7**
7	1	<1%	-	-	-	-	-	-
8	17	<1%	0.0	0.0	0.0	58.8	41.2	100.0
9	1,927	24%	6.6	18.1	37.3	35.1	2.9	37.9
10	5,181	66%	20.6	48.4	24.6	6.1	0.3	6.4
11	756	10%	33.5	54.6	11.4	0.5	0.0	0.5

NOTE: Due to rounding, the five performance levels for each grade may not add up to 100%.

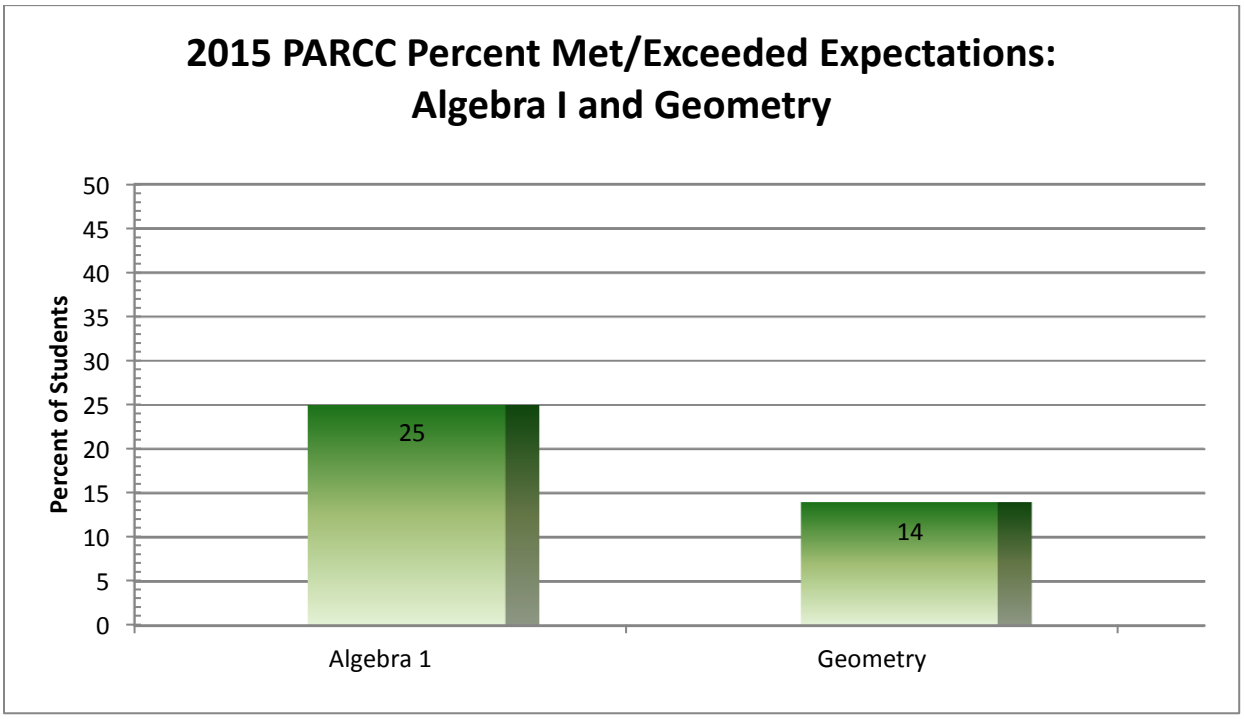
Figure 6. PARCC Statewide Geometry Results by Performance Level.



NOTE 1: Due to rounding, the five performance levels for each grade may not add up to 100%.

NOTE 2: State Average percentages include all students who were enrolled in a Geometry course and took the PARCC Geometry Assessment.

Figure 7. PARCC Statewide Algebra I vs. Geometry: Percent of Students who Met (Level 4) or Exceeded (Level 5) Expectations.



NOTE: This graph includes all students (irrespective of grade) who were enrolled in Algebra I and/or Geometry and took either (or both) assessments.

STUDENT RESULTS BY SUBGROUP

The table below breaks the overall performance among Rhode Island students into subgroups. The profile by student subgroup is important because we are as concerned about the differences in achievement based on gender, ethnicity, support services, or income levels as we are about the state as a whole. These differences in performance among groups are often referred to as achievement gaps. In Rhode Island, as is the case nationwide, the differences are too large. This pattern is replicated on all measures; SAT scores, the National Assessment of Educational Progress (NAEP), and our prior testing program, (NECAP). The challenge ahead of us is to ensure that all students have the opportunity to learn challenging content in safe and supportive schools led by great teachers and administrators.

> *Our intense focus on achievement gaps needs to be combined with an equally intense focus on opportunity gaps.*
>
> *National Education Policy Center*

Table 9. Statewide Student Group Performance by Subject and Performance Level.

Student Group	ELA/Literacy						Mathematics[11]					
	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
State Average	**18.2**	**19.9**	**26.1**	**30.2**	**5.7**	**35.8**	**17.0**	**29.1**	**29.1**	**22.8**	**2.0**	**24.8**
Males	23.0	21.9	25.6	25.9	3.6	29.5	19.6	29.0	27.7	21.7	2.0	23.7
Females	13.0	17.6	26.7	34.7	8.0	42.7	14.3	29.1	30.6	24.0	2.0	26.0
IEP	51.6	27.7	14.7	5.6	0.4	6.0	46.4	36.7	12.7	3.9	0.3	4.2
Non-IEP	12.5	18.5	28.1	34.3	6.6	40.9	12.0	27.8	31.9	26.1	2.3	28.4
LEP	51.0	26.5	15.2	6.8	0.5	7.3	40.9	37.8	15.2	5.6	0.4	6.0
LEP Monitored	17.0	31.5	31.7	18.8	0.9	19.7	16.6	40.9	29.1	12.4	1.0	13.4
Non-LEP	15.7	19.4	26.9	31.9	6.1	38.0	14.8	28.2	30.4	24.4	2.2	26.6
Low Income	27.5	25.8	26.2	18.8	1.7	20.5	25.4	36.6	26.0	11.5	0.4	12.0
Non-Low Income	9.8	14.5	26.1	40.3	9.3	49.6	9.1	22.0	32.0	33.5	3.5	37.0
American Indian	32.9	25.7	21.6	17.6	2.2	19.8	29.4	38.3	22.1	10.1	0.2	10.3
Asian	11.9	16.9	26.3	35.1	9.8	44.9	10.7	24.7	28.3	30.6	5.6	36.2
Black	28.6	25.8	26.0	17.7	1.9	19.6	27.5	37.4	24.6	10.1	0.4	10.6
Hispanic	30.4	25.6	24.7	17.5	1.7	19.2	28.0	37.0	24.3	10.3	0.4	10.7
White	11.9	16.7	26.7	36.9	7.7	44.6	10.9	24.5	31.9	29.9	2.8	32.7
Pacific Islander	27.8	21.1	27.8	21.1	2.2	23.3	27.1	35.4	22.9	14.6	0.0	14.6
Two or More Races	20.8	22.0	25.9	26.8	4.5	31.3	20.0	30.9	27.9	19.2	2.0	21.2

Key (*see Appendix A for overview of PARCC performance levels*)

Level 1 = *Did Not Yet Meet Expectations*
Level 2= *Partially Met Expectations*
Level 3= *Approached Expectations*
Level 4= *Met Expectations**
Level 5= *Exceeded Expectations**
***** *Students performing at Level 4 or Level 5 met or exceeded academic expectations for their current grade level and are on track for the next grade level and, ultimately, for college and careers.*

[11] All grades/assessments combined.

PARCC RESULTS IN CONTEXT

Although it is not possible to compare Rhode Island's performance on PARCC directly with our previous assessment, it is helpful to examine our data against other external measures of college and career readiness such as the SAT. Fifty-nine percent of the students who graduated in 2015 took the SAT. The average composite score was 1429; well below the College Board's College and Career Ready Benchmark of 1550. By this measure, 34% of Rhode Island's most recent graduating class that participated in the SAT was college and career ready.

Results on the National Assessment of Educational Progress (NAEP)[12] provide context for understanding student performance in the subject areas of Mathematics and Reading. Because NAEP has long been considered the gold standard in standardized assessment, it often serves as a benchmark against which other testing programs, particularly state assessments, can be compared.

Historically, the majority of Rhode Island students have performed below the Proficient achievement level in NAEP, at both grades and subject areas, as shown in the tables below. In past years, we saw a substantial difference between the percentage of students identified on NAEP and Rhode Island's previous testing program, the New England Common Assessment Program (NECAP). The PARCC assessments, although aligned to a different set of learning expectations than NAEP, has rigorous expectations for what students should know and be able to do. As such, the differences in students identified as "proficient" or "meeting expectations" become much more in alignment.

We will also be able to review Rhode Island's performance within the PARCC Consortium. Once all states have released their results, we will be able review our statewide data compared to other PARCC states and our districts will be able to review their baseline against similar districts in other states.

Table 10. Rhode Island's NAEP and PARCC Reading Results: Percentage at or above Proficient.

Grade	2005	2007	2009	2011	2013	*2015*
Grade 4 NAEP	30*	31*	36*	35*	38	40
Grade 4 PARCC	-	-	-	-	-	38
Grade 8 NAEP	29*	27*	28*	33	36	35
Grade 8 PARCC	-	-	-	-	-	35

Key
***** Significantly different (p<.05) from 2015.

Table 11. Rhode Island's NAEP and PARCC Mathematics Results: Percentage at or above Proficient.

Grade	2005	2007	2009	2011	2013	*2015*
Grade 4 NAEP	31*	34*	39	43*	42*	37
Grade 4 PARCC	-	-	-	-	-	27
Grade 8 NAEP	24*	28*	28*	34	36*	32

Key
***** Significantly different (p<.05) from 2015.

NOTE: Grade 8 PARCC data is not displayed in Table 11 because more than one-fourth (26%) of eighth graders took the PARCC Algebra I assessment rather than the PARCC Grade 8 Mathematics assessment.

[12] The National Assessment of Education Progress (NAEP) is a federal program that is administered in the states every two years. Because NAEP assesses a representative sample of students in each state, comparisons on performance between administration years must account for statistical significance (p<.05). For more information about NAEP, please go to www.nationsreportcard.gov

We do not expect every testing program to provide exactly the same set of results since they measure different aspects of student learning. Indeed, each test is developed to meet certain requirements. For example, the SAT measures student's likelihood of passing an entry level college course in English Language Arts or Mathematics. The NAEP exam assesses a sample of students across the country to assess the cumulative learning across grade spans (K-4 or 5-8). What is important is that the levels of performance are roughly equivalent across measures so that we convey similar messages about our students' readiness across testing programs.

CONNECTIONS TO TEACHING AND LEARNING

State assessments are part of a larger system of teaching and learning. In isolation, assessment results cannot improve student achievement. Their power is realized when the results are reviewed against a school's curriculum, instructional practices, reviews of student work, grading practices, and other local data and action on this analysis is taken. This year establishes Rhode Island's baseline for the percentage of students meeting expectations of the standards. The work ahead of us is to use this information as one tool for the State, districts, schools, as well as parents and other stakeholders to work together to collectively advocate for and support improved student learning.

- **Families** can use the results to engage their child in conversations about school and his or her progress. Families can work with their child's teacher(s) to understand the report within the context of many other indicators of student learning. Finally, collectively, families can work within their school community to help shape the school's goals and planning.
- **Teachers** can use this year's results to reflect on the instructional shifts they have made against students' performance on the assessment. Student performance overall, on subclaims and on specific assessment questions may help them evaluate materials, supports, and curriculum they have used. The process of reviewing is best done in partnership with teachers working at the same grade level or instructing the same course. The collective analysis along with feedback through the evaluation process should shape ongoing professional learning.

> *Assessments should be used in service of teaching and learning. They are the starting point for our work- not the conclusion.*

- **Schools** can use this information and look at patterns across grade levels and among differences in student subgroups to make more informed curriculum decisions, ensure that all students have the opportunity to learn, engage parents, and make decisions that guarantee that all students are placed with teachers who can meet their needs.
- **Districts** can use the results to review each school's performance to identify what supports and resources are needed to meet the needs of their students. Districts can review patterns of performance, using PARCC and other data sources, among schools and begin to identify which schools need additional support. The results can be used to engage the community on what is planned to move the district forward and support schools.

ENGLISH LANGUAGE ARTS/LITERACY

The importance of reading by grade three is well documented. A study by the Casey Foundation confirmed that reading proficiency by the end of third grade is an essential step toward increasing the number of students who succeed academically. For this reason we are highlighting an analysis of the Grade 3 ELA/Literacy PARCC results and their connections to teaching and learning.

Third grade literacy instruction builds on the work of earlier grades to establish habits of good readers and writers by setting the foundational skills of reading. This hard work allows third grade students to attend to deeper understanding of their reading of both literary and informational texts. Third graders are now able to engage in more challenging texts because they recognize and understand more sophisticated words. Their fluency in reading also opens the door for third graders to expand their knowledge and understanding of the world through reading. Daily instruction provides students with

the opportunity to read multiple texts on the same topics so that they acquire new content, develop a greater depth of understanding on new content, and begin to make comparisons about important points and/or key details across texts.

As the texts we all encounter in our daily lives evolve, our students' classroom experiences have reflected this evolution and include multi-media and digital texts. Moving beyond the printed word is paramount for our students' future success. Our third graders engage with these texts and text types to facilitate rich and rigorous conversations, using evidence from these texts to support their thinking. Not only do third graders discuss what they have read, they are able to convey ideas and information clearly and support their ideas with evidence from the texts within their writing.

The PARCC ELA/Literacy assessments ask students about the meaning of what they have read and to find evidence from the text to support their answers

The PARCC grade 3 ELA/Literacy assessment is designed to measure, in a more authentic way, how students are progressing toward meeting these expectations. This assessment is designed so that students read multiple texts, identify important ideas, make comparisons across texts, and support their ideas by using evidence from the text.

This year's results indicate that many third grade students were able to describe the characters in a folktale that they had just read and were also able to identify evidence from the text that supported this description. Below is an example of an item that asks students to describe a character and the evidence that demonstrates how a student knows "the people are cold" (**Note:** To review other PARCC released items, click here):

Part A

Which statement explains why Coyote steals Fire from the skookums?

A. The skookums are evil, and Coyote wants to trick them.

B. Coyote seeks power and wants to rule all the people and animals.

C. The people are cold, and Coyote agrees to help them.

D. Coyote enjoys challenges and can do things that no one else can do.

Part B

Which sentence from "Coyote and Fire" supports the answer to Part A?

A. "'Please, Coyote,' they begged, 'capture Fire from the skookums . . . .'" (paragraph 2)

B. "When he reached the top, he spotted Fire in the distance." (paragraph 4)

C. "He could feel their fiery breath on his fur." (paragraph 13)

D. "One of the skookums grabbed the tip of his tail." (paragraph 13)

ANSWERS: **Part A** – Option C; **Part B** – Option A

As we look at how third grade students performed on other skills that go beyond describing characters, the data tell a different story. Approximately half of third grade students are able to identify the main idea of an informational text or the central message of a literary text; however, they struggle with finding evidence from the text to support their answer. This data indicates that students need instruction and practice with finding the evidence within the text that supports their answer. Below is an example of a PARCC item that asks students to determine the main idea of the "Inuit" passage and to find evidence to support their thinking:

Part A

What is the main idea of the passage from "Inuit"?

- A. The Inuit are an ancient people living in a remote region.
- B. The Inuit are skilled at surviving with only what nature provides.
- C. The Inuit spend all of their time hunting animals in order to survive.
- D. The Inuit have become dependent on modern conveniences in the past few years.

Part B

Which sentence from the passage supports the answer to Part A?

- A. "For the Inuit, the Arctic is a place teeming with life." (paragraph 1)
- B. "The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life." (paragraph 1)
- C. "Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world." (paragraph 2)
- D. "In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames." (paragraph 7)

ANSWERS: **Part A** – Option B; **Part B** – Option D

Below is an example of a released item which asked students to read two folktales and then write about how the illustrations emphasize an aspect of the characters.

> Look at the illustrations from the folktales. Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. Be sure to use evidence from **each** folktale to support your response.

Third Grade students who met or exceeded expectations (Level 4 and 5) are able to demonstrate in writing an explanation about how key details support the main idea of a text, how character's actions are important to the plot of a story, and how illustrations provide additional information to support a

text. These skills are important and help students make meaning out of all they read. Most books, articles, and other authentic texts have a range of complexity. When students have a toolbox of strategies they can use to construct meaning, they will be engaged and confident readers.

Third grade students are encountering an exciting time in their reading continuum as their proficiency in foundational reading is the catalyst for exploring and developing more complex thinking and writing about their reading. We encourage everyone to explore the PARCC released items and the student writing samples: https://prc.parcconline.org/assessments/parcc-released-items

MATHEMATICS

In 2008 the National Mathematics Advisory Panel produced a fact Sheet listing the core Principals of Math Instruction – two of which address areas in mathematics instruction from pre-kindergarten through eighth-grade. One recommendation emphasized that math instruction should be streamlined into a well-defined set of the most important topics to be emphasized in the early grades. The Common Core State Standards (CCSS) in math articulate the standards across grades in support of that recommendation. At its core, the intent of this recommendation is to prevent a revisiting of topics year after year without ever bringing them to closure. In other words, there should not be an assumption that it is okay for a student to not understand a math concept because the presumption is that it will be covered again the following year.

> *Knowledge of fractions is the most important foundational skill not developed among American students.*
>
> *National Mathematics Advisory Panel*

The report also emphasizes that proficiency with whole numbers, fractions, and certain aspects of geometry and measurement are the foundations for algebra. Of these, knowledge of fractions is the most important foundational skill not developed among American students.

The state level mathematics results shows a decline in the percentage of students who meet and exceed expectations from grades three to seven with a precipitous drop in eighth-grade. The drop in performance can be understood, in part, because approximately twenty percent of the students in grade eight did not take the PARCC Grade 8 assessment but, in fact, took the course appropriate Algebra I assessment. Students who take Algebra I in middle school typically are those students who are stronger in mathematics. Prior to this grade level, all students took the same mathematics assessment. The grade eight data makes clear that we need to focus on those important core concepts in the earlier grades.

The CCSS place an emphasis in grades 3-5 on the conceptual understanding of fractions not just a procedural understanding. This means that students need to know why fractions need a common denominator before you add them, not simply how to find the common denominator. Conceptual understanding of fractions provides the foundation for students to learn algebra. For this reason we are highlighting an analysis of the Grade 3- 5 Mathematics PARCC results and their connection to teaching and learning with a focus on fractions.

Beginning in third grade the students are expected to develop an understanding of fractions as numbers along with fraction equivalence. The released item below emphasizes the conceptual understanding of equivalence that is expected in third grade (**Note:** To review other PARCC released items, click here):

4. Select the **three** choices that are equivalent to $\frac{6}{6}$.

- ☐ A. 1
- ☐ B. $\frac{1}{1}$
- ☐ C. 3
- ☐ D. $\frac{3}{3}$
- ☐ E. $\frac{3}{1}$
- ☐ F. 6

ANSWERS: Options A, B, and D

Teaching the operations with fractions begins in the fourth- grade by extending the students' previous understanding of the meanings and properties of addition and subtraction of whole number to the addition and subtraction of fractions.

This fourth grade released item not only expects the student to add fractions with like denominators but to be able to decide whether or not the sum is equivalent to another fraction.

5. Decide whether each sum is equivalent or not equivalent to $\frac{7}{10}$.

Select five correct boxes in the table.

	$\frac{3}{10}+\frac{4}{10}$	$\frac{2}{5}+\frac{5}{5}$	$\frac{1}{10}+\frac{6}{10}$	$\frac{7}{5}+\frac{7}{5}$	$\frac{3}{5}+\frac{4}{5}$
Equivalent	○	○	○	○	○
Not Equivalent	○	○	○	○	○

ANSWERS: The Equivalent responses are 3/10 + 4/10 *and* 1/10+6/10. The remaining responses are Not Equivalent.

In fifth grade, students are expected to use their understanding of fraction equivalence and their skill in generating equivalent fractions as a strategy to add and subtract fractions, including fractions with unlike denominators.

The emphasis on conceptual understanding versus memorization of a procedure is evident in one of the released items from the Grade 5 PARCC assessment. The prompt below indicates the correct procedure, to add fractions with unlike denominators find a common denominator and add the numerators. However, the conceptual understanding of equivalent fractions was entirely misunderstood by this student. This task highlights the importance of student's conceptual understanding of addition of fractions with unlike denominators.

Leah incorrectly added the fractions $\frac{2}{3}$, $\frac{1}{2}$, and $\frac{5}{12}$. She said that to add fractions with different denominators, you use the common denominator and add the numerators. Leah's work is shown.

$$\frac{2}{3} + \frac{1}{2} + \frac{5}{12}$$

$$\frac{2+1+5}{12}$$

$$\frac{8}{12}$$

- What is Leah's mistake?
- Find the correct value of $\frac{2}{3} + \frac{1}{2} + \frac{5}{12}$.
- Show your work or explain your answer.

Simply by examining these three released items from the PARCC assessment the progression of conceptual understanding of fractions that is expected in the CCSS in grades 3-5 becomes evident.
This type of exercise can and should be conducted on all the content areas in the CCSS. Looking at our data in conjunction with our released items will help inform instruction and affect the teaching and learning of our students.

NEXT STEPS

The Department will continue working with districts and schools by providing resources and opportunities for professional development to advance our understanding of teaching and learning in English Language Arts/Literacy and mathematics. The range of supports offered to districts, teachers, parents and the community will include:

- ✓ PARCC Interpretation Workshops
- ✓ School Workshops focused on ELA/Literacy or Mathematics
- ✓ Community Meeting Support
- ✓ Tiered Intervention for Struggling Schools

Student reports will be sent to each district by December 4th so that they can be sent home to families. Additional information on student reports can be found at http://understandthescore.org/

DISTRICT ELA/LITERACY RESULTS

Table 12. ELA/LITERACY: Percent of Students at Each Performance Level by District and School Level.

District ELA	School Level	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4 + 5
Barrington	All	2112	98	3.2	6.8	19.2	51.4	19.4	70.9
	Elem.	754	96	4.3	9.5	23.0	54.2	9.1	63.3
	Middle	810	99	2.1	5.5	18.8	52.0	21.6	73.6
	High	548	97	3.2	4.9	14.8	46.8	30.3	77.2
Beacon Charter	High	115	84	6.2	18.6	25.8	43.3	6.2	49.5
Blackstone Academy	High	88	97	15.3	20.0	27.1	29.4	8.2	37.6
Blackstone Valley Prep	All	670	99	6.8	15.2	29.3	42.0	6.8	48.8
	Elem.	247	100	5.7	13.4	26.0	45.1	9.8	54.9
	Middle	324	99	8.1	16.5	33.0	37.1	5.3	42.4
	High	99	100	5.1	15.2	25.3	50.5	4.0	54.5
Bristol-Warren	All	1979	90	13.8	18.6	26.6	34.1	6.8	40.9
	Elem.	793	95	10.1	18.4	26.8	38.3	6.3	44.6
	Middle	746	95	13.5	16.6	26.7	34.9	8.3	43.2
	High	440	75	22.7	23.3	26.1	23.0	4.8	27.9
Burrillville	All	1510	60	17.7	25.4	27.4	24.8	4.8	29.6
	Elem.	529	76	13.4	26.8	29.0	26.6	4.2	30.8
	Middle	618	39	13.4	24.3	29.3	28.0	5.0	33.1
	High	363	72	28.4	24.1	23.0	19.2	5.4	24.5
Central Falls	All	1428	83	46.0	25.0	19.2	9.5	0.3	9.9
	Elem.	486	97	35.9	28.1	23.7	11.4	0.8	12.3
	Middle	638	95	49.0	24.4	17.7	8.9	0.0	8.9
	High	304	35	72.9	14.0	8.4	4.7	0.0	4.7
Chariho	All	1969	95	9.5	11.4	22.1	45.6	11.5	57.0
	Elem.	469	96	8.4	10.8	21.7	46.9	12.2	59.1
	Middle	978	95	2.7	7.8	22.4	53.5	13.6	67.1
	High	522	94	23.4	18.7	22.0	29.3	6.7	36.0
Coventry	All	2933	97	14.8	20.3	30.4	31.1	3.4	34.4
	Elem.	1076	99	8.8	15.0	31.8	39.9	4.4	44.4
	Middle	1125	98	12.0	22.5	33.8	29.4	2.3	31.7
	High	732	95	28.4	24.9	23.1	20.1	3.4	23.6
Cranston	All	6413	95	8.7	16.7	29.6	38.1	6.9	45.0
	Elem.	3242	97	7.4	16.5	30.8	40.4	4.8	45.2
	Middle	1694	95	8.2	16.3	31.4	36.2	7.8	44.0
	High	1477	91	12.3	17.7	24.4	35.0	10.5	45.5
Cumberland	All	2788	94	13.1	17.1	27.5	35.6	6.6	42.2
	Elem.	1064	98	7.6	15.1	28.2	43.8	5.3	49.1
	Middle	1115	93	10.8	19.0	29.2	33.8	7.3	41.0
	High	609	92	27.6	17.5	23.0	24.1	7.8	31.9
Davies Career and Tech.	High	402	99	29.5	28.0	27.8	14.4	0.3	14.6
DCYF	All	42	86	-	-	-	-	-	-
	Middle	6	67	-	-	-	-	-	-
	High	36	89	75.0	18.8	6.3	0.0	0.0	0.0
East Greenwich	All	1504	94	4.6	7.8	17.9	48.8	21.0	69.8
	Elem.	574	97	5.8	10.1	21.5	54.2	8.5	62.6
	Middle	609	96	1.0	4.6	16.0	46.5	31.9	78.4
	High	321	83	9.8	10.2	14.3	42.6	23.0	65.7
East Providence	All	3069	75	17.8	22.0	28.4	28.0	3.8	31.9
	Elem.	1218	94	16.0	22.1	28.8	30.4	2.6	33.0
	Middle	1140	81	15.4	21.2	30.7	28.1	4.6	32.7
	High	711	34	34.7	24.4	17.8	16.5	6.6	23.1
Exeter-West Greenwich	All	973	88	7.1	13.4	29.5	42.4	7.7	50.1
	Elem.	467	97	6.2	16.4	36.7	38.5	2.2	40.7
	Middle	241	93	7.6	9.9	25.6	44.4	12.6	57.0
	High	265	70	8.6	10.2	16.7	49.5	15.1	64.5
Foster	Elem.	154	93	5.6	23.1	34.3	33.6	3.5	37.1
Foster-Glocester	All	770	90	14.7	17.5	28.2	31.8	7.8	39.6
	Middle	470	94	9.3	17.2	31.0	35.1	7.5	42.5
	High	300	83	24.4	18.0	23.2	26.0	8.4	34.4
Glocester	Elem.	280	95	2.6	15.4	31.1	46.1	4.9	50.9

District ELA	School Level	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4 + 5
Highlander	All	273	99	21.2	29.7	29.4	19.0	0.7	19.7
	Elem.	109	99	25.9	34.3	26.9	13.0	0.0	13.0
	Middle	108	99	15.0	29.0	29.0	27.1	0.0	27.1
	High	56	96	24.07	22.2	35.2	14.8	3.7	18.5
International	Elem.	157	99	5.8	21.8	35.3	32.1	5.1	37.2
Jamestown	All	321	95	4.2	11.8	22.5	46.7	14.7	61.4
	Elem.	114	96	3.7	12.8	22.9	49.5	11.0	60.6
	Middle	205	96	4.6	11.2	22.3	45.2	16.8	61.9
Johnston	All	1870	92	8.1	16.5	28.9	40.0	6.7	46.6
	Elem.	716	98	8.2	15.6	26.6	45.3	4.3	49.6
	Middle	746	97	7.2	15.1	31.1	38.3	8.2	46.5
	High	408	76	9.7	21.4	28.6	31.8	8.4	40.3
Kingston Hill	Elem.	78	95	4.1	5.4	13.5	52.7	24.3	77.0
Lincoln	All	1859	90	9.3	14.8	24.5	43.6	7.8	51.4
	Elem.	689	96	4.1	13.2	24.2	51.7	6.8	58.5
	Middle	771	93	9.8	14.8	25.9	41.4	8.1	49.5
	High	399	74	19.9	18.6	21.6	30.7	9.1	39.9
Little Compton	All	176	87	2.0	11.8	28.8	51.0	6.5	57.5
	Elem.	81	93	4.0	12.0	26.7	56.0	1.3	57.3
	Middle	95	82	0.0	11.5	30.8	46.2	11.5	57.7
MET Career & Tech.	High	403	83	54.6	20.9	15.5	7.8	1.2	9.0
Middletown	All	1386	93	8.7	19.1	27.3	37.4	7.5	45.0
	Elem.	368	96	7.9	19.8	28.3	39.7	4.2	43.9
	Middle	701	93	8.6	19.5	30.3	35.8	5.8	41.6
	High	317	90	9.8	17.1	19.2	38.5	15.4	53.8
Narragansett	All	805	95	5.9	15.4	26.0	44.5	8.2	52.7
	Elem.	201	98	5.1	12.7	21.8	53.3	7.1	60.4
	Middle	399	94	4.0	16.5	25.6	46.4	7.5	53.9
	High	205	95	10.3	16.0	30.9	32.0	10.8	42.8
New Shoreham	All	72	83	0.0	11.7	28.3	53.3	6.7	60.0
	Elem.	46	91	0.0	14.3	33.3	52.4	0.0	52.4
	High	26	69	0.0	5.6	16.7	55.6	22.2	77.8
Newport	All	1186	92	26.6	20.7	20.8	25.7	6.2	31.9
	Elem.	304	93	18.3	20.8	24.6	31.7	4.6	36.3
	Middle	589	95	22.9	21.3	23.3	26.3	6.3	32.6
	High	293	84	44.7	19.1	11.0	17.5	7.7	25.2
North Kingstown	All	2495	84	8.3	11.9	23.9	42.9	13.0	55.9
	Elem.	873	95	5.0	10.3	24.7	51.4	8.5	59.9
	Middle	926	88	4.6	10.4	23.5	42.4	19.1	61.5
	High	696	64	21.0	17.6	23.3	28.0	10.2	38.1
North Providence	All	2106	89	16.8	21.9	30.8	26.8	3.7	30.5
	Elem.	821	94	14.0	24.4	32.2	27.9	1.6	29.5
	Middle	832	91	16.6	21.3	32.5	26.5	3.0	29.5
	High	453	75	23.8	17.6	23.8	24.9	10.0	34.9
North Smithfield	All	1063	87	7.3	13.4	31.6	41.0	6.7	47.8
	Elem.	380	93	9.0	15.5	33.6	39.3	2.5	41.8
	Middle	444	89	5.1	12.7	32.3	41.2	8.7	49.9
	High	239	72	8.7	10.5	25.6	44.2	11.0	55.2
Paul Cuffee	All	482	99	16.3	31.0	28.9	21.8	2.1	23.8
	Elem.	171	98	7.7	33.3	30.4	26.2	2.4	28.6
	Middle	180	99	14.0	27.4	30.7	25.1	2.8	27.9
	High	131	100	30.5	32.8	24.4	11.5	0.8	12.2
Pawtucket	All	5291	92	26.2	26.6	27.3	18.5	1.4	19.9
	Elem.	2491	97	20.8	25.1	29.8	23.0	1.2	24.3
	Middle	1830	95	24.9	29.8	28.8	15.3	1.2	16.5
	High	970	75	47.5	23.9	15.2	11.1	2.3	13.4
Portsmouth	All	1491	82	7.7	16.3	27.5	41.2	7.3	48.5
	Elem.	161	95	6.5	15.7	25.5	49.0	3.3	52.3
	Middle	872	96	7.0	17.4	29.2	40.0	6.4	46.4
	High	458	49	11.2	12.5	22.8	40.2	13.4	53.6

District ELA	School Level	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4 + 5
Providence	All	14304	89	33.7	25.9	22.6	15.3	2.5	17.8
	Elem.	5633	96	30.7	28.9	24.6	15.0	0.7	15.8
	Middle	5391	91	32.5	25.8	24.0	15.4	2.3	17.7
	High	3280	75	42.7	19.6	15.4	15.7	6.6	22.3
RI Nurses Institute	High	47	83	28.2	23.1	35.9	10.3	2.6	12.8
RI School for the Deaf	All	37	87	71.9	21.9	3.1	3.1	0.0	3.1
	Elem.	18	89	87.5	12.5	0.0	0.0	0.0	0.0
	Middle	10	90	44.4	55.6	0.0	0.0	0.0	0.0
	High	9	78	-	-	-	-	-	-
Scituate	All	740	72	14.5	16.5	27.3	35.5	6.2	41.7
	Elem.	338	91	5.5	14.0	25.3	48.1	7.1	55.2
	Middle	178	92	16.0	20.9	36.2	22.7	4.3	27.0
	High	224	27	55.7	18.0	13.1	6.6	6.6	13.1
Segue Institute	Middle	233	100	17.2	24.0	30.9	24.9	3.0	27.9
Sheila Skip Nowell	High	37	41	73.3	20.0	6.7	0.0	0.0	0.0
Smithfield	All	1485	93	9.6	15.2	29.6	40.1	5.5	45.5
	Elem.	539	91	6.6	14.5	30.3	44.1	4.5	48.6
	Middle	582	93	5.9	16.0	31.2	40.8	6.1	46.9
	High	364	95	19.7	15.0	26.3	33.2	5.8	39.0
South Kingstown	All	1992	95	9.7	10.7	21.6	44.8	13.1	57.9
	Elem.	480	97	3.7	4.7	13.5	56.1	21.9	78.1
	Middle	1037	95	7.3	11.4	23.9	46.9	10.5	57.4
	High	475	93	21.5	15.6	24.9	28.3	9.5	37.9
The Compass School	All	113	95	0.0	3.7	20.6	53.3	22.4	75.7
	Elem.	59	98	0.0	0.0	20.7	58.6	20.7	79.3
	Middle	54	91	0.0	8.2	20.4	46.9	24.5	71.4
The Greene School	High	91	95	20.9	15.1	27.9	30.2	5.8	36.0
The Learning Community	All	366	100	10.4	27.0	34.7	26.2	1.6	27.9
	Elem.	185	100	10.8	27.6	31.4	28.1	2.2	30.3
	Middle	181	100	9.9	26.5	38.1	24.3	1.1	25.4
Tiverton	All	1144	81	10.5	15.4	26.5	39.8	7.8	47.6
	Elem.	281	83	5.6	11.1	21.4	55.6	6.4	62.0
	Middle	574	80	5.0	12.3	32.2	40.9	9.6	50.5
	High	289	80	26.4	26.0	20.3	21.6	5.6	27.3
Trinity Academy	All	139	96	29.9	32.8	23.1	12.7	1.5	14.2
	Middle	75	99	33.8	37.8	21.6	6.8	0.0	6.8
	High	64	94	25.0	26.7	25.0	20.0	3.3	23.3
Urban Collaborative	Middle	138	96	32.3	31.6	29.3	6.0	0.8	6.8
Village Green Virtual Charter	High	118	68	32.5	26.3	25.0	12.5	3.8	16.3
Warwick	All	5547	92	17.8	20.7	29.7	28.4	3.4	31.8
	Elem.	2784	94	10.6	17.9	32.3	35.9	3.2	39.2
	Middle	1459	88	20.9	24.5	30.3	21.9	2.3	24.2
	High	1304	91	30.2	22.7	23.4	19.0	4.8	23.8
West Warwick	All	2002	90	18.5	21.5	29.4	27.1	3.5	30.6
	Elem.	510	96	17.8	24.4	30.1	24.4	3.3	27.7
	Middle	980	91	15.4	19.7	30.9	30.0	4.0	34.0
	High	512	83	25.9	21.9	25.4	24.2	2.6	26.8
Westerly	All	1743	81	15.7	22.2	27.5	31.4	3.3	34.6
	Elem.	435	96	14.8	20.6	26.6	36.1	1.9	38.0
	Middle	875	92	15.3	23.3	29.4	29.6	2.5	32.1
	High	433	44	19.4	20.9	22.0	28.3	9.4	37.7
Woonsocket	All	3443	90	29.4	26.0	24.3	18.4	1.9	20.3
	Elem.	1408	94	22.1	24.6	28.6	23.3	1.5	24.8
	Middle	1270	89	37.9	29.8	20.1	11.0	1.2	12.2
	High	765	82	29.3	22.3	22.9	21.5	4.0	25.5
STATE	**All**	**84510**	**90**	**18.2**	**19.9**	**26.1**	**30.2**	**5.7**	**35.8**
	Elem.	**31830**	**95**	**14.7**	**20.0**	**27.8**	**33.5**	**4.0**	**37.5**
	Middle	**32132**	**92**	**16.8**	**19.9**	**27.1**	**29.9**	**6.4**	**36.3**
	High	**20548**	**79**	**27.2**	**19.5**	**21.2**	**24.4**	**7.7**	**32.0**

NOTE: *See Appendix A for overview of PARCC performance levels.*

DISTRICT MATHEMATICS RESULTS

Table 13. MATHEMATICS: Percent of Students at Each Performance Level by District & School Level.

District Math	School Level	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4 + 5
Barrington	All	1958	98	3.1	11.5	28.4	49.0	8.1	57.0
	Elem.	755	97	4.0	11.1	25.1	49.0	10.8	59.9
	Middle	810	99	2.6	9.3	28.6	52.5	7.0	59.5
	High	393	98	2.3	17.0	34.2	41.5	5.0	46.5
Beacon Charter	High	96	85	15.9	32.9	30.5	20.7	0.0	20.7
Blackstone Academy	High	83	93	14.3	40.3	33.8	11.7	0.0	11.7
Blackstone Valley Prep	All	667	100	4.1	16.7	31.4	40.2	7.7	47.9
	Elem.	246	100	2.0	10.6	24.0	48.4	15.0	63.4
	Middle	322	100	5.6	20.6	34.3	36.8	2.8	39.6
	High	99	100	4.0	19.2	40.4	31.3	5.1	36.4
Bristol-Warren	All	1943	92	10.9	22.2	32.4	31.0	3.5	34.5
	Elem.	795	94	7.1	20.7	33.1	33.1	6.1	39.2
	Middle	744	97	11.2	21.6	32.3	33.0	1.9	34.9
	High	404	77	19.3	27.0	31.2	21.5	1.0	22.5
Burrillville	All	1464	60	17.3	34.1	28.8	18.6	1.1	19.7
	Elem.	529	76	15.7	33.4	28.7	20.0	2.2	22.2
	Middle	611	39	18.7	30.3	29.9	20.7	0.4	21.2
	High	324	74	18.8	39.2	27.9	14.2	0.0	14.2
Central Falls	All	1429	92	39.7	36.6	18.5	4.9	0.3	5.2
	Elem.	487	100	28.2	38.6	24.3	8.5	0.4	8.9
	Middle	640	98	45.1	33.5	17.7	3.3	0.3	3.7
	High	302	67	50.2	41.8	7.0	1.0	0.0	1.0
Chariho	All	1962	95	8.8	24.7	31.0	32.9	2.7	35.6
	Elem.	475	96	7.0	15.3	29.3	42.5	5.9	48.4
	Middle	978	95	6.0	21.7	32.5	37.4	2.5	39.9
	High	509	93	15.9	39.6	29.7	14.6	0.2	14.8
Coventry	All	2786	98	10.6	27.5	35.4	25.5	1.0	26.4
	Elem.	1079	99	8.7	21.2	34.1	34.0	2.0	36.0
	Middle	1133	98	12.1	24.1	36.9	26.4	0.5	26.8
	High	574	97	11.4	46.5	34.8	7.4	0.0	7.4
Cranston	All	6305	95	12.7	30.1	33.7	21.8	1.7	23.5
	Elem.	3255	98	10.9	25.9	34.1	26.7	2.5	29.1
	Middle	1702	95	11.8	29.8	34.9	22.1	1.4	23.5
	High	1348	90	18.7	41.5	31.0	8.8	0.1	8.9
Cumberland	All	2679	95	9.4	22.8	31.2	32.7	4.0	36.7
	Elem.	1066	98	4.5	13.5	29.8	44.0	8.2	52.2
	Middle	1116	93	8.3	22.3	34.8	33.0	1.5	34.6
	High	497	95	22.6	44.3	26.2	7.0	0.0	7.0
Davies Career and Tech.	High	399	98	16.1	49.9	26.9	7.2	0.0	7.2
DCYF	All	47	87	-	-	-	-	-	-
	Middle	5	80	-	-	-	-	-	-
	High	42	88	78.4	18.9	2.7	0.0	0.0	0.0
East Greenwich	All	1426	94	3.5	10.5	28.5	46.8	10.8	57.6
	Elem.	573	97	5.8	13.7	30.7	43.0	6.9	49.8
	Middle	608	97	2.4	7.7	25.6	48.2	16.2	64.4
	High	245	81	0.5	9.6	30.8	53.0	6.1	59.1
East Providence	All	2967	78	16.6	31.2	29.4	21.1	1.8	22.9
	Elem.	1215	95	15.5	26.4	28.1	26.7	3.3	30.0
	Middle	1130	83	16.3	32.1	33.5	17.7	0.4	18.1
	High	622	35	23.4	52.3	18.3	6.0	0.0	6.0
Exeter-West Greenwich	All	1031	84	3.3	15.2	33.5	44.2	3.8	48.0
	Elem.	502	90	3.1	14.8	36.7	43.8	1.5	45.4
	Middle	259	87	4.9	16.4	31.0	42.9	4.9	47.8
	High	270	71	2.1	14.7	28.8	46.6	7.9	54.5
Foster	Elem.	154	93	10.5	29.4	27.3	30.1	2.8	32.9
Foster-Glocester	All	709	89	10.6	27.6	32.1	28.3	1.4	29.7
	Middle	471	93	9.6	24.4	32.2	32.9	0.9	33.8
	High	238	82	12.8	34.9	31.8	17.9	2.6	20.5
Glocester	Elem.	279	96	3.4	12.7	29.1	50.7	4.1	54.9

District Math	School Level	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4 + 5
Highlander	All	208	99	21.4	38.8	26.2	12.1	1.5	13.6
	Elem.	109	99	24.1	36.1	24.1	14.8	0.9	15.7
	Middle	108	99	16.8	38.3	30.8	12.2	1.9	14.0
	High	7	100	-	-	-	-	-	-
International	Elem.	157	100	5.1	38.9	31.8	22.3	1.9	24.2
Jamestown	All	320	97	3.6	13.9	28.8	48.9	4.9	53.7
	Elem.	114	97	1.8	15.5	30.0	47.3	5.5	52.7
	Middle	205	97	4.5	13.1	28.1	49.7	4.5	54.3
Johnston	All	1806	94	12.9	27.9	34.6	23.2	1.4	24.6
	Elem.	717	98	10.6	21.6	34.2	31.3	2.3	33.6
	Middle	752	96	11.3	26.6	40.8	20.3	1.0	21.2
	High	337	80	23.2	48.0	18.8	9.6	0.4	10.0
Kingston Hill	Elem.	78	95	1.4	13.5	27.0	44.6	13.5	58.1
Lincoln	All	1809	91	9.9	22.4	32.7	31.7	3.3	35.0
	Elem.	688	96	8.1	17.5	30.9	36.8	6.6	43.4
	Middle	770	93	9.5	24.0	34.9	30.3	1.3	31.6
	High	351	78	15.0	30.0	31.5	23.1	0.4	23.4
Little Compton	All	176	87	0.7	15.7	35.9	45.1	2.6	47.7
	Elem.	81	93	0.0	17.3	36.0	42.7	4.0	46.7
	Middle	95	82	1.3	14.1	35.9	47.4	1.3	48.7
MET Career & Tech.	High	402	84	34.2	52.1	11.3	2.4	0.0	2.4
Middletown	All	1331	97	8.2	26.8	30.8	31.1	3.0	34.2
	Elem.	368	100	5.2	22.1	31.1	37.2	4.4	41.5
	Middle	696	97	10.0	25.4	28.4	32.8	3.4	36.3
	High	267	96	7.8	37.3	36.9	18.0	0.0	18.0
Narragansett	All	745	96	4.5	17.5	34.4	41.7	2.0	43.6
	Elem.	201	98	4.1	12.2	34.0	47.7	2.0	49.7
	Middle	399	95	5.6	18.3	30.2	43.8	2.1	45.9
	High	145	97	2.1	22.7	46.1	27.7	1.4	29.1
New Shoreham	All	72	93	10.4	19.4	31.3	38.8	0.0	38.8
	Elem.	47	94	4.5	18.2	34.1	43.2	0.0	43.2
	High	25	92	21.7	21.7	26.1	30.4	0.0	30.4
Newport	All	1169	94	22.6	28.8	27.9	19.5	1.1	20.6
	Elem.	305	95	17.9	26.9	27.6	25.2	2.4	27.6
	Middle	588	96	21.4	26.4	29.4	22.1	0.7	22.8
	High	276	87	31.1	36.9	24.9	6.6	0.4	7.1
North Kingstown	All	2392	84	5.6	18.1	31.9	39.3	5.1	44.4
	Elem.	873	96	4.1	17.3	30.5	41.6	6.6	48.2
	Middle	957	85	5.2	13.3	32.1	44.2	5.3	49.4
	High	562	64	10.1	31.1	34.7	23.0	1.1	24.1
North Providence	All	2115	89	18.2	34.3	29.5	17.4	0.7	18.1
	Elem.	824	94	15.1	30.4	29.1	24.1	1.4	25.5
	Middle	839	92	21.7	34.4	31.1	12.6	0.1	12.8
	High	452	75	17.1	43.1	26.5	13.0	0.3	13.3
North Smithfield	All	1025	86	7.6	20.6	40.2	30.2	1.5	31.7
	Elem.	380	93	6.5	17.0	36.8	37.4	2.3	39.7
	Middle	445	89	7.1	18.8	41.6	31.2	1.3	32.5
	High	200	69	11.7	35.0	44.5	8.8	0.0	8.8
Paul Cuffee	All	464	99	14.1	35.0	32.4	17.2	1.3	18.5
	Elem.	171	98	9.5	35.1	34.5	19.0	1.8	20.8
	Middle	180	99	11.2	24.6	38.5	24.0	1.7	25.7
	High	113	100	25.7	51.3	19.5	3.5	0.0	3.5
Pawtucket	All	5354	93	23.4	35.3	27.5	13.3	0.4	13.8
	Elem.	2500	99	16.5	29.8	33.1	19.7	0.9	20.5
	Middle	1830	96	28.3	37.0	25.6	9.1	0.0	9.1
	High	1024	72	34.8	49.7	13.4	2.2	0.0	2.2
Portsmouth	All	1316	86	7.1	19.8	29.5	39.3	4.3	43.6
	Elem.	155	98	5.3	11.2	25.7	44.1	13.8	57.9
	Middle	874	96	7.1	20.1	29.8	40.1	2.9	43.0
	High	287	50	9.1	27.3	31.5	29.4	2.8	32.2

District Math	School Level	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4 + 5
Providence	All	14245	94	31.7	36.6	21.9	9.4	0.4	9.8
	Elem.	5664	98	27.4	35.9	25.2	11.1	0.4	11.6
	Middle	5402	96	35.5	33.9	21.1	9.0	0.5	9.5
	High	3179	84	33.4	43.3	16.6	6.6	0.1	6.7
RI Nurses Institute	High	70	64	22.2	60.0	15.6	2.2	0.0	2.2
RI School for the Deaf	All	32	91	65.5	27.6	3.4	3.4	0.0	3.4
	Elem.	18	89	81.3	12.5	6.3	0.0	0.0	0.0
	Middle	10	90	66.7	33.3	0.0	0.0	0.0	0.0
	High	4	100	-	-	-	-	-	-
Scituate	All	675	76	8.2	23.1	32.0	34.5	2.2	36.7
	Elem.	338	91	3.9	15.9	34.7	42.2	3.2	45.5
	Middle	194	86	9.6	31.1	31.1	27.5	0.6	28.1
	High	143	25	40.0	48.6	11.4	0.0	0.0	0.0
Segue Institute	Middle	233	100	19.7	44.2	30.9	5.2	0.0	5.2
Sheila Skip Nowell	High	36	47	47.1	47.1	5.9	0.0	0.0	0.0
Smithfield	All	1412	93	6.7	25.5	35.8	30.5	1.5	32.0
	Elem.	538	91	6.1	22.3	33.5	35.0	3.1	38.0
	Middle	583	93	4.3	21.4	37.5	36.0	0.7	36.8
	High	291	97	12.4	38.9	36.4	12.0	0.4	12.4
South Kingstown	All	1895	96	5.5	14.6	30.3	43.7	5.9	49.6
	Elem.	480	98	2.6	6.4	19.2	57.8	14.1	71.9
	Middle	1037	96	5.6	15.1	33.0	42.7	3.6	46.4
	High	378	93	9.1	24.2	37.6	27.6	1.4	29.1
The Compass School	All	113	95	3.7	11.2	42.1	38.3	4.7	43.0
	Elem.	59	98	1.7	3.4	51.7	41.4	1.7	43.1
	Middle	54	91	6.1	20.4	30.6	34.7	8.2	42.9
The Greene School	High	83	96	16.3	40.0	36.3	7.5	0.0	7.5
The Learning Community	All	368	100	11.4	32.2	41.1	15.3	0.0	15.3
	Elem.	186	100	10.8	35.5	38.2	15.6	0.0	15.6
	Middle	182	100	12.2	28.7	44.2	14.9	0.0	14.9
Tiverton	All	1113	80	8.3	26.8	31.5	30.2	3.2	33.3
	Elem.	281	84	5.5	18.2	33.1	38.6	4.7	43.2
	Middle	576	80	5.2	22.7	33.3	35.3	3.5	38.8
	High	256	75	19.2	47.2	25.4	7.8	0.5	8.3
Trinity Academy	All	132	96	31.7	49.2	17.5	1.6	0.0	1.6
	Middle	74	100	35.1	45.9	16.2	2.7	0.0	2.7
	High	58	90	26.9	53.8	19.2	0.0	0.0	0.0
Urban Collaborative	Middle	138	97	47.8	37.3	13.4	1.5	0.0	1.5
Village Green Virtual Charter Sch.	High	27	89	16.7	37.5	41.7	4.2	0.0	4.2
Warwick	All	5505	92	15.0	31.2	32.0	20.6	1.2	21.8
	Elem.	2786	95	10.6	26.3	33.4	27.6	2.1	29.7
	Middle	1461	88	14.2	29.0	36.9	19.4	0.5	19.9
	High	1258	89	26.1	45.3	23.2	5.3	0.1	5.4
West Warwick	All	1945	90	17.6	32.1	28.8	21.0	0.5	21.6
	Elem.	507	95	21.7	31.8	27.9	17.6	1.0	18.6
	Middle	979	91	16.1	30.3	27.9	25.2	0.4	25.6
	High	459	82	15.7	36.7	31.9	15.7	0.0	15.7
Westerly	All	1598	84	14.5	26.3	33.9	23.8	1.6	25.4
	Elem.	434	96	10.8	20.6	32.1	33.3	3.3	36.6
	Middle	873	92	16.6	29.9	31.8	20.8	0.9	21.7
	High	291	40	12.9	22.4	54.3	10.3	0.0	10.3
Woonsocket	All	3570	92	28.0	35.8	24.1	11.6	0.5	12.1
	Elem.	1411	96	26.4	29.6	27.2	15.9	0.9	16.8
	Middle	1277	92	32.3	36.6	22.2	8.7	0.3	9.0
	High	882	85	24.0	45.9	21.6	8.2	0.3	8.5
STATE	**All**	**82613**	**91**	**17.0**	**29.1**	**29.1**	**22.8**	**2.0**	**24.8**
	Elem.	**31930**	**96**	**14.1**	**25.6**	**30.2**	**27.2**	**3.0**	**30.2**
	Middle	**32223**	**93**	**17.5**	**27.1**	**29.8**	**23.9**	**1.7**	**25.6**
	High	**18460**	**81**	**22.0**	**40.1**	**25.5**	**11.8**	**0.6**	**12.4**

NOTE: *See Appendix A for overview of PARCC performance levels.*

SCHOOL ELA/LITERACY RESULTS

Table 14. ELA/LITERACY: Percent of Students at Each Performance Level by District and School.

District	School ELA	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Barrington	**All**	2112	98	3.2	6.8	19.2	51.4	19.4	70.9
	Hampden Meadows ES	496	96	3.4	9.7	23.4	53.8	9.7	63.5
	Nayatt ES	90	100	3.3	11.1	20.0	58.9	6.7	65.6
	Primrose Hill ES	85	95	4.9	8.6	22.2	54.3	9.9	64.2
	Sowams ES	79	100	8.9	7.6	25.3	50.6	7.6	58.2
	Barrington MS	809	99	2.0	5.5	18.8	52.1	21.6	73.7
	Barrington HS	544	98	3.2	4.9	14.8	46.8	30.3	77.2
Beacon Charter	Beacon Charter HS	115	84	6.2	18.6	25.8	43.3	6.2	49.5
Blackstone Academy	Blackstone Academy HS	87	97	14.3	20.2	27.4	29.8	8.3	38.1
Blackstone Valley Prep	**All**	670	99	6.8	15.2	29.3	42.0	6.8	48.8
	Blackstone Valley Prep 1 ES	166	100	6.0	9.0	29.5	44.6	10.8	55.4
	Blackstone Valley Prep 2 ES	80	99	5.1	21.5	19.0	46.8	7.6	54.4
	Blackstone Valley Prep MS	324	99	8.1	16.5	33.0	37.1	5.3	42.4
	Blackstone Valley Prep HS	99	100	5.1	15.2	25.3	50.5	4.0	54.5
Bristol-Warren	**All**	1979	90	13.8	18.6	26.6	34.1	6.8	40.9
	Colt Andrews ES	180	95	11.1	15.8	30.4	36.3	6.4	42.7
	Guiteras ES	158	97	6.5	16.3	26.1	43.1	7.8	51.0
	Hugh Cole ES	299	92	14.2	26.3	28.1	27.4	4.0	31.4
	Rockwell ES	147	97	2.8	9.1	21.7	57.3	9.1	66.4
	Kickemuit MS	741	95	13.3	16.6	26.6	35.1	8.4	43.5
	Mt. Hope HS	434	76	22.8	23.1	26.1	23.1	4.9	28.0
Burrillville	**All**	1510	60	17.7	25.4	27.4	24.8	4.8	29.6
	Steere Farm ES	278	72	10.9	25.9	34.8	23.4	5.0	28.4
	W. L. Callahan ES	249	80	15.5	27.5	23.5	30.0	3.5	33.5
	Burrillville MS	617	39	13.4	24.3	29.3	28.0	5.0	33.1
	Burrillville HS	357	73	28.4	24.1	23.0	19.2	5.4	24.5
Central Falls	**All**	1428	83	46.0	25.0	19.2	9.5	0.3	9.9
	Ella Risk ES	231	97	34.4	22.8	28.6	12.9	1.3	14.3
	Veterans Memorial ES	252	98	37.8	32.1	19.5	10.2	0.4	10.6
	Dr. E. F. Calcutt MS	636	95	49.0	24.3	17.7	8.9	0.0	8.9
	Central Falls Sr. HS	301	35	74.3	12.4	8.6	4.8	0.0	4.8
Chariho	**All**	1969	95	9.5	11.4	22.1	45.6	11.5	57.0
	Ashaway ES	64	94	6.7	10.0	20.0	55.0	8.3	63.3
	Charlestown ES	122	95	2.6	6.9	26.7	46.6	17.2	63.8
	Hope Valley ES	81	100	4.9	16.0	27.2	44.4	7.4	51.9
	Richmond ES	168	98	1.8	10.4	18.9	54.3	14.6	68.9
	The R.Y.S.E. School ES	34	91	77.4	16.1	6.5	0.0	0.0	0.0
	Chariho Regional MS	977	96	2.7	7.8	22.4	53.5	13.6	67.1
	Chariho Regional HS	516	94	23.2	18.9	22.0	29.2	6.8	35.9
	The R.Y.S.E. School HS	5	100	-	-	-	-	-	-
Coventry	**All**	2933	97	14.8	20.3	30.4	31.1	3.4	34.4
	Blackrock ES	220	98	8.8	13.5	32.1	40.0	5.6	45.6
	Hopkins Hill ES	185	98	8.3	14.9	29.3	40.9	6.6	47.5
	Tiogue ES	191	100	7.4	16.3	35.3	36.3	4.7	41.1
	Washington Oak ES	297	99	8.8	14.9	30.5	42.7	3.1	45.8
	Western Coventry ES	181	100	10.5	15.5	32.6	38.7	2.8	41.4
	A. S. Feinstein MS	1123	98	12.0	22.5	33.8	29.5	2.3	31.8
	Coventry HS	731	95	28.3	24.9	23.2	20.1	3.5	23.6
Cranston	**All**	6413	95	8.7	16.7	29.6	38.1	6.9	45.0
	Arlington ES	173	100	4.6	25.4	41.0	28.9	0.0	28.9
	Chester W. Barrows ES	100	100	0.0	17.0	32.0	47.0	4.0	51.0
	Daniel D. Waterman ES	146	95	6.5	15.2	31.2	42.0	5.1	47.1
	Eden Park ES	212	100	12.3	18.0	29.9	35.5	4.3	39.8
	Edgewood Highland ES	166	98	8.6	21.0	34.6	31.5	4.3	35.8
	Edward S. Rhodes ES	186	96	9.0	14.0	23.6	42.1	11.2	53.4

District	School ELA	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Cranston (*continued*)	Garden City ES	167	98	4.3	15.3	31.3	43.6	5.5	49.1
	George J. Peters ES	203	97	7.1	19.3	33.5	34.5	5.6	40.1
	Gladstone Street ES	282	99	19.1	28.1	27.3	25.5	0.0	25.5
	Glen Hills ES	190	97	5.9	15.7	30.8	42.7	4.9	47.6
	Hope Highlands ES	259	98	5.9	9.9	33.6	46.6	4.0	50.6
	Oak Lawn ES	164	91	2.0	12.8	36.9	43.6	4.7	48.3
	Orchard Farms ES	192	98	1.6	6.9	26.6	59.6	5.3	64.9
	Stadium ES	207	99	6.8	22.0	33.2	34.6	3.4	38.0
	Stone Hill ES	175	99	2.3	10.4	32.9	48.0	6.4	54.3
	William R. Dutemple ES	193	100	6.8	14.6	32.3	41.1	5.2	46.4
	Woodridge ES	202	96	5.7	9.8	20.6	53.6	10.3	63.9
	Hugh B. Bain MS	472	97	9.4	22.1	38.0	27.3	3.3	30.6
	Park View MS	501	97	9.5	14.8	28.7	38.6	8.5	47.0
	Western Hills MS	708	92	5.7	13.3	29.2	41.1	10.7	51.8
	Cranston HS East	744	87	13.3	18.2	23.5	33.5	11.4	45.0
	Cranston HS West	663	96	9.1	15.6	25.5	39.1	10.6	49.8
	NEL/CPS Career Acad. HS	59	88	32.7	38.5	23.1	5.8	0.0	5.8
Cumberland	**All**	2788	94	13.1	17.1	27.5	35.6	6.6	42.2
	Ashton ES	135	97	6.1	16.8	22.1	51.1	3.8	55.0
	B.F. Norton ES	226	96	13.0	20.4	31.9	29.2	5.6	34.7
	Community ES	332	97	4.3	7.5	24.8	56.2	7.1	63.4
	Garvin Memorial ES	190	100	7.9	21.1	32.1	35.3	3.7	38.9
	J.J.M. Cumberland Hill ES	180	98	7.9	15.3	29.4	42.9	4.5	47.5
	Joseph L. McCourt MS	448	90	18.6	24.3	27.2	26.5	3.5	30.0
	North Cumberland MS	661	95	5.4	15.5	30.6	38.7	9.8	48.5
	Cumberland HS	606	92	27.7	17.5	23.0	24.1	7.7	31.8
Davies Career-Tech.	Davies Career-Tech. HS	402	99	29.5	28.0	27.8	14.4	0.3	14.6
DCYF	**All**	42	86	-	-	-	-	-	-
	DCYF Alt. Ed. Program MS	1	100	-	-	-	-	-	-
	DCYF Alt. Ed. Program HS	21	86	66.7	22.2	11.1	0.0	0.0	0.0
East Greenwich	**All**	1504	94	4.6	7.8	17.9	48.8	21.0	69.8
	George Hanaford ES	275	96	5.7	10.6	25.9	49.8	8.0	57.8
	James H. Eldredge ES	296	98	5.5	9.7	17.3	58.5	9.0	67.5
	Archie R. Cole MS	608	96	0.9	4.6	16.0	46.6	31.9	78.5
	East Greenwich HS	320	83	9.8	10.2	14.3	42.6	23.0	65.7
East Providence	**All**	3069	75	17.8	22.0	28.4	28.0	3.8	31.9
	Agnes B. Hennessey ES	136	99	35.1	20.1	25.4	18.7	0.7	19.4
	Alice M. Waddington ES	222	85	4.8	15.4	35.1	42.0	2.7	44.7
	Emma G. Whiteknact ES	133	98	18.5	24.6	34.6	21.5	0.8	22.3
	James R. D. Oldham ES	99	94	18.3	34.4	28.0	19.4	0.0	19.4
	Kent Heights ES	131	95	12.0	17.6	29.6	37.6	3.2	40.8
	Myron J. Francis ES	191	94	11.2	16.2	24.0	40.2	8.4	48.6
	Orlo Avenue ES	149	99	19.7	29.9	19.7	28.6	2.0	30.6
	Silver Spring ES	137	98	12.7	24.6	34.3	27.6	0.7	28.4
	Edward R. Martin MS	658	93	11.9	22.7	30.2	30.7	4.6	35.2
	Riverside MS	475	65	21.8	18.2	31.6	23.5	4.9	28.3
	East Providence HS	685	34	34.6	23.9	17.9	16.7	6.8	23.5
Exeter-West Greenwich	**All**	973	88	7.1	13.4	29.5	42.4	7.7	50.1
	Metcalf ES	467	97	6.2	16.4	36.7	38.5	2.2	40.7
	Exeter-W. Greenwich MS	238	93	7.2	9.9	25.7	44.6	12.6	57.2
	Exeter-W. Greenwich HS	262	71	8.6	10.2	16.7	49.5	15.1	64.5
Foster	Captain Isaac Paine ES	154	93	5.6	23.1	34.3	33.6	3.5	37.1
Foster-Glocester	**All**	770	90	14.7	17.5	28.2	31.8	7.8	39.6
	Ponaganset MS	469	94	9.1	17.2	31.1	35.1	7.5	42.6
	Ponaganset HS	298	83	24.2	17.7	23.4	26.2	8.5	34.7
Glocester	**All**	280	95	2.6	15.4	31.1	46.1	4.9	50.9
	Fogarty Memorial ES	157	97	2.6	9.9	25.0	57.2	5.3	62.5
	West Glocester ES	123	94	2.6	22.6	39.1	31.3	4.3	35.7

District	School ELA	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Highlander	**All**	273	99	21.2	29.7	29.4	19.0	0.7	19.7
	Highlander Charter ES	108	99	26.2	34.6	27.1	12.1	0.0	12.1
	Highlander Charter MS	108	99	15.0	29.0	29.0	27.1	0.0	27.1
	Highlander Charter HS	56	96	24.1	22.2	35.2	14.8	3.7	18.5
International	International Charter ES	157	99	5.8	21.8	35.3	32.1	5.1	37.2
Jamestown	**All**	321	95	4.2	11.8	22.5	46.7	14.7	61.4
	Jamestown-Melrose ES	113	96	3.7	12.0	23.1	50.0	11.1	61.1
	Jamestown-Lawn MS	205	96	4.6	11.2	22.3	45.2	16.8	61.9
Johnston	**All**	1870	92	8.1	16.5	28.9	40.0	6.7	46.6
	Brown Avenue ES	128	98	1.6	4.0	17.5	68.3	8.7	77.0
	Sarah Dyer Barnes ES	143	94	9.6	16.3	31.1	36.3	6.7	43.0
	Thornton ES	222	99	9.5	16.4	30.0	41.8	2.3	44.1
	Winsor Hill ES	216	97	8.1	21.9	25.7	41.9	2.4	44.3
	Nicholas A. Ferri MS	742	97	7.3	14.9	31.0	38.5	8.2	46.8
	Johnston Senior HS	393	76	8.8	21.2	29.6	31.6	8.8	40.4
Kingston Hill	Kingston Hill Academy ES	78	95	4.1	5.4	13.5	52.7	24.3	77.0
Lincoln	**All**	1859	90	9.3	14.8	24.5	43.6	7.8	51.4
	Lincoln Central ES	172	98	1.2	7.1	28.0	54.8	8.9	63.7
	Lonsdale ES	173	94	3.7	19.0	22.7	49.7	4.9	54.6
	Northern Lincoln ES	207	96	6.0	13.1	24.1	48.7	8.0	56.8
	Saylesville ES	132	97	3.1	14.1	21.9	56.3	4.7	60.9
	Lincoln MS	770	93	9.8	14.8	25.9	41.4	8.1	49.5
	Lincoln Senior HS	395	74	19.1	18.8	21.8	31.1	9.2	40.3
Little Compton	**All**	176	87	2.0	11.8	28.8	51.0	6.5	57.5
	Wilbur & McMahon ES	81	93	4.0	12.0	26.7	56.0	1.3	57.3
	Wilbur & McMahon MS	95	82	0.0	11.5	30.8	46.2	11.5	57.7
MET Career & Tech.	MET Career & Tech. HS	403	83	54.6	20.9	15.5	7.8	1.2	9.0
Middletown	**All**	1386	93	8.7	19.1	27.3	37.4	7.5	45.0
	Aquidneck ES	112	95	9.4	12.3	24.5	50.9	2.8	53.8
	Forest Avenue ES	86	95	8.5	30.5	24.4	35.4	1.2	36.6
	Gaudet Learning Acad. ES	168	97	6.1	19.0	33.1	35.0	6.7	41.7
	Gaudet MS	699	93	8.5	19.4	30.4	35.9	5.9	41.8
	Middletown HS	312	91	9.9	16.9	19.4	38.4	15.5	53.9
Narragansett	**All**	805	95	5.9	15.4	26.0	44.5	8.2	52.7
	Narragansett ES	201	98	5.1	12.7	21.8	53.3	7.1	60.4
	Narragansett Pier MS	398	94	4.0	16.5	25.6	46.4	7.5	53.9
	Narragansett HS	205	95	10.3	16.0	30.9	32.0	10.8	42.8
New Shoreham	**All**	72	83	0.0	11.7	28.3	53.3	6.7	60.0
	Block Island ES	46	91	0.0	14.3	33.3	52.4	0.0	52.4
	Block Island MS + HS	26	69	0.0	5.6	16.7	55.6	22.2	77.8
Newport	**All**	1186	92	26.6	20.7	20.8	25.7	6.2	31.9
	Claiborne Pell ES	295	93	16.7	20.4	25.5	32.7	4.7	37.5
	Frank E. Thompson MS	581	95	22.5	21.2	23.4	26.6	6.3	33.0
	Rogers HS	290	85	44.9	19.2	10.6	17.6	7.8	25.3
North Kingstown	**All**	2495	84	8.3	11.9	23.9	42.9	13.0	55.9
	Fishing Cove ES	123	94	4.3	7.8	27.0	47.8	13.0	60.9
	Forest Park ES	153	91	6.5	12.2	23.7	52.5	5.0	57.6
	Hamilton ES	218	98	4.2	6.1	18.3	61.5	9.9	71.4
	Stony Lane ES	229	100	3.1	10.1	28.9	51.8	6.1	57.9
	S. M. H. Quidnessett ES	147	93	8.8	17.5	27.0	36.5	10.2	46.7
	Davisville MS	520	83	4.9	12.5	26.7	39.4	16.5	55.9
	Wickford MS	404	96	4.4	8.0	19.7	45.9	22.0	67.9
	N. Kingstown Senior HS	689	64	21.1	17.3	23.4	28.0	10.2	38.2
North Providence	**All**	2106	89	16.8	21.9	30.8	26.8	3.7	30.5
	Centredale ES	128	98	18.4	23.2	25.6	31.2	1.6	32.8
	Dr. Joseph A. Whelan ES	134	99	9.8	28.0	33.3	28.0	0.8	28.8
	Greystone ES	124	96	8.4	21.0	37.8	29.4	3.4	32.8
	James L. McGuire ES	146	95	13.8	24.6	30.4	30.4	0.7	31.2
	Marieville ES	125	90	25.9	23.2	34.8	16.1	0.0	16.1

District	School ELA	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
N. Providence (*continued*)	Stephen Olney ES	155	91	7.1	26.2	31.9	31.9	2.8	34.8
	Birchwood MS	407	91	17.6	20.8	30.0	28.6	3.0	31.6
	Dr. Edward A. Ricci MS	423	92	15.2	22.0	35.1	24.5	3.1	27.6
	North Providence HS	444	76	22.4	17.9	24.2	25.4	10.1	35.5
North Smithfield	**All**	1063	87	7.3	13.4	31.6	41.0	6.7	47.8
	Dr. H. L.. H. Memorial ES	335	93	8.0	14.4	34.5	40.6	2.6	43.1
	North Smithfield ES	44	93	17.1	24.4	26.8	29.3	2.4	31.7
	North Smithfield MS	441	89	4.9	12.8	32.5	41.2	8.7	49.9
	North Smithfield HS	232	73	8.2	10.6	25.3	44.7	11.2	55.9
Paul Cuffee	**All**	482	99	16.3	31.0	28.9	21.8	2.1	23.8
	Paul Cuffee Charter ES	171	98	7.7	33.3	30.4	26.2	2.4	28.6
	Paul Cuffee Charter MS	180	99	14.0	27.4	30.7	25.1	2.8	27.9
	Paul Cuffee Charter HS	131	100	30.5	32.8	24.4	11.5	0.8	12.2
Pawtucket	**All**	5291	92	26.2	26.6	27.3	18.5	1.4	19.9
	Agnes E. Little ES	219	99	23.1	23.6	29.2	23.1	0.9	24.1
	Curvin-McCabe ES	213	96	18.6	28.4	33.8	18.1	1.0	19.1
	Elizabeth Baldwin ES	325	94	26.3	30.3	24.0	18.8	0.7	19.4
	Fallon Memorial ES	275	100	28.5	18.6	32.1	20.8	0.0	20.8
	F. S. Curtis Memorial ES	162	94	24.8	20.3	26.1	25.5	3.3	28.8
	Francis J. Varieur ES	194	100	6.2	15.0	34.7	38.3	5.7	44.0
	Henry J. Winters ES	242	99	20.8	32.5	32.9	13.8	0.0	13.8
	M. V. Cunningham ES	237	94	20.2	29.1	30.5	19.3	0.9	20.2
	Nathanael Greene ES	351	100	20.0	26.0	28.3	24.9	0.9	25.7
	Potter-Burns ES	257	100	12.5	24.6	29.7	32.0	1.2	33.2
	Goff MS	662	98	15.0	26.9	36.2	21.0	0.9	21.9
	Joseph Jenks MS	485	89	35.7	29.6	22.6	11.4	0.7	12.1
	Samuel Slater MS	676	96	27.2	33.1	25.5	12.4	1.7	14.1
	J. M. Walsh HS	83	54	8.9	22.2	22.2	33.3	13.3	46.7
	Shea Senior HS	402	80	53.3	23.2	11.8	9.3	2.5	11.8
	Tolman Senior HS	473	74	46.9	25.0	17.3	9.9	0.9	10.8
Portsmouth	**All**	1491	82	7.7	16.3	27.5	41.2	7.3	48.5
	Hathaway ES	87	92	5.0	23.8	22.5	46.3	2.5	48.8
	Melville ES	70	99	7.2	5.8	27.5	55.1	4.3	59.4
	Portsmouth MS	867	96	6.9	17.2	29.2	40.1	6.5	46.6
	Portsmouth HS	452	49	11.4	11.9	21.9	41.1	13.7	54.8
Providence	**All**	14304	89	33.7	25.9	22.6	15.3	2.5	17.8
	Alan Shawn Feinstein ES	223	93	35.7	31.9	16.9	15.0	0.5	15.5
	Alfred Lima, Sr. ES	449	96	29.6	35.1	23.6	11.3	0.5	11.8
	Anthony Carnevale ES	285	93	26.4	30.2	23.0	19.6	0.8	20.4
	Asa Messer ES	210	93	37.2	28.1	22.4	11.7	0.5	12.2
	Carl G. Lauro ES	409	93	41.9	28.8	19.6	9.7	0.0	9.7
	C. Young/C. Woods ES	342	91	42.0	30.1	21.2	6.7	0.0	6.7
	Frank D. Spaziano ES	317	94	31.6	35.0	21.5	11.8	0.0	11.8
	George J. West ES	393	99	36.8	32.1	21.9	9.3	0.0	9.3
	Harry Kizirian ES	294	98	30.0	25.8	26.5	16.4	1.4	17.8
	Leviton Dual Language ES	133	98	25.4	33.8	26.2	14.6	0.0	14.6
	Lillian Feinstein ES	226	93	31.1	32.1	27.8	9.1	0.0	9.1
	M. L. King, Jr. ES	240	99	21.1	24.9	29.5	22.4	2.1	24.5
	Mary E. Fogarty ES	220	95	50.2	28.7	16.3	4.8	0.0	4.8
	Pleasant View ES	152	95	35.4	22.9	26.4	15.3	0.0	15.3
	Reservoir Avenue ES	147	97	26.8	28.9	26.1	18.3	0.0	18.3
	Robert F. Kennedy ES	258	98	17.3	18.5	35.0	26.4	2.8	29.1
	Robert L Bailey IV, ES	259	98	39.8	30.7	22.0	7.1	0.4	7.5
	Times2 Academy ES	164	100	11.6	28.7	31.7	25.6	2.4	28.0
	Vartan Gregorian ES	171	88	12.7	16.7	25.3	38.0	7.3	45.3
	Veazie Street ES	330	98	28.7	30.9	26.5	13.9	0.0	13.9
	Webster Avenue ES	197	99	19.5	26.2	31.3	22.1	1.0	23.1
	William D'Abate ES	193	96	12.4	23.1	33.9	30.6	0.0	30.6
	Esek Hopkins MS	535	93	22.7	26.7	30.1	19.7	0.8	20.5

District	School ELA	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Providence (*continued*)	Gilbert Stuart MS	885	90	28.6	30.3	27.4	13.0	0.8	13.7
	Gov. Chris. DelSesto MS	924	90	59.1	25.2	13.2	2.5	0.0	2.5
	Nathan Bishop MS	719	92	24.1	25.0	22.1	20.5	8.3	28.8
	Nathanael Greene MS	960	95	27.6	19.3	24.8	24.1	4.2	28.3
	Roger Williams MS	844	92	27.1	27.8	28.3	15.8	1.0	16.8
	Times2 Academy MS	178	100	12.4	24.2	36.5	25.8	1.1	27.0
	West Broadway MS	294	83	38.4	35.5	20.4	5.7	0.0	5.7
	ACES HS	106	89	18.1	19.1	42.6	17.0	3.2	20.2
	Central HS	585	79	55.8	21.6	15.2	7.1	0.2	7.4
	Classical HS	555	74	0.2	1.7	10.0	51.5	36.5	88.0
	Dr. Jorge Alvarez HS	199	65	31.0	25.6	24.0	17.8	1.6	19.4
	E-Cubed Acad. HS	181	90	42.0	25.3	17.9	13.6	1.2	14.8
	Hope HS	351	58	63.4	23.8	9.9	3.0	0.0	3.0
	Mount Pleasant HS	426	71	65.9	21.2	9.9	3.0	0.0	3.0
	Prov. Career & Tech. HS	364	94	45.6	31.0	17.3	5.6	0.6	6.1
	Times2 Academy HS	84	99	10.8	10.8	30.1	44.6	3.6	48.2
	W. B. Cooley Senior HS	368	64	61.4	21.2	13.6	3.8	0.0	3.8
RI Nurses Institute	RI Nurses Institute HS	47	83	28.2	23.1	35.9	10.3	2.6	12.8
RI Sch. for the Deaf	**All**	37	87	71.9	21.9	3.1	3.1	0.0	3.1
	RI Sch. for the Deaf ES	17	88	86.7	13.3	0.0	0.0	0.0	0.0
	RI Sch. for the Deaf MS	10	90	44.44	55.56	0.0	0.0	0.0	0.0
	RI Sch. for the Deaf HS	9	78	-	-	-	-	-	-
Scituate	**All**	740	72	14.5	16.5	27.3	35.5	6.2	41.7
	Clayville ES	66	77	0.0	15.7	15.7	64.7	3.9	68.6
	Hope ES	147	95	5.0	10.8	25.9	51.8	6.5	58.3
	North Scituate ES	124	94	7.7	17.1	29.1	36.8	9.4	46.2
	Scituate MS	178	92	16.0	20.9	36.2	22.7	4.3	27.0
	Scituate HS	224	27	55.7	18.0	13.1	6.6	6.6	13.1
Segue Institute	Segue Inst. for Lrng. MS	233	100	17.2	24.0	30.9	24.9	3.0	27.9
Sheila Skip Nowell	**All**	37	41	-	-	-	-	-	-
	Nowell Acad. I HS	18	39	-	-	-	-	-	-
	Nowell Acad. II HS	19	42	50.0	37.5	12.5	0.0	0.0	0.0
Smithfield	**All**	1485	93	9.6	15.2	29.6	40.1	5.5	45.5
	Anna M. McCabe ES	141	82	6.1	8.7	27.8	54.8	2.6	57.4
	Old County Road ES	131	92	10.8	20.0	34.2	31.7	3.3	35.0
	Raymond C. LaPerche ES	120	94	7.1	13.3	28.3	43.4	8.0	51.3
	William Winsor ES	146	95	2.2	15.8	30.9	46.8	4.3	51.1
	Vincent J. Gallagher MS	582	93	5.9	16.0	31.2	40.8	6.1	46.9
	Smithfield Senior HS	360	96	19.4	15.1	26.4	33.3	5.8	39.1
South Kingstown	**All**	1992	95	9.7	10.7	21.6	44.8	13.1	57.9
	Matunuck ES	89	97	5.8	1.2	15.1	57.0	20.9	77.9
	Peace Dale ES	158	98	1.3	4.5	12.3	59.1	22.7	81.8
	Wakefield ES	106	96	2.9	5.9	10.8	54.9	25.5	80.4
	West Kingston ES	124	97	4.2	6.7	15.8	54.2	19.2	73.3
	Broad Rock MS	517	95	5.9	11.4	24.2	51.0	7.5	58.5
	Curtis Corner MS	518	95	8.8	11.4	23.7	42.7	13.5	56.1
	South Kingstown HS	468	93	21.1	15.4	25.2	28.7	9.6	38.3
The Compass School	**All**	113	95	0.0	3.7	20.6	53.3	22.4	75.7
	The Compass School ES	59	98	0.0	0.0	20.7	58.6	20.7	79.3
	The Compass School MS	54	91	0.0	8.2	20.4	46.9	24.5	71.4
The Greene School	The Greene School HS	90	94	21.2	15.3	27.1	30.6	5.9	36.5
The Learning Community	**All**	366	100	10.4	27.0	34.7	26.2	1.6	27.9
	The Learning Comm. ES	185	100	10.8	27.6	31.4	28.1	2.2	30.3
	The Learning Comm. MS	180	100	10.0	26.1	38.3	24.4	1.1	25.6
Tiverton	**All**	1144	81	10.5	15.4	26.5	39.8	7.8	47.6
	Fort Barton ES	92	88	0.0	6.2	14.8	66.7	12.3	79.0
	Pocasset ES	90	76	7.4	17.6	25.0	47.1	2.9	50.0
	Walter E. Ranger ES	98	86	8.3	10.7	25.0	52.4	3.6	56.0
	Tiverton MS	568	80	4.9	11.7	32.5	41.2	9.7	50.9
	Tiverton HS	287	80	26.2	25.8	20.5	21.8	5.7	27.5

District	School ELA	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Trinity Academy	**All**	139	96	29.9	32.8	23.1	12.7	1.5	14.2
	Trinity Academy MS	75	99	33.8	37.8	21.6	6.8	0.0	6.8
	Trinity Academy HS	64	94	25.0	26.7	25.0	20.0	3.3	23.3
Urban Collaborative	Urban Collaborative MS	138	96	32.3	31.6	29.3	6.0	0.8	6.8
Village Green Virtual	Village Green Virtual HS	118	68	32.5	26.3	25.0	12.5	3.8	16.3
Warwick	**All**	5547	92	17.8	20.7	29.7	28.4	3.4	31.8
	Cedar Hill ES	244	94	7.4	14.3	32.2	43.5	2.6	46.1
	Cottrell F. Hoxsie ES	173	96	12.0	20.5	29.5	32.5	5.4	38.0
	E. G. Robertson ES	182	95	11.0	20.8	31.8	33.5	2.9	36.4
	Francis ES	160	93	14.1	16.1	33.6	34.2	2.0	36.2
	Greenwood ES	174	90	10.3	17.9	32.7	36.5	2.6	39.1
	Harold F. Scott ES	157	94	6.1	12.2	29.1	46.6	6.1	52.7
	Holliman ES	180	94	10.0	17.1	33.5	37.6	1.8	39.4
	John Wickes ES	195	98	13.1	23.0	35.1	26.2	2.6	28.8
	Lippitt ES	120	92	10.0	21.8	28.2	37.3	2.7	40.0
	Norwood ES	132	92	12.3	17.2	31.1	36.1	3.3	39.3
	Oakland Beach ES	196	91	17.9	25.7	36.3	19.0	1.1	20.1
	Park ES	145	86	16.8	16.8	34.4	28.8	3.2	32.0
	Randall Holden ES	129	98	4.7	14.2	44.9	34.6	1.6	36.2
	Sherman ES	223	99	7.2	15.8	29.9	43.9	3.2	47.1
	Warwick Neck ES	184	98	5.6	18.3	30.0	40.6	5.6	46.1
	Wyman ES	180	91	9.8	14.6	27.4	42.7	5.5	48.2
	Aldrich MS	510	93	18.4	26.6	30.4	23.6	1.1	24.7
	Gorton MS	418	80	27.5	26.3	29.3	15.3	1.5	16.8
	Winman MS	519	92	18.5	21.2	31.1	25.0	4.2	29.2
	Pilgrim HS	459	92	29.0	24.5	24.0	17.9	4.5	22.4
	Toll Gate HS	449	97	30.6	21.6	21.6	20.2	6.0	26.2
	Warwick Vets Mem. HS	369	84	29.6	21.5	25.7	19.3	3.9	23.2
West Warwick	**All**	2002	90	18.5	21.5	29.4	27.1	3.5	30.6
	Greenbush ES	177	99	10.3	18.9	37.1	30.3	3.4	33.7
	John F. Horgan ES	184	98	20.6	32.2	26.1	18.3	2.8	21.1
	Wakefield Hills ES	148	89	23.5	21.2	26.5	25.0	3.8	28.8
	John F. Deering MS	978	91	15.4	19.6	30.9	30.0	4.0	34.1
	West Warwick Sr. HS	503	83	25.3	22.0	25.5	24.6	2.6	27.2
Westerly	**All**	1743	81	15.7	22.2	27.5	31.4	3.3	34.6
	Bradford ES	40	93	13.5	21.6	24.3	37.8	2.7	40.5
	Dunn's Corners ES	120	98	7.7	23.9	27.4	37.6	3.4	41.0
	Springbrook ES	137	99	23.5	19.9	25.7	30.9	0.0	30.9
	State Street ES	127	95	8.3	17.5	29.2	42.5	2.5	45.0
	Westerly MS	873	92	15.2	23.3	29.3	29.7	2.5	32.2
	Westerly HS	422	44	18.3	21.0	22.6	28.5	9.7	38.2
Woonsocket	**All**	3443	90	29.4	26.0	24.3	18.4	1.9	20.3
	Bernon Heights ES	227	98	15.3	21.6	26.6	35.1	1.4	36.5
	Citizens Memorial ES	380	92	29.6	25.6	26.5	17.7	0.6	18.2
	Globe Park ES	231	88	17.2	26.0	34.8	20.1	2.0	22.1
	Harris ES	203	99	21.0	30.0	32.0	15.5	1.5	17.0
	Kevin K. Coleman ES	151	93	29.1	21.3	23.4	25.5	0.7	26.2
	Leo A. Savoie ES	191	98	13.8	19.1	30.9	32.4	3.7	36.2
	Woonsocket MS	1243	90	37.7	29.8	20.1	11.1	1.3	12.3
	Woonsocket HS	745	82	28.1	22.7	23.4	21.7	4.1	25.8

NOTE: *See Appendix A for overview of PARCC performance levels*

SCHOOL MATHEMATICS RESULTS

Table 15. MATHEMATICS: Percent of Students at Each Performance Level by District and School.

District	School Math	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Barrington	**All**	1958	98	3.1	11.5	28.4	49.0	8.1	57.0
	Hampden Meadows ES	497	96	4.4	11.3	27.7	47.7	8.8	56.5
	Nayatt ES	90	100	0.0	12.2	12.2	56.7	18.9	75.6
	Primrose Hill ES	85	97	3.7	13.4	19.5	52.4	11.0	63.4
	Sowams ES	79	100	5.1	6.3	27.8	46.8	13.9	60.8
	Barrington MS	809	99	2.5	9.3	28.6	52.6	7.0	59.6
	Barrington HS	392	98	2.3	17.0	34.2	41.5	5.0	46.5
Beacon Charter	Beacon Charter HS	96	85	15.9	32.9	30.5	20.7	0.0	20.7
Blackstone Academy	Blackstone Academy HS	82	93	13.2	40.8	34.2	11.8	0.0	11.8
Blackstone Valley Prep	**All**	667	100	4.1	16.7	31.4	40.2	7.7	47.9
	Blackstone Valley Prep 1 ES	166	100	2.4	10.8	25.3	48.8	12.7	61.4
	Blackstone Valley Prep 2 ES	79	100	0.0	10.1	21.5	48.1	20.3	68.4
	Blackstone Valley Prep MS	322	100	5.6	20.6	34.3	36.8	2.8	39.6
	Blackstone Valley Prep HS	99	100	4.0	19.2	40.4	31.3	5.1	36.4
Bristol-Warren	**All**	1943	92	10.9	22.2	32.4	31.0	3.5	34.5
	Colt Andrews ES	180	94	10.0	21.8	30.6	30.6	7.1	37.6
	Guiteras ES	159	97	2.6	20.1	29.9	39.6	7.8	47.4
	Hugh Cole ES	299	92	9.5	25.2	36.1	27.4	1.8	29.2
	Rockwell ES	148	97	2.1	11.8	33.3	41.7	11.1	52.8
	Kickemuit MS	739	97	10.9	21.5	32.5	33.2	2.0	35.1
	Mt. Hope HS	399	78	19.0	27.1	31.3	21.6	1.0	22.6
Burrillville	**All**	1464	60	17.3	34.1	28.8	18.6	1.1	19.7
	Steere Farm ES	278	72	12.6	31.7	30.7	22.6	2.5	25.1
	W. L. Callahan ES	249	80	18.0	35.5	27.0	17.5	2.0	19.5
	Burrillville MS	610	40	18.7	30.3	29.9	20.7	0.4	21.2
	Burrillville HS	320	75	18.8	39.3	27.6	14.2	0.0	14.2
Central Falls	**All**	1429	92	39.7	36.6	18.5	4.9	0.3	5.2
	Ella Risk ES	232	100	25.9	39.7	27.2	6.5	0.9	7.3
	Veterans Memorial ES	252	99	29.6	38.0	22.0	10.4	0.0	10.4
	Dr. E. F. Calcutt MS	639	98	45.2	33.4	17.7	3.4	0.3	3.7
	Central Falls Sr. HS	297	67	50.3	41.7	7.0	1.0	0.0	1.0
Chariho	**All**	1962	95	8.8	24.7	31.0	32.9	2.7	35.6
	Ashaway ES	65	95	1.6	16.1	30.6	41.9	9.7	51.6
	Charlestown ES	122	95	3.4	14.7	31.9	45.7	4.3	50.0
	Hope Valley ES	81	100	1.2	14.8	24.7	50.6	8.6	59.3
	Richmond ES	168	98	1.8	14.0	33.5	45.1	5.5	50.6
	The R.Y.S.E. School ES	39	87	67.6	23.5	8.8	0.0	0.0	0.0
	Chariho Regional MS	977	95	5.9	21.7	32.5	37.4	2.5	39.9
	Chariho Regional HS	505	93	15.6	39.7	29.7	14.7	0.2	15.0
	The R.Y.S.E. School HS	4	100	-	-	-	-	-	-
Coventry	**All**	2786	98	10.6	27.5	35.4	25.5	1.0	26.4
	Blackrock ES	220	97	10.3	20.6	35.0	30.4	3.7	34.1
	Hopkins Hill ES	185	98	5.0	24.9	32.6	34.8	2.8	37.6
	Tiogue ES	192	100	10.5	23.6	33.5	31.9	0.5	32.5
	Washington Oak ES	299	99	9.1	19.3	35.5	34.1	2.0	36.1
	Western Coventry ES	181	100	7.2	19.3	33.1	39.8	0.6	40.3
	A. S. Feinstein MS	1131	98	12.0	24.1	37.0	26.4	0.5	26.9
	Coventry HS	572	97	11.2	46.5	34.9	7.4	0.0	7.4
Cranston	**All**	6305	95	12.7	30.1	33.7	21.8	1.7	23.5
	Arlington ES	173	100	16.2	34.7	35.8	13.3	0.0	13.3
	Chester W. Barrows ES	100	100	3.0	22.0	41.0	30.0	4.0	34.0
	Daniel D. Waterman ES	146	95	8.0	28.3	38.4	23.2	2.2	25.4
	Eden Park ES	212	100	14.7	28.9	37.9	17.1	1.4	18.5
	Edgewood Highland ES	168	99	13.3	33.1	29.5	23.5	0.6	24.1

District	School Math	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Cranston (*continued*)	Edward S. Rhodes ES	185	96	14.1	19.8	26.0	35.0	5.1	40.1
	Garden City ES	167	97	3.7	25.3	32.7	35.2	3.1	38.3
	George J. Peters ES	203	97	14.2	28.4	33.0	20.3	4.1	24.4
	Gladstone Street ES	295	100	22.0	41.7	23.1	12.9	0.3	13.2
	Glen Hills ES	190	97	8.2	23.4	41.8	25.0	1.6	26.6
	Hope Highlands ES	259	98	8.3	11.9	40.3	36.0	3.6	39.5
	Oak Lawn ES	162	92	7.4	24.2	36.2	28.2	4.0	32.2
	Orchard Farms ES	192	98	3.2	13.3	39.4	41.5	2.7	44.1
	Stadium ES	207	99	7.8	31.7	35.6	24.4	0.5	24.9
	Stone Hill ES	175	99	0.6	21.4	36.4	38.7	2.9	41.6
	William R. Dutemple ES	194	99	11.0	36.6	27.7	21.5	3.1	24.6
	Woodridge ES	201	97	9.8	11.3	35.6	38.1	5.2	43.3
	Hugh B. Bain MS	481	99	13.7	36.5	32.5	16.9	0.4	17.3
	Park View MS	501	97	13.2	30.0	35.3	19.8	1.7	21.5
	Western Hills MS	708	92	8.6	24.8	36.9	28.0	1.8	29.8
	Cranston HS East	704	84	20.6	41.0	28.7	9.6	0.0	9.6
	Cranston HS West	572	97	16.0	40.9	35.0	7.9	0.2	8.1
	NEL/CPS Career Acad. HS	63	98	22.6	51.6	17.7	8.1	0.0	8.1
Cumberland	**All**	2679	95	9.4	22.8	31.2	32.7	4.0	36.7
	Ashton ES	135	97	4.6	9.2	32.8	41.2	12.2	53.4
	B.F. Norton ES	228	96	5.5	22.8	34.7	35.2	1.8	37.0
	Community ES	332	97	3.4	8.1	23.0	55.6	9.9	65.5
	Garvin Memorial ES	190	100	3.2	16.8	35.3	37.9	6.8	44.7
	J.J.M. Cumberland Hill ES	180	98	6.8	10.7	28.2	42.9	11.3	54.2
	Joseph L. McCourt MS	448	91	13.0	28.0	35.1	23.8	0.0	23.8
	North Cumberland MS	661	95	4.8	18.5	34.9	39.2	2.6	41.8
	Cumberland HS	493	95	22.6	44.1	26.2	7.0	0.0	7.0
Davies Career-Tech.	Davies Career-Tech. HS	399	98	16.1	49.9	26.9	7.2	0.0	7.2
DCYF	**All**	47	87	-	-	-	-	-	-
	DCYF Alt. Ed. Program MS	5	80	-	-	-	-	-	-
	DCYF Alt. Ed. Program HS	42	88	78.4	18.9	2.7	0.0	0.0	0.0
East Greenwich	**All**	1426	94	3.5	10.5	28.5	46.8	10.8	57.6
	George Hanaford ES	274	96	6.1	17.1	34.2	37.6	4.9	42.6
	James H. Eldredge ES	296	98	5.2	10.7	27.3	48.1	8.7	56.7
	Archie R. Cole MS	607	97	2.2	7.7	25.6	48.3	16.2	64.5
	East Greenwich HS	243	82	0.5	9.6	30.8	53.0	6.1	59.1
East Providence	**All**	2967	78	16.6	31.2	29.4	21.1	1.8	22.9
	Agnes B. Hennessey ES	135	99	23.3	30.8	25.6	18.8	1.5	20.3
	Alice M. Waddington ES	222	85	3.7	20.2	31.9	41.5	2.7	44.1
	Emma G. Whiteknact ES	133	98	17.7	30.8	33.1	16.2	2.3	18.5
	James R. D. Oldham ES	98	94	16.3	39.1	20.7	22.8	1.1	23.9
	Kent Heights ES	131	96	17.5	16.7	27.8	33.3	4.8	38.1
	Myron J. Francis ES	191	95	9.9	19.3	24.9	35.9	9.9	45.9
	Orlo Avenue ES	150	99	25.0	35.1	25.0	14.9	0.0	14.9
	Silver Spring ES	137	99	8.9	27.4	37.0	24.4	2.2	26.7
	Edward R. Martin MS	660	95	15.5	32.3	36.0	15.8	0.3	16.2
	Riverside MS	462	67	16.6	31.9	29.0	21.8	0.7	22.5
	East Providence HS	600	35	22.9	51.9	19.0	6.2	0.0	6.2
Exeter-West Greenwich	**All**	1031	84	3.3	15.2	33.5	44.2	3.8	48.0
	Metcalf ES	502	90	3.1	14.8	36.7	43.8	1.5	45.4
	Exeter-W. Greenwich MS	256	88	4.9	16.0	31.1	43.1	4.9	48.0
	Exeter-W. Greenwich HS	269	71	2.1	14.7	28.8	46.6	7.9	54.5
Foster	Captain Isaac Paine ES	154	93	10.5	29.4	27.3	30.1	2.8	32.9
Foster-Glocester	**All**	709	89	10.6	27.6	32.1	28.3	1.4	29.7
	Ponaganset MS	470	93	9.4	24.5	32.3	33.0	0.9	33.9
	Ponaganset HS	236	82	13.0	34.2	32.1	18.1	2.6	20.7
Glocester	**All**	279	96	3.36	12.7	29.1	50.8	4.1	54.9
	Fogarty Memorial ES	156	97	2.6	7.9	25.7	57.9	5.9	63.8
	West Glocester ES	123	94	4.3	19.0	33.6	41.4	1.7	43.1

District	School Math	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Highlander	**All**	224	99	19.8	36.0	27.5	15.3	1.4	16.7
	Highlander Charter ES	108	99	24.3	36.4	23.4	15.0	0.9	15.9
	Highlander Charter MS	108	99	16.8	38.3	30.8	12.1	1.9	14.0
	Highlander Charter HS	7	100	-	-	-	-	-	-
International	International Charter ES	157	100	5.1	38.9	31.8	22.3	1.9	24.2
Jamestown	**All**	320	97	3.6	13.9	28.8	48.9	4.9	53.7
	Jamestown-Melrose ES	113	97	0.9	15.6	30.3	47.7	5.5	53.2
	Jamestown-Lawn MS	205	97	4.5	13.1	28.1	49.7	4.5	54.3
Johnston	**All**	1806	94	12.9	27.9	34.6	23.2	1.4	24.6
	Brown Avenue ES	128	98	4.0	5.6	32.5	52.4	5.6	57.9
	Sarah Dyer Barnes ES	144	95	12.4	24.8	38.7	23.4	0.7	24.1
	Thornton ES	222	100	11.3	24.9	38.0	23.1	2.7	25.8
	Winsor Hill ES	216	99	11.7	24.8	29.4	33.2	0.9	34.1
	Nicholas A. Ferri MS	748	96	11.1	26.8	40.8	20.4	1.0	21.4
	Johnston Senior HS	323	81	22.9	48.1	19.1	9.5	0.4	9.9
Kingston Hill	Kingston Hill Academy ES	78	95	1.4	13.5	27.0	44.6	13.5	58.1
Lincoln	**All**	1809	91	9.9	22.4	32.7	31.7	3.3	35.0
	Lincoln Central ES	172	98	3.0	11.3	29.8	44.0	11.9	56.0
	Lonsdale ES	173	95	12.8	24.4	31.1	26.8	4.9	31.7
	Northern Lincoln ES	207	97	8.0	19.0	29.0	39.0	5.0	44.0
	Saylesville ES	132	97	7.0	14.8	35.9	37.5	4.7	42.2
	Lincoln MS	769	93	9.5	24.0	34.9	30.3	1.3	31.6
	Lincoln Senior HS	349	78	15.1	29.5	31.7	23.2	0.4	23.6
Little Compton	**All**	176	87	0.7	15.7	35.9	45.1	2.6	47.7
	Wilbur & McMahon ES	81	93	0.0	17.3	36.0	42.7	4.0	46.7
	Wilbur & McMahon MS	95	82	1.3	14.1	35.9	47.4	1.3	48.7
MET Career & Tech.	MET Career & Tech. HS	402	84	34.2	52.1	11.3	2.4	0.0	2.4
Middletown	**All**	1331	97	8.2	26.8	30.8	31.1	3.0	34.2
	Aquidneck ES	112	100	5.4	16.1	28.6	41.1	8.9	50.0
	Forest Avenue ES	86	99	2.4	20.0	30.6	42.4	4.7	47.1
	Gaudet Learning Acad. ES	168	99	6.0	27.5	32.9	32.3	1.2	33.5
	Gaudet MS	694	97	9.8	25.3	28.5	32.9	3.4	36.4
	Middletown HS	261	97	7.9	36.8	37.2	18.2	0.0	18.2
Narragansett	**All**	745	96	4.5	17.5	34.4	41.7	2.0	43.6
	Narragansett ES	201	98	4.1	12.2	34.0	47.7	2.0	49.7
	Narragansett Pier MS	398	95	5.6	18.3	30.2	43.8	2.1	45.9
	Narragansett HS	145	97	2.1	22.7	46.1	27.7	1.4	29.1
New Shoreham	**All**	72	93	10.4	19.4	31.3	38.8	0.0	38.8
	Block Island ES	47	94	4.5	18.2	34.1	43.2	0.0	43.2
	Block Island MS + HS	25	92	21.7	21.7	26.1	30.4	0.0	30.4
Newport	**All**	1169	94	22.6	28.8	27.9	19.5	1.1	20.6
	Claiborne Pell ES	296	95	15.6	27.7	28.4	25.9	2.5	28.4
	Frank E. Thompson MS	580	96	21.0	26.3	29.6	22.4	0.7	23.1
	Rogers HS	272	88	30.7	37.0	25.2	6.7	0.4	7.1
North Kingstown	**All**	2392	84	5.6	18.1	31.9	39.3	5.1	44.4
	Fishing Cove ES	123	94	3.4	13.8	31.9	42.2	8.6	50.9
	Forest Park ES	153	92	7.9	19.3	28.6	37.1	7.1	44.3
	Hamilton ES	218	97	2.8	11.8	24.5	54.2	6.6	60.8
	Stony Lane ES	229	100	2.6	15.4	35.5	40.8	5.7	46.5
	S. M. H. Quidnessett ES	147	93	5.1	29.2	32.1	27.7	5.8	33.6
	Davisville MS	520	83	5.6	13.9	33.6	41.2	5.8	47.0
	Wickford MS	435	87	4.5	12.6	30.5	47.6	4.7	52.4
	N. Kingstown Senior HS	553	63	9.4	31.1	35.0	23.4	1.1	24.5
North Providence	**All**	2115	89	18.2	34.3	29.5	17.4	0.7	18.1
	Centredale ES	128	98	19.2	25.6	31.2	22.4	1.6	24.0
	Dr. Joseph A. Whelan ES	134	99	13.6	35.6	25.8	24.2	0.8	25.0
	Greystone ES	124	96	6.7	22.7	35.3	31.9	3.4	35.3
	James L. McGuire ES	149	95	14.2	34.0	24.8	27.0	0.0	27.0
	Marieville ES	125	90	23.9	26.5	29.2	19.5	0.9	20.4

District	School Math	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
N. Providence (*continued*)	Stephen Olney ES	155	90	12.1	35.7	29.3	20.7	2.1	22.9
	Birchwood MS	408	90	19.2	32.8	32.0	15.7	0.3	16.0
	Dr. Edward A. Ricci MS	428	93	23.7	35.9	30.6	9.8	0.0	9.8
	North Providence HS	440	75	15.7	43.5	27.2	13.3	0.3	13.6
North Smithfield	**All**	1025	86	7.6	20.6	40.2	30.2	1.5	31.7
	Dr. H. L.. H. Memorial ES	335	93	5.8	17.3	37.5	37.5	1.9	39.4
	North Smithfield ES	44	93	12.2	14.6	31.7	36.6	4.9	41.5
	North Smithfield MS	442	89	6.9	18.6	41.8	31.4	1.3	32.7
	North Smithfield HS	194	69	9.7	35.8	45.5	9.0	0.0	9.0
Paul Cuffee	**All**	464	99	14.1	35.0	32.4	17.2	1.3	18.5
	Paul Cuffee Charter ES	171	98	9.5	35.1	34.5	19.0	1.8	20.8
	Paul Cuffee Charter MS	180	99	11.2	24.6	38.5	24.0	1.7	25.7
	Paul Cuffee Charter HS	113	100	25.7	51.3	19.5	3.5	0.0	3.5
Pawtucket	**All**	5354	93	23.4	35.3	27.5	13.3	0.4	13.8
	Agnes E. Little ES	218	99	16.3	24.7	38.1	20.5	0.5	20.9
	Curvin-McCabe ES	213	96	10.8	30.4	39.2	19.1	0.5	19.6
	Elizabeth Baldwin ES	329	100	24.9	36.5	27.7	10.6	0.3	10.9
	Fallon Memorial ES	275	100	19.7	31.0	31.4	17.5	0.4	17.9
	F. S. Curtis Memorial ES	162	94	16.3	26.1	34.0	20.3	3.3	23.5
	Francis J. Varieur ES	194	100	5.2	18.7	35.2	37.8	3.1	40.9
	Henry J. Winters ES	242	99	18.8	33.3	33.3	14.6	0.0	14.6
	M. V. Cunningham ES	239	100	20.6	32.4	29.0	16.8	1.3	18.1
	Nathanael Greene ES	351	100	14.2	27.9	35.3	22.2	0.3	22.5
	Potter-Burns ES	258	99	9.4	32.4	32.8	24.6	0.8	25.4
	Goff MS	656	98	20.4	33.2	31.5	14.8	0.0	14.8
	Joseph Jenks MS	489	89	31.8	37.3	24.0	6.9	0.0	6.9
	Samuel Slater MS	679	99	33.3	40.4	21.2	5.1	0.0	5.1
	J. M. Walsh HS	72	46	6.1	39.4	42.4	12.1	0.0	12.1
	Shea Senior HS	467	76	35.4	52.7	11.0	0.8	0.0	0.8
	Tolman Senior HS	474	74	37.0	47.6	12.8	2.6	0.0	2.6
Portsmouth	**All**	1316	86	7.1	19.8	29.5	39.3	4.3	43.6
	Hathaway ES	81	98	0.0	12.7	20.3	53.2	13.9	67.1
	Melville ES	70	99	7.2	8.7	33.3	36.2	14.5	50.7
	Portsmouth MS	869	96	6.7	20.0	30.0	40.4	2.9	43.3
	Portsmouth HS	281	50	8.6	25.9	32.4	30.2	2.9	33.1
Providence	**All**	14245	94	31.7	36.6	21.9	9.4	0.4	9.8
	Alan Shawn Feinstein ES	226	100	33.2	32.7	20.8	13.3	0.0	13.3
	Alfred Lima, Sr. ES	450	100	20.5	43.1	27.7	8.7	0.0	8.7
	Anthony Carnevale ES	287	93	25.0	40.7	20.9	13.1	0.4	13.4
	Asa Messer ES	211	98	22.8	35.4	26.7	14.1	1.0	15.0
	Carl G. Lauro ES	411	100	39.3	37.1	18.5	5.1	0.0	5.1
	C. Young/C. Woods ES	348	100	35.1	36.8	21.6	6.6	0.0	6.6
	Frank D. Spaziano ES	318	100	25.8	35.8	29.2	8.5	0.6	9.1
	George J. West ES	394	100	32.3	38.7	21.4	7.4	0.3	7.6
	Harry Kizirian ES	294	100	24.2	35.8	28.7	10.2	1.0	11.3
	Leviton Dual Language ES	134	98	19.1	32.1	33.6	14.5	0.8	15.3
	Lillian Feinstein ES	226	98	26.6	33.8	31.1	8.6	0.0	8.6
	M. L. King, Jr. ES	240	99	20.6	35.7	24.8	18.5	0.4	18.9
	Mary E. Fogarty ES	225	100	49.1	30.8	17.4	2.7	0.0	2.7
	Pleasant View ES	152	95	38.2	33.3	19.4	9.0	0.0	9.0
	Reservoir Avenue ES	148	99	16.4	34.9	29.5	19.2	0.0	19.2
	Robert F. Kennedy ES	259	99	14.1	34.9	33.3	16.9	0.8	17.6
	Robert L Bailey IV, ES	259	98	44.5	33.5	18.1	3.9	0.0	3.9
	Times2 Academy ES	164	100	8.5	38.4	31.1	22.0	0.0	22.0
	Vartan Gregorian ES	171	88	17.9	20.5	29.8	27.8	4.0	31.8
	Veazie Street ES	331	99	26.8	40.5	23.8	8.2	0.6	8.8
	Webster Avenue ES	195	99	17.1	30.1	34.7	16.6	1.6	18.1
	William D'Abate ES	200	99	18.2	33.3	28.3	19.7	0.5	20.2
	Esek Hopkins MS	541	98	29.0	34.8	25.4	10.4	0.4	10.7

District	School Math	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Providence (*continued*)	Gilbert Stuart MS	886	96	36.0	37.8	21.7	4.5	0.0	4.5
	Gov. Chris. DelSesto MS	919	95	51.0	34.9	12.2	1.8	0.0	1.8
	Nathan Bishop MS	714	93	26.3	30.5	24.6	16.0	2.6	18.6
	Nathanael Greene MS	954	95	28.4	27.4	25.2	18.5	0.4	18.9
	Roger Williams MS	851	98	37.8	36.1	20.1	6.0	0.0	6.0
	Times2 Academy MS	177	100	10.2	44.6	31.6	13.0	0.6	13.6
	West Broadway MS	308	98	42.1	37.1	16.9	3.6	0.3	4.0
	ACES HS	105	92	27.8	47.4	21.6	3.1	0.0	3.1
	Central HS	672	89	31.7	46.6	19.0	2.7	0.0	2.7
	Classical HS	399	61	1.2	10.3	33.9	53.3	1.2	54.5
	Dr. Jorge Alvarez HS	188	82	40.9	46.1	11.7	1.3	0.0	1.3
	E-Cubed Acad. HS	171	95	36.4	45.1	16.7	1.9	0.0	1.9
	Hope HS	374	72	52.2	41.8	4.9	1.1	0.0	1.1
	Mount Pleasant HS	427	94	40.2	47.1	11.2	1.5	0.0	1.5
	Prov. Career & Tech. HS	380	98	25.3	52.7	19.6	2.4	0.0	2.4
	Times2 Academy HS	66	99	12.3	52.3	32.3	3.1	0.0	3.1
	W. B. Cooley Senior HS	330	86	46.1	42.2	11.0	0.7	0.0	0.7
RI Nurses Institute	RI Nurses Institute HS	70	64	22.2	60.0	15.6	2.2	0.0	2.2
RI Sch. for the Deaf	**All**	32	91	65.5	27.6	3.4	3.4	0.0	3.4
	RI Sch. for the Deaf ES	17	88	80.0	13.3	6.7	0.0	0.0	0.0
	RI Sch. for the Deaf MS	10	90	66.7	33.3	0.0	0.0	0.0	0.0
	RI Sch. for the Deaf HS	-	-	-	-	-	-	-	-
Scituate	**All**	675	76	8.2	23.1	32.0	34.5	2.2	36.7
	Clayville ES	66	77	2.0	5.9	35.3	52.9	3.9	56.9
	Hope ES	147	95	5.8	15.1	35.3	39.6	4.3	43.9
	North Scituate ES	124	94	1.7	21.4	34.2	41.0	1.7	42.7
	Scituate MS	194	86	9.6	31.1	31.1	27.5	0.6	28.1
	Scituate HS	143	25	40.0	48.6	11.4	0.0	0.0	0.0
Segue Institute	Segue Inst. for Lrng. MS	233	100	19.7	44.2	30.9	5.2	0.0	5.2
Sheila Skip Nowell	**All**	36	47	47.1	47.1	5.9	0.0	0.0	0.0
	Nowell Acad. I HS	19	63	50.0	41.7	8.3	0.0	0.0	0.0
	Nowell Acad. II HS	17	29	40.0	60.0	0.0	0.0	0.0	0.0
Smithfield	**All**	1412	93	6.7	25.5	35.8	30.5	1.5	32.0
	Anna M. McCabe ES	141	82	4.3	14.8	36.5	41.7	2.6	44.3
	Old County Road ES	130	93	6.6	28.9	39.7	24.0	0.8	24.8
	Raymond C. LaPerche ES	120	94	7.1	20.4	29.2	40.7	2.7	43.4
	William Winsor ES	146	95	5.8	24.5	29.5	34.5	5.8	40.3
	Vincent J. Gallagher MS	583	93	4.3	21.4	37.5	36.0	0.7	36.8
	Smithfield Senior HS	287	98	11.7	39.1	36.7	12.1	0.4	12.5
South Kingstown	**All**	1895	96	5.5	14.6	30.3	43.7	5.9	49.6
	Matunuck ES	89	97	5.8	3.5	16.3	58.1	16.3	74.4
	Peace Dale ES	158	98	0.6	5.2	18.1	60.6	15.5	76.1
	Wakefield ES	106	96	1.0	3.9	20.6	58.8	15.7	74.5
	West Kingston ES	124	99	3.3	11.4	22.0	53.7	9.8	63.4
	Broad Rock MS	517	96	5.1	14.3	30.3	45.1	5.3	50.3
	Curtis Corner MS	518	95	6.1	15.6	35.8	40.5	2.0	42.5
	South Kingstown HS	372	93	8.1	24.6	37.9	28.0	1.4	29.5
The Compass School	**All**	113	95	3.7	11.2	42.1	38.3	4.7	43.0
	The Compass School ES	59	98	1.7	3.4	51.7	41.4	1.7	43.1
	The Compass School MS	54	91	6.1	20.4	30.6	34.7	8.2	42.9
The Greene School	The Greene School HS	82	96	16.5	40.5	35.4	7.6	0.0	7.6
The Learning Community	**All**	368	100	11.4	32.2	41.1	15.3	0.0	15.3
	The Learning Comm. ES	186	100	10.8	35.5	38.2	15.6	0.0	15.6
	The Learning Comm. MS	181	99	12.2	28.9	43.9	15.0	0.0	15.0
Tiverton	**All**	1113	80	8.3	26.8	31.5	30.2	3.2	33.3
	Fort Barton ES	92	88	4.9	17.3	38.3	34.6	4.9	39.5
	Pocasset ES	90	77	7.2	26.1	24.6	40.6	1.4	42.0
	Walter E. Ranger ES	98	87	3.5	12.9	35.3	41.2	7.1	48.2
	Tiverton MS	568	80	4.9	22.3	33.8	35.5	3.5	39.1
	Tiverton HS	252	76	19.3	46.9	25.5	7.8	0.5	8.3

District	School Math	Total # of Students	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Levels 4+5
Trinity Academy	**All**	132	96	31.7	49.2	17.5	1.6	0.0	1.6
	Trinity Academy MS	74	100	35.1	45.9	16.2	2.7	0.0	2.7
	Trinity Academy HS	58	90	26.9	53.8	19.2	0.0	0.0	0.0
Urban Collaborative	Urban Collaborative MS	138	97	47.8	37.3	13.4	1.5	0.0	1.5
Village Green Virtual	Village Green Virtual HS	27	89	16.7	37.5	41.7	4.2	0.0	4.2
Warwick	**All**	5505	92	15.0	31.2	32.0	20.6	1.2	21.8
	Cedar Hill ES	244	94	12.6	23.0	34.3	27.8	2.2	30.0
	Cottrell F. Hoxsie ES	171	96	10.4	34.1	31.7	23.2	0.6	23.8
	E. G. Robertson ES	182	95	16.2	22.0	31.8	27.7	2.3	30.1
	Francis ES	159	94	15.4	21.5	34.9	25.5	2.7	28.2
	Greenwood ES	175	90	9.6	24.2	33.8	31.8	0.6	32.5
	Harold F. Scott ES	161	94	3.9	16.4	30.3	42.8	6.6	49.3
	Holliman ES	180	94	11.2	24.7	35.9	26.5	1.8	28.2
	John Wickes ES	195	98	11.5	33.5	30.9	24.1	0.0	24.1
	Lippitt ES	120	92	10.0	25.5	32.7	30.0	1.8	31.8
	Norwood ES	131	93	13.9	16.4	31.1	35.2	3.3	38.5
	Oakland Beach ES	196	91	13.5	28.7	34.8	22.5	0.6	23.0
	Park ES	145	93	11.1	31.9	27.4	27.4	2.2	29.6
	Randall Holden ES	130	98	5.5	32.3	44.9	16.5	0.8	17.3
	Sherman ES	223	100	3.6	32.4	36.0	23.9	4.1	27.9
	Warwick Neck ES	184	98	7.8	28.9	26.7	34.4	2.2	36.7
	Wyman ES	180	91	9.8	22.0	39.0	26.8	2.4	29.3
	Aldrich MS	510	93	13.7	27.8	40.5	17.7	0.2	17.9
	Gorton MS	418	80	16.8	28.7	35.3	19.2	0.0	19.2
	Winman MS	521	92	12.3	30.5	34.7	21.5	1.0	22.5
	Pilgrim HS	418	92	21.9	52.0	22.5	3.7	0.0	3.7
	Toll Gate HS	445	96	26.2	40.9	26.2	6.5	0.2	6.8
	Warwick Vets Mem. HS	371	78	29.1	44.3	20.8	5.9	0.0	5.9
West Warwick	**All**	1945	90	17.6	32.1	28.8	21.0	0.5	21.6
	Greenbush ES	174	99	14.0	27.9	32.6	23.8	1.7	25.6
	John F. Horgan ES	184	97	26.8	38.0	21.8	12.8	0.6	13.4
	Wakefield Hills ES	148	89	24.2	28.8	30.3	15.9	0.8	16.7
	John F. Deering MS	977	91	16.0	30.3	27.9	25.3	0.4	25.7
	West Warwick Sr. HS	450	82	15.2	36.9	32.0	16.0	0.0	16.0
Westerly	**All**	1598	84	14.5	26.3	33.9	23.8	1.6	25.4
	Bradford ES	40	93	21.6	10.8	43.2	24.3	0.0	24.3
	Dunn's Corners ES	119	98	4.3	17.1	29.1	45.3	4.3	49.6
	Springbrook ES	137	99	11.0	27.2	40.4	21.3	0.0	21.3
	State Street ES	127	95	8.3	20.0	24.2	40.0	7.5	47.5
	Westerly MS	870	92	16.5	29.7	32.0	20.9	0.9	21.8
	Westerly HS	286	40	13.2	21.9	55.3	9.6	0.0	9.6
Woonsocket	**All**	3570	92	28.0	35.8	24.1	11.6	0.5	12.1
	Bernon Heights ES	227	97	11.8	27.6	33.5	26.2	0.9	27.1
	Citizens Memorial ES	380	96	42.7	32.8	17.1	6.3	1.1	7.4
	Globe Park ES	231	88	17.2	33.0	32.0	17.2	0.5	17.7
	Harris ES	204	99	24.4	30.8	32.3	11.9	0.5	12.4
	Kevin K. Coleman ES	152	98	35.6	29.5	18.8	16.1	0.0	16.1
	Leo A. Savoie ES	191	98	11.7	22.9	36.7	26.6	2.1	28.7
	Woonsocket MS	1245	93	31.9	36.5	22.4	8.9	0.3	9.1
	Woonsocket HS	857	85	23.5	46.0	22.0	8.2	0.3	8.5

Note: *See Appendix A for overview of PARCC performance levels*

APPENDICES

APPENDIX A

Clarifying Information

"Minimum Cell Size" Reporting Policy

RIDE Policy on minimum cell size for reporting data stipulates that if the number of students is less than 10 or if 100% of students performed at the same level (e.g. all students were at Level 2), then data must be suppressed to ensure confidentiality of individual student results. Throughout this report, cells with a dash (-) indicate that the number of students included in calculations was less than 10 or all students performed the same.

PARCC Performance Levels

Based on the summative assessments given in spring 2015, educators and experts were convened to determine what score each student must earn on the assessment in order to achieve a particular performance level. Performance levels help determine whether a student is on-track with grade-level expectations.

To review the specific **ELA/Literacy** descriptors, go to:
http://parcconline.org/assessments/test-design/ela-literacy/ela-performance-level-descriptors

To review the specific **Mathematics** descriptors, go to:
http://parcconline.org/assessments/test-design/mathematics/math-performance-level-descriptors

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

- **Level 1:** ***Did not yet meet expectations***
- **Level 2:** ***Partially met expectations***
- **Level 3:** ***Approached expectations***
- **Level 4:** ***Met expectations***.
- **Level 5:** ***Exceeded expectations***

A student performing at Level 4 or Level 5 met or exceeded grade-level expectations and demonstrated a strong grasp of grade-level standards and readiness for the next step in a his/her educational development. Scores on the PARCC assessments will range from 650 to 850, with a 700 representing the threshold of Level 2, 725 representing the threshold of Level 3, and 750 representing the threshold of Level 4. The threshold score for Level 5 will vary slightly by assessment and will be approximately 800.

A variety of stakeholders, nominated by the states, participated in panels during summer 2015 to review the assessments. To determine what range of scores best matches each performance level, panelists used performance level Descriptors for English language arts/literacy and mathematics that indicate what a typical student at each level should know based on his/her command of grade-level standards. They used the performance level descriptors and actual assessment results and compared them to empirical studies to make their judgments. Each group went through at least three rounds of review per assessment to develop the "threshold scores," also known as "cut scores," for each performance level.

Two research studies helped determine the percentage of students likely to be college- and career-ready and the percentage of students likely to be on track for the next academic level at earlier grades: a postsecondary faculty judgment study; and a benchmark study of the SAT, ACT, NAEP, TIMSS, and PISA assessments.

State education chiefs from PARCC member states met back in late August/early September to adopt common, performance-level threshold scores based on these recommendations.

Download additional information about the PARCC Performance levels: Setting Performance Levels for the PARCC Assessment

APPENDIX B

PARCC Performance Level Descriptors (PLDs)

PARCC Performance Level Descriptors

Performance level descriptors (PLDs) outline the knowledge, skills, and practices that students performing at any given level should be able to demonstrate in each content area at each grade level to signal that they are academically prepared to engage successfully in further studies in each content area, the next grade's material and, later, at the high school-level for students to demonstrate that they are college and career ready.

English Language Arts/Literacy (ELA/Literacy) PLDs: Grades 3-10

Performance-level descriptors (PLDs) describe what student performance looks like at four levels: partial command of the content; moderate command; strong command; and distinguished command. In English language arts/literacy, the performance levels at each grade level are written for the two assessment claims of reading and writing.

Reading Claim

For the reading claim, the performance levels at each grade level are differentiated by three factors:

1. Text complexity
2. The range of accuracy in expressing reading comprehension demonstrated in student responses; and
3. The quality of evidence cited from sources read

This is an innovative departure from how ELA/literacy performance level descriptors have been written in the past, but reflective of the Common Core's emphasis on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn.

Writing Claim

For the writing claim, PLDs are written for the two sub-claims:

1. Written expression
2. Knowledge of language and conventions.

Factors differentiating the performance levels for writing include how consistently and fully students develop ideas, including when drawing evidence from one or more sources, how well they organize their writing, and their command of grammar and language usage. Below are links to each grade level descriptor:

- PARCC Grade 3 Performance Level Descriptors
- PARCC Grade 4 Performance Level Descriptors
- PARCC Grade 5 Performance Level Descriptors
- PARCC Grade 6 Performance Level Descriptors

- PARCC Grade 7 Performance Level Descriptors
- PARCC Grade 8 Performance Level Descriptors
- PARCC Grade 9 Performance Level Descriptors
- PARCC Grade 10 Performance Level Descriptors
- PARCC Grade 11 Performance Level Descriptors

Mathematics PLDs: Grades 3-10

Performance-level descriptors (PLDs) describe what student performance looks like at four levels: partial command of the content; adequate command; strong command; and distinguished command.

In mathematics, the performance levels at each grade level are written for each of four assessment sub-claims:

- Major content
- Additional and supporting content
- Reasoning
- Modeling

The performance levels within each claim area are differentiated by a number of factors consistent with the Common Core's inclusion of standards for both mathematical content and mathematical practices.

Performance-Level Descriptors by Grade Band:

- PARCC Mathematics Performance Level Descriptors: Grades 3-5
- PARCC Mathematics Performance Level Descriptors: Grades 6-8
- PARCC Mathematics Performance Level Descriptors: High School

APPENDIX C

PARCC Accommodations and Accessibility Features

It is important to ensure that performance in the classroom and on the assessment is influenced as little as possible by a student's disability or linguistic/cultural characteristics that are unrelated to the content being assessed. In order for this to happen, some students with disabilities and English language learners need additional support in order to show what they know on the PARCC tests. PARCC offers two categories of supports to assist students in accessing the test: accommodations and accessibility features.

Accommodations are adjustments to the testing situation, test format, or the administration of the test that create equitable access for students with disabilities and English language learners.

An accommodation removes or decreases a barrier that is making a task difficult; it does *not* change the task itself.

Accessibility Features are tools that are either built into the computer-based tests or provided by test administrators. Accessibility features are intended for a wide range of students and are available to any students who need them to take the PARCC assessments. Although accessibility features can be used by any student taking the PARCC assessments, not every student needs to use these features. Educators, parents, and students should put as much thought into determining the need for an accessibility feature as they would an accommodation. All supports provided to a student on a test or in the classroom should, first and foremost, address student's specific access issues.

Overall, 60.6% of students with disabilities and 45.5% of English Learners used accommodations on the 2015 PARCC tests in Rhode Island. The percentage of students requiring specific accommodations varied because accommodations are based on student need. When reviewing data on accommodations and other test supports it is important to remember that it is not how widely the accommodation is used that is important but that the accommodations that are used are well suited and appropriate for the student using them. For example, use of braille tests is an accommodation that is only needed by students with visual impairments to access the tests. Less than 1% of students required the use of a Braille test. In contrast, the extended time accommodation may be needed by variety of students with disabilities and English Learners who need extra time to complete the test. In Rhode Island, 51.8% of students with disabilities and English Learners used extended time to complete the test.

The tables on the following pages provide grade-specific data on student usage of PARCC accommodations and accessibility features.

ACCOMMODATIONS FOR STUDENTS WITH IEPS

Accommodations Used by Students with IEPs	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	State
Percent of students with IEPs receiving accommodations	54.8	70.8	68.2	62.4	55.9	53.4	60.1	59.0	60.6
Read Aloud for ELA/Literacy: This includes human reader, embedded text-to-speech in TestNav, screen reader, human signer, ASL video, external AT device.	5.9	8.1	7.0	6.5	7.4	5.5	1.9	2.6	5.8
Closed Captioning for ELA/Literacy	0.1	0.6	0.3	0.1	0.1	0.1	0.1	0.0	0.2
Braille: This includes braille paper version, refreshable braille, braille writer, tactile graphics, student responded in braille.	0.1	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.0
Word Prediction software or device	0.5	0.2	1.0	1.0	1.4	1.0	0.3	0.1	0.7
Speech-to-Text Supports: includes speech-to-text software (ex., Dragon Naturally Speaking), human scribe, human signer, assistive technology device	1.9	1.4	1.0	2.3	0.9	0.6	0.2	0.6	1.2
Calculator Use: This includes four-function calculator use in addition to required calculator, and calculator or manipulatives use on non-calculator section of mathematics tests.	6.4	8.7	9.9	12.0	11.1	8.5	9.6	7.5	9.2
Extended Time	51.1	56.3	55.6	53.3	47.2	44.2	53.6	53.1	51.8

ACCOMMODATIONS FOR ENGLISH LEARNERS

Accommodations Used by Students who are English Learners	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	State
Percent of EL students receiving accommodations	52.7	48.2	44.8	39.7	34.4	33.5	54.5	49.1	45.5
Read Aloud for Mathematics in Spanish: This includes human reader, human signer, embedded text-to-speech, screen reader	15.8	12.8	15.0	14.1	14.3	16.0	37.2	29.7	18.7
Word-to-Word Translation Dictionary	5.6	5.4	8.9	7.2	10.9	10.5	25.1	21.4	10.7
Extended Time	51.1	56.3	55.6	53.3	47.2	44.2	53.6	53.1	51.8

ACCESSIBILITY FEATURES

Accessibility Features	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	State
Percent of students without IEPs, 504 Plans, or who are not EL using the accessibility features listed below	5.4	6.1	6.7	2.9	2.8	1.0	2.9	3.3	4.0
Percent of students with IEPs, 504 Plans, or who are EL using accessibility the features listed below	21.5	25.7	24.7	19.8	11.9	11.1	7.4	9.3	17.2
Read Aloud for Mathematics in English: This includes human reader, embedded text-to-speech in TestNav, screen reader, human signer, ASL video, external AT device.	36.3	43.0	41.7	33.7	18.0	15.9	7.6	10.0	27.1
Answer Masking	4.6	5.2	5.3	3.3	3.3	3.8	3.8	4.1	4.2
Color Contrast	0.2	0.3	0.3	1.2	0.1	0.9	0.7	0.3	0.5

APPENDIX D

Split- Level Schools for PARCC Reporting

Throughout this report, grades 3, 4, and 5 are generally classified as "elementary school" grades whereas grades 6, 7, and 8 are classified as "middle school" and grades 9, 10, and 11 as "high school." In cases where a school spans *more* than one level of schooling (e.g. elementary and middle)—such as with schools that are K-12 or K-8—RIDE divided the grades within the school using the above classification rules or by using classifications set by the local education agency (LEA) for accountability purposes. Consequently, school-level data posted in tables in this report may not match Pearson data sent to districts and schools. This is *not* an indication that the posted data in this report are incorrect. Rather, it is a matter of RIDE classifying schools in accordance with grade levels reported by the LEA and to present data in a more consistent manner. Below is a list of the schools with grades that span more than one school level and how each was designated for the purposes of this report. Note that irrespective of how these schools are split, they are only counted as a single school to report, for example, the number of schools with >50% of student who met or exceeded expectations for a given subject.

Block Island School, New Shoreham

Elementary	Grades 3, 4, 5, 6, 7
High	Grades 8, 9, 10, 11

Highlander Charter School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

Paul Cuffee Charter School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

Rhode Island School for the Deaf

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

The Compass School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8

The Learning Community Charter School

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8

The RYSE School, Chariho

High	Grades 7, 8, 9, 10, 11

Times2 Academy, Providence

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8
High	Grades 9, 10, 11

Trinity Academy for the Performing Arts

Middle	Grades 7, 8
High	Grades 9, 10, 11

Wilbur and McMahon Schools, Little Compton

Elementary	Grades 3, 4, 5
Middle	Grades 6, 7, 8