The New England Common Assessment Program (NECAP) tests are administered annually in October to students in grades 3 through 8 and grade 11. RIDE uses the results of these tests to determine school-performance classifications and to measure school and district progress. Please note that this is the only report in Information Works! 2008 that includes data from the 2007-08 school year.

### Performance Progress

#### Mathematics: Percent Proficient

- **GRADE 3**: 2005-06: 55%, 2006-07: 57%, 2007-08: 56%
- **GRADE 4**: 2005-06: 64%, 2006-07: 65%, 2007-08: 63%

#### Reading: Percent Proficient

- **GRADE 3**: 2005-06: 55%, 2006-07: 56%, 2007-08: 55%
- **GRADE 4**: 2005-06: 64%, 2006-07: 64%, 2007-08: 62%
- **GRADE 5**: 2005-06: 65%, 2006-07: 64%, 2007-08: 63%

#### Writing: Percent Proficient

- **GRADE 3**: 2005-06: 55%, 2006-07: 56%, 2007-08: 55%
- **GRADE 4**: 2005-06: 64%, 2006-07: 65%, 2007-08: 63%
- **GRADE 5**: 2005-06: 65%, 2006-07: 64%, 2007-08: 63%

### Proficiency by Student Characteristics

#### 2007-08: Grade 5

- **Percent of students reaching proficiency**
  - Math: 55%, Reading: 57%
  - Math: 66%, Reading: 73%
  - Math: 77%, Reading: 78%

- **Percent of students not reaching proficiency**
  - Math: 45%, Reading: 23%
  - Math: 34%, Reading: 27%
  - Math: 23%, Reading: 46%

### Characteristics of Students

- **Poverty**
  - Nonpoverty: 77%, Poverty: 74%
  - Nonpoverty: 66%, Poverty: 73%
  - Nonpoverty: 77%, Poverty: 78%

- **Race**
  - African-American: 55%, Asian: 23%
  - African-American: 66%, Asian: 34%
  - African-American: 77%, Asian: 23%

- **Gender**
  - Male: 57%, Female: 43%
  - Male: 56%, Female: 44%
  - Male: 55%, Female: 45%

- **Special Education**
  - Students with disabilities: 66%, Students without disabilities: 34%
  - Students with disabilities: 77%, Students without disabilities: 23%
  - Students with disabilities: 78%, Students without disabilities: 22%

- **English Language Learners**
  - English-language learners: 45%, Non-English-language learners: 55%
  - English-language learners: 56%, Non-English-language learners: 44%
  - English-language learners: 57%, Non-English-language learners: 43%