About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2009
Beginning of Grade 8
NECAP Tests

Grade 7 Students in 2008-2009

School Results

School: Helen S Dunn Elementary School

District: Greenbush School Department

Code: 1069-1257

Fall 2009 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2008-2009
Grade Level Summary Report

School: Helen S Dunn Elementary School
District: Greenbush School Department
State: Maine
Code: 1069-1257

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				12	1	8	5	42	5	42	1	8	842	12	8	42	42	8	842	14,101	15	54	24	7	846
MATH				12	1	8	4	33	4	33	3	25	841	12	8	33	33	25	841	14,115	16	43	21	19	842
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2009 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2008-2009
Reading Results

School: Helen S Dunn Elementary School
District: Greenbush School Department
State: Maine
Code: 1069-1257

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

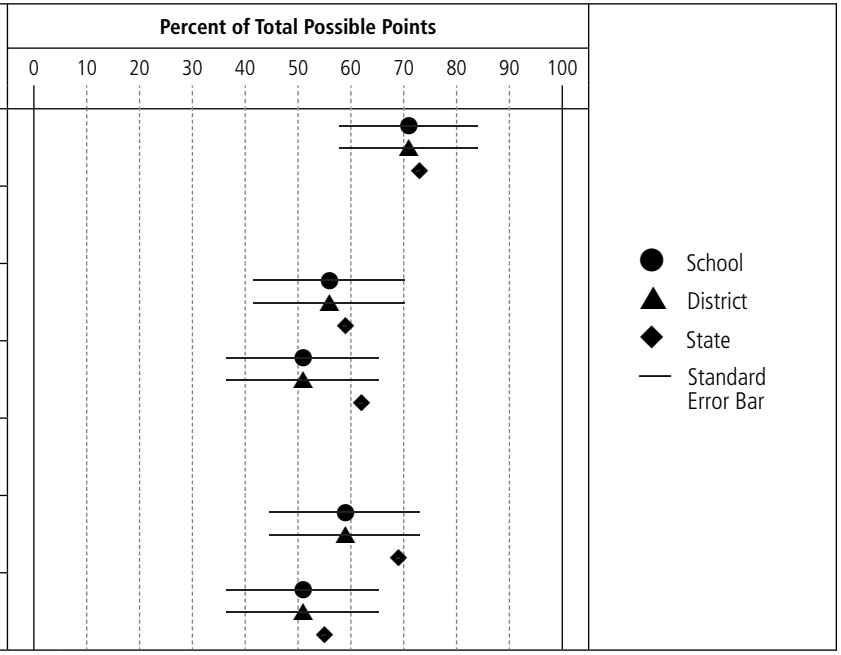
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
2009-2010				**12**	**1**	**8**	**5**	**42**	**5**	**42**	**1**	**8**	**842**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010				**12**	**1**	**8**	**5**	**42**	**5**	**42**	**1**	**8**	**842**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010				**14,101**	**2,092**	**15**	**7,584**	**54**	**3,378**	**24**	**1,047**	**7**	**846**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	24
Type of Text	
Literary	56
Informational	50
Level of Comprehension	
Initial Understanding	40
Analysis & Interpretation	66



Fall 2009 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2008-2009
Disaggregated Reading Results

School: Helen S Dunn Elementary School
District: Greenbush School Department
State: Maine
Code: 1069-1257

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				**12**	**1**	**8**	**5**	**42**	**5**	**42**	**1**	**8**	**842**	**12**	**8**	**42**	**42**	**8**	**842**	**14,101**	**15**	**54**	**24**	**7**	**846**
Gender																									
Male				8										8						7,116	10	52	29	10	844
Female				4										4						6,985	20	56	19	5	848
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										0						115	10	40	43	8	842
Asian				0										0						256	23	53	17	6	848
Black or African American				0										0						416	8	41	30	21	840
Hispanic or Latino				0										0						146	12	45	27	16	843
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				12	1	8	5	42	5	42	1	8	842	12	8	42	42	8	842	13,168	15	54	24	7	846
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						294	3	34	34	29	836
Former LEP student - monitoring year 1				0										0						11	9	91	0	0	851
Former LEP student - monitoring year 2				0										0						17	35	65	0	0	854
All Other Students				12	1	8	5	42	5	42	1	8	842	12	8	42	42	8	842	13,779	15	54	24	7	846
IEP																									
Students with an IEP				3										3						2,119	1	22	44	33	833
All Other Students				9										9						11,982	17	59	20	3	848
SES																									
Economically Disadvantaged Students				7										7						5,578	7	49	32	12	842
All Other Students				5										5						8,523	20	57	19	4	849
Migrant																									
Migrant Students				0										0						4					
All Other Students				12	1	8	5	42	5	42	1	8	842	12	8	42	42	8	842	14,097	15	54	24	7	846
Title I																									
Students Receiving Title I Services				0										0						971	6	44	40	9	841
All Other Students				12	1	8	5	42	5	42	1	8	842	12	8	42	42	8	842	13,130	15	54	23	7	846
504 Plan																									
Students with a 504 Plan				0										0						328	9	59	27	5	845
All Other Students				12	1	8	5	42	5	42	1	8	842	12	8	42	42	8	842	13,773	15	54	24	7	846

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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

Fall 2009 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2008-2009
Mathematics Results

School: Helen S Dunn Elementary School
District: Greenbush School Department
State: Maine
Code: 1069-1257

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

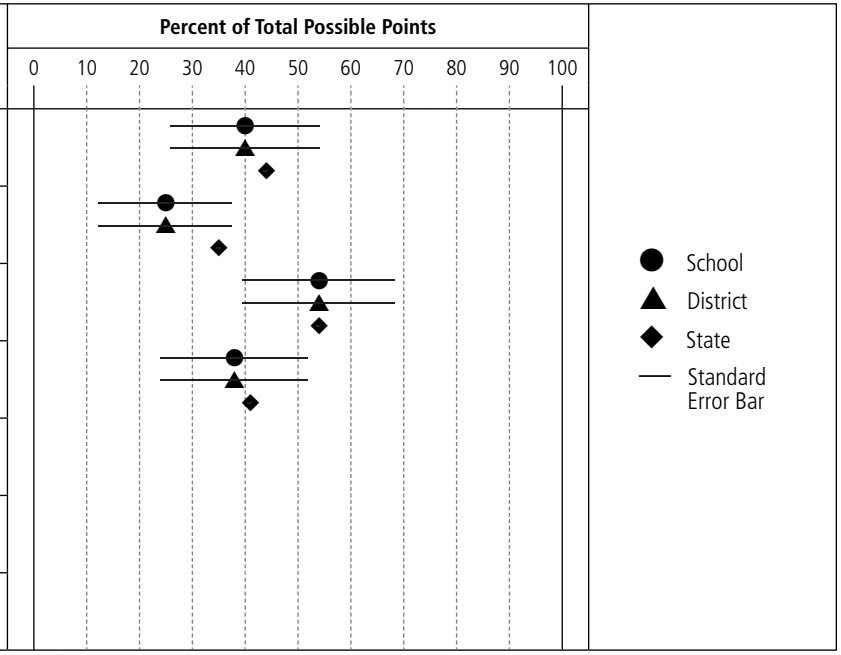
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
2009-2010				**12**	**1**	**8**	**4**	**33**	**4**	**33**	**3**	**25**	**841**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010				**12**	**1**	**8**	**4**	**33**	**4**	**33**	**3**	**25**	**841**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010				**14,115**	**2,283**	**16**	**6,119**	**43**	**3,019**	**21**	**2,694**	**19**	**842**
Cumulative Total													

Subtopic	Total Possible Points
Numbers & Operations	32
Geometry & Measurement	41
Functions & Algebra	64
Data, Statistics, & Probability	25



Fall 2009 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2008-2009
Disaggregated Mathematics Results

School: Helen S Dunn Elementary School
District: Greenbush School Department
State: Maine
Code: 1069-1257

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				**12**	**1**	**8**	**4**	**33**	**4**	**33**	**3**	**25**	**841**	**12**	**8**	**33**	**33**	**25**	**841**	**14,115**	**16**	**43**	**21**	**19**	**842**
Gender																									
Male				8										8						7,132	17	42	20	20	842
Female				4										4						6,983	15	44	23	18	842
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										0						114	9	37	23	32	838
Asian				0										0						261	25	44	18	14	844
Black or African American				0										0						426	5	29	26	40	835
Hispanic or Latino				0										0						148	11	36	23	29	839
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				12	1	8	4	33	4	33	3	25	841	12	8	33	33	25	841	13,166	16	44	21	18	842
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						313	3	20	27	50	832
Former LEP student - monitoring year 1				0										0						11	18	82	0	0	847
Former LEP student - monitoring year 2				0										0						17	35	47	18	0	848
All Other Students				12	1	8	4	33	4	33	3	25	841	12	8	33	33	25	841	13,774	16	44	21	18	842
IEP																									
Students with an IEP				3										3						2,118	2	15	23	60	831
All Other Students				9										9						11,997	19	48	21	12	844
SES																									
Economically Disadvantaged Students				7										7						5,585	7	38	27	29	838
All Other Students				5										5						8,530	22	47	18	13	844
Migrant																									
Migrant Students				0										0						4					
All Other Students				12	1	8	4	33	4	33	3	25	841	12	8	33	33	25	841	14,111	16	43	21	19	842
Title I																									
Students Receiving Title I Services				0										0						976	6	30	32	32	837
All Other Students				12	1	8	4	33	4	33	3	25	841	12	8	33	33	25	841	13,139	17	44	21	18	842
504 Plan																									
Students with a 504 Plan				0										0						328	12	43	22	23	841
All Other Students				12	1	8	4	33	4	33	3	25	841	12	8	33	33	25	841	13,787	16	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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