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 6
NECAP Tests

Grade 5 Students in 2008-2009

School Results

School: Howard C Reiche Community Sch

District: Portland Public Schools

Code: 1134-1358

Fall 2009 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2008-2009
Grade Level Summary Report

School: Howard C Reiche Community Sch
District: Portland Public Schools
State: Maine
Code: 1134-1358

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				46	7	15	20	43	13	28	6	13	644	480	13	53	21	14	644	13,946	12	57	23	8	645
MATH				47	9	19	13	28	9	19	16	34	639	483	19	35	20	26	641	13,964	20	43	20	18	643
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 6 NECAP Tests
Grade 5 Students in 2008-2009
Reading Results

School: Howard C Reiche Community Sch
District: Portland Public Schools
State: Maine
Code: 1134-1358

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.

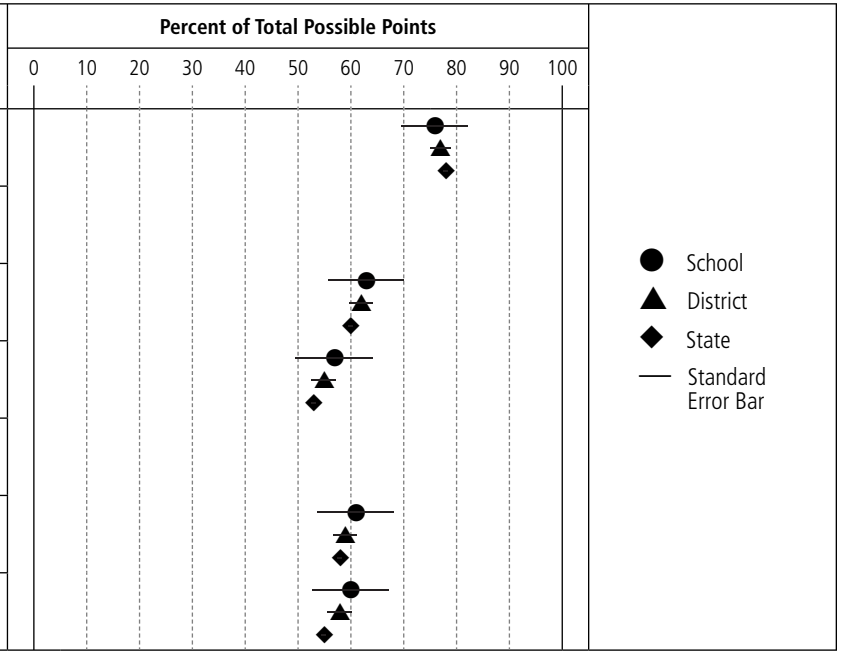
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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				**46**	**7**	**15**	**20**	**43**	**13**	**28**	**6**	**13**	**644**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010				**480**	**63**	**13**	**252**	**53**	**99**	**21**	**66**	**14**	**644**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010				**13,946**	**1,647**	**12**	**7,899**	**57**	**3,268**	**23**	**1,132**	**8**	**645**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	23
Type of Text	
Literary	52
Informational	55
Level of Comprehension	
Initial Understanding	53
Analysis & Interpretation	54



Fall 2009 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2008-2009
Disaggregated Reading Results

School: Howard C Reiche Community Sch
District: Portland Public Schools
State: Maine
Code: 1134-1358

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				**46**	**7**	**15**	**20**	**43**	**13**	**28**	**6**	**13**	**644**	**480**	**13**	**53**	**21**	**14**	**644**	**13,946**	**12**	**57**	**23**	**8**	**645**
Gender																									
Male				21	3	14	10	48	5	24	3	14	643	238	7	58	22	13	643	7,058	8	55	27	10	643
Female				25	4	16	10	40	8	32	3	12	644	242	19	48	19	14	646	6,888	16	58	20	6	647
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										1						104	8	48	33	12	642
Asian				3										56	7	50	21	21	640	258	15	55	21	9	646
Black or African American				18	1	6	7	39	7	39	3	17	639	83	6	33	31	30	636	386	5	41	31	22	639
Hispanic or Latino				3										21	5	38	29	29	637	171	8	56	26	11	643
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				22	4	18	12	55	5	23	1	5	648	319	17	59	17	7	648	13,027	12	57	23	8	645
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				16	0	0	5	31	6	38	5	31	634	109	2	32	29	37	633	322	4	34	32	30	636
Former LEP student - monitoring year 1				1										8						24	17	75	8	0	651
Former LEP student - monitoring year 2				0										2						13	23	77	0	0	654
All Other Students				29	7	24	14	48	7	24	1	3	649	361	17	58	18	7	648	13,587	12	57	23	8	645
IEP																									
Students with an IEP				7										80	0	30	40	30	635	2,231	1	26	43	30	634
All Other Students				39	7	18	19	49	9	23	4	10	646	400	16	57	17	11	646	11,715	14	62	20	4	647
SES																									
Economically Disadvantaged Students				39	4	10	16	41	13	33	6	15	640	257	5	42	31	22	638	5,987	6	51	30	13	641
All Other Students				7										223	22	65	9	4	651	7,959	17	61	18	4	648
Migrant																									
Migrant Students				0										0						7					
All Other Students				46	7	15	20	43	13	28	6	13	644	480	13	53	21	14	644	13,939	12	57	23	8	645
Title I																									
Students Receiving Title I Services				40	7	18	17	43	11	28	5	13	644	190	16	43	25	16	644	1,487	4	43	40	13	640
All Other Students				6										290	11	59	18	12	644	12,459	13	58	21	7	646
504 Plan																									
Students with a 504 Plan				0										3						262	8	60	24	8	644
All Other Students				46	7	15	20	43	13	28	6	13	644	477	13	52	21	14	644	13,684	12	57	23	8	645

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 6 NECAP Tests
Grade 5 Students in 2008-2009
Mathematics Results

School: Howard C Reiche Community Sch
District: Portland Public Schools
State: Maine
Code: 1134-1358

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.

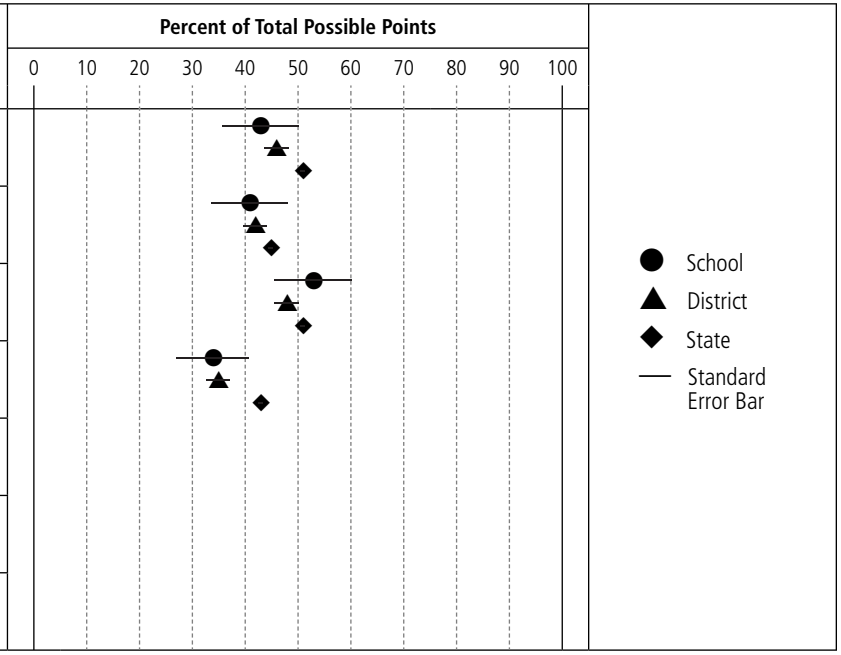
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. 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				**47**	**9**	**19**	**13**	**28**	**9**	**19**	**16**	**34**	**639**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010				**483**	**91**	**19**	**169**	**35**	**97**	**20**	**126**	**26**	**641**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010				**13,964**	**2,782**	**20**	**5,991**	**43**	**2,737**	**20**	**2,454**	**18**	**643**
Cumulative Total													

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



Fall 2009 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2008-2009
Disaggregated Mathematics Results

School: Howard C Reiche Community Sch
District: Portland Public Schools
State: Maine
Code: 1134-1358

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				**47**	**9**	**19**	**13**	**28**	**9**	**19**	**16**	**34**	**639**	**483**	**19**	**35**	**20**	**26**	**641**	**13,964**	**20**	**43**	**20**	**18**	**643**
Gender																									
Male				21	4	19	8	38	3	14	6	29	641	237	18	41	19	23	642	7,070	21	42	19	18	644
Female				26	5	19	5	19	6	23	10	38	638	246	20	30	22	29	640	6,894	19	44	21	17	643
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										1						104	12	38	25	25	639
Asian				3										56	14	38	14	34	640	262	24	44	15	17	645
Black or African American				19	0	0	4	21	7	37	8	42	633	85	2	24	21	53	632	396	9	31	23	38	636
Hispanic or Latino				3										21	5	14	33	48	633	172	14	34	24	28	640
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				22	8	36	7	32	2	9	5	23	645	320	25	39	20	16	644	13,030	20	43	19	17	644
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				17	0	0	2	12	6	35	9	53	630	112	4	20	20	56	631	338	6	25	24	46	633
Former LEP student - monitoring year 1				1										9						26	19	58	19	4	648
Former LEP student - monitoring year 2				0										2						13	15	62	23	0	646
All Other Students				29	9	31	11	38	2	7	7	24	645	360	24	39	20	18	644	13,587	20	43	19	17	644
IEP																									
Students with an IEP				7										79	0	20	29	51	632	2,236	4	22	25	49	633
All Other Students				40	9	23	12	30	7	18	12	30	642	404	23	38	18	21	643	11,728	23	47	19	12	645
SES																									
Economically Disadvantaged Students				40	4	10	11	28	9	23	16	40	636	259	5	27	25	42	635	5,992	9	39	24	27	639
All Other Students				7										224	34	44	14	8	648	7,972	28	46	16	10	647
Migrant																									
Migrant Students				0										0						7					
All Other Students				47	9	19	13	28	9	19	16	34	639	483	19	35	20	26	641	13,957	20	43	20	18	643
Title I																									
Students Receiving Title I Services				41	9	22	11	27	8	20	13	32	640	190	22	34	17	26	642	1,490	6	32	29	33	637
All Other Students				6										293	17	35	22	26	640	12,474	22	44	18	16	644
504 Plan																									
Students with a 504 Plan				0										3						262	15	43	23	19	642
All Other Students				47	9	19	13	28	9	19	16	34	639	480	19	35	20	26	641	13,702	20	43	20	18	643

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