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 4
NECAP Tests

Grade 3 Students in 2008-2009

School Results

School: Lee/Winn School

District: RSU 30 / MSAD 30

Code: 1224-1588

Fall 2009 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2008-2009
Grade Level Summary Report

School: Lee/Winn School
District: RSU 30 / MSAD 30
State: Maine
Code: 1224-1588

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				21	1	5	5	24	12	57	3	14	437	21	5	24	57	14	437	13,461	15	52	21	12	444
MATH				21	0	0	6	29	7	33	8	38	434	21	0	29	33	38	434	13,481	14	48	23	16	443
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 4 NECAP Tests
Grade 3 Students in 2008-2009
Reading Results

School: Lee/Winn School
District: RSU 30 / MSAD 30
State: Maine
Code: 1224-1588

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.

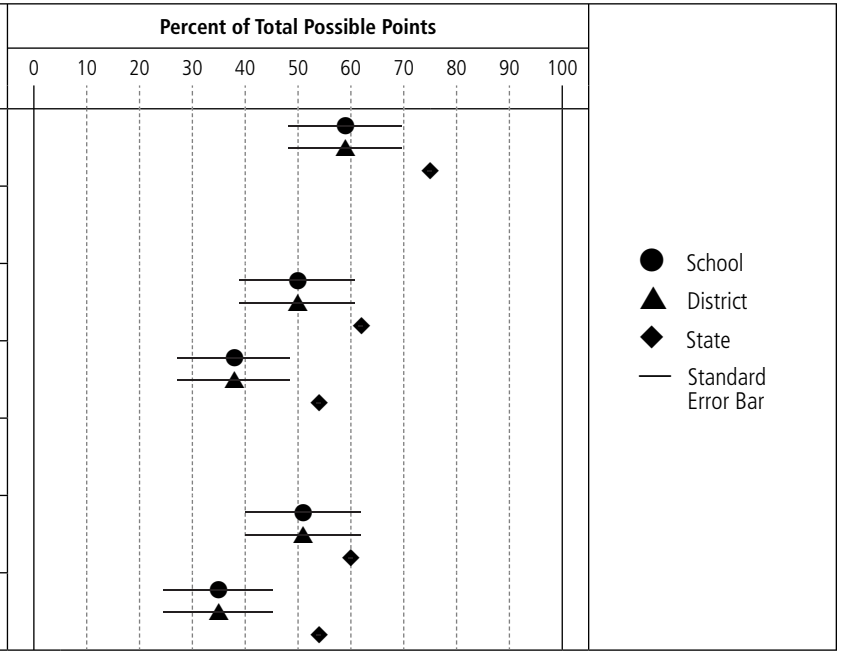
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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				**21**	**1**	**5**	**5**	**24**	**12**	**57**	**3**	**14**	**437**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010				**21**	**1**	**5**	**5**	**24**	**12**	**57**	**3**	**14**	**437**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010				**13,461**	**1,973**	**15**	**7,047**	**52**	**2,870**	**21**	**1,571**	**12**	**444**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	45
Type of Text	
Literary	42
Informational	43
Level of Comprehension	
Initial Understanding	50
Analysis & Interpretation	35



Fall 2009 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2008-2009
Disaggregated Reading Results

School: Lee/Winn School
District: RSU 30 / MSAD 30
State: Maine
Code: 1224-1588

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				**21**	**1**	**5**	**5**	**24**	**12**	**57**	**3**	**14**	**437**	**21**	**5**	**24**	**57**	**14**	**437**	**13,461**	**15**	**52**	**21**	**12**	**444**
Gender																									
Male				11	0	0	3	27	6	55	2	18	436	11	0	27	55	18	436	6,889	11	52	23	14	443
Female				10	1	10	2	20	6	60	1	10	437	10	10	20	60	10	437	6,572	19	53	19	10	446
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										0						100	9	55	23	13	443
Asian				0										0						216	21	50	19	10	446
Black or African American				0										0						406	7	36	27	31	438
Hispanic or Latino				0										0						148	6	54	24	16	442
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				21	1	5	5	24	12	57	3	14	437	21	5	24	57	14	437	12,591	15	53	21	11	445
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						361	4	38	27	32	437
Former LEP student - monitoring year 1				0										0						20	30	70	0	0	453
Former LEP student - monitoring year 2				0										0						7					
All Other Students				21	1	5	5	24	12	57	3	14	437	21	5	24	57	14	437	13,073	15	53	21	11	445
IEP																									
Students with an IEP				9										9						2,286	2	28	34	36	434
All Other Students				12	1	8	4	33	7	58	0	0	440	12	8	33	58	0	440	11,175	17	57	19	7	446
SES																									
Economically Disadvantaged Students				15	1	7	4	27	9	60	1	7	438	15	7	27	60	7	438	6,004	8	48	27	18	441
All Other Students				6										6						7,457	20	56	17	7	447
Migrant																									
Migrant Students				0										0						3					
All Other Students				21	1	5	5	24	12	57	3	14	437	21	5	24	57	14	437	13,458	15	52	21	12	444
Title I																									
Students Receiving Title I Services				5										5						2,076	2	39	38	20	438
All Other Students				16	1	6	5	31	8	50	2	13	438	16	6	31	50	13	438	11,385	17	55	18	10	446
504 Plan																									
Students with a 504 Plan				0										0						203	14	51	25	10	444
All Other Students				21	1	5	5	24	12	57	3	14	437	21	5	24	57	14	437	13,258	15	52	21	12	444

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 4 NECAP Tests
Grade 3 Students in 2008-2009
Mathematics Results

School: Lee/Winn School
District: RSU 30 / MSAD 30
State: Maine
Code: 1224-1588

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.

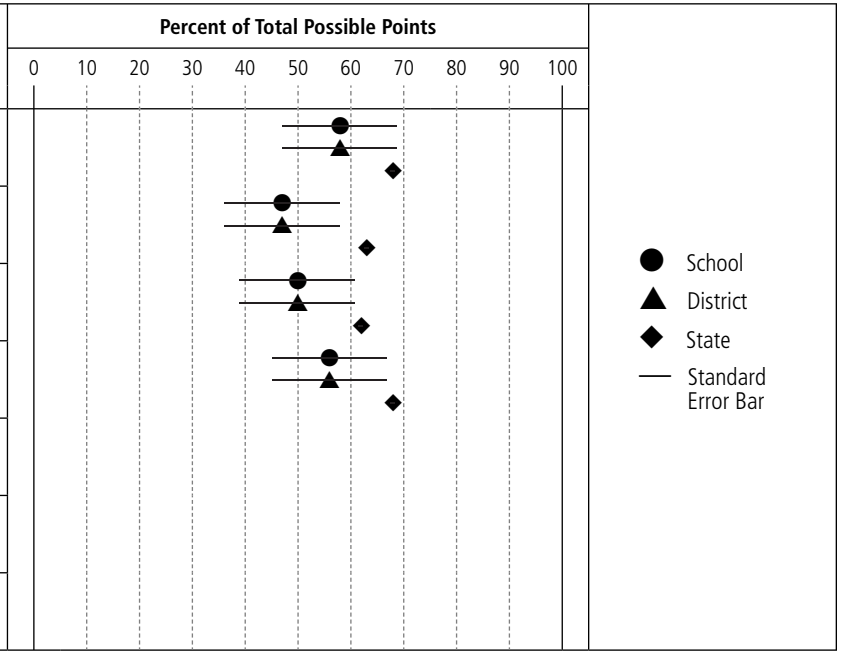
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. 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				**21**	**0**	**0**	**6**	**29**	**7**	**33**	**8**	**38**	**434**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010				**21**	**0**	**0**	**6**	**29**	**7**	**33**	**8**	**38**	**434**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010				**13,481**	**1,850**	**14**	**6,485**	**48**	**3,034**	**23**	**2,112**	**16**	**443**
Cumulative Total													

Subtopic	Total Possible Points
Numbers & Operations	68
Geometry & Measurement	27
Functions & Algebra	21
Data, Statistics, & Probability	21



Fall 2009 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2008-2009
Disaggregated Mathematics Results

School: Lee/Winn School
District: RSU 30 / MSAD 30
State: Maine
Code: 1224-1588

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				**21**	**0**	**0**	**6**	**29**	**7**	**33**	**8**	**38**	**434**	**21**	**0**	**29**	**33**	**38**	**434**	**13,481**	**14**	**48**	**23**	**16**	**443**
Gender																									
Male				11	0	0	4	36	5	45	2	18	437	11	0	36	45	18	437	6,899	14	48	22	16	443
Female				10	0	0	2	20	2	20	6	60	431	10	0	20	20	60	431	6,582	14	48	23	16	443
Not Reported				0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native				0										0						100	7	41	32	20	439
Asian				0										0						217	18	47	21	14	445
Black or African American				0										0						417	5	31	22	42	434
Hispanic or Latino				0										0						152	7	39	30	24	439
Native Hawaiian or Pacific Islander				0										0						0					
White (non-Hispanic)				21	0	0	6	29	7	33	8	38	434	21	0	29	33	38	434	12,595	14	49	22	15	443
No Primary Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						378	4	29	25	42	434
Former LEP student - monitoring year 1				0										0						20	40	55	5	0	452
Former LEP student - monitoring year 2				0										0						7					
All Other Students				21	0	0	6	29	7	33	8	38	434	21	0	29	33	38	434	13,076	14	49	22	15	443
IEP																									
Students with an IEP				9										9						2,296	4	28	28	40	434
All Other Students				12	0	0	3	25	5	42	4	33	435	12	0	25	42	33	435	11,185	16	52	21	11	445
SES																									
Economically Disadvantaged Students				15	0	0	3	20	5	33	7	47	431	15	0	20	33	47	431	6,021	7	41	28	23	439
All Other Students				6										6						7,460	19	53	18	9	446
Migrant																									
Migrant Students				0										0						3					
All Other Students				21	0	0	6	29	7	33	8	38	434	21	0	29	33	38	434	13,478	14	48	23	16	443
Title I																									
Students Receiving Title I Services				5										5						2,081	2	32	36	29	436
All Other Students				16	0	0	6	38	5	31	5	31	435	16	0	38	31	31	435	11,400	16	51	20	13	444
504 Plan																									
Students with a 504 Plan				0										0						203	13	50	19	17	443
All Other Students				21	0	0	6	29	7	33	8	38	434	21	0	29	33	38	434	13,278	14	48	23	16	443

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