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 7
NECAP Tests

Grade 7 Students in 2009-2010

School Results

School: Deer Isle-Stonington Elem

District: Deer Isle-Stonington CSD

Code: 1289-1843

Fall 2009 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2009-2010
Grade Level Summary Report

School: Deer Isle-Stonington Elem
District: Deer Isle-Stonington CSD
State: Maine
Code: 1289-1843

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	21			21			14,367			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	21	21		21	21		14,004	14,028		100	100		100	100		97	98	
Students not tested in NECAP																		
State Approved	0	0		0	0		232	212		0	0		0	0		2	1	
Alternate Assessment	0	0		0	0		188	178		0	0		0	0		1	1	
First Year LEP	0	0		0	0		11	0		0	0		0	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		33	34		0	0		0	0		0	0	
Other	0	0		0	0		131	127		0	0		0	0		1	1	

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	0	0	21	1	5	13	62	4	19	3	14	744	21	5	62	19	14	744	14,004	9	59	23	8	745
MATH	21	0	0	21	2	10	8	38	4	19	7	33	738	21	10	38	19	33	738	14,028	19	41	20	21	742
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 7 NECAP Tests
Grade 7 Students in 2009-2010
Reading Results

School: Deer Isle-Stonington Elem
District: Deer Isle-Stonington CSD
State: Maine
Code: 1289-1843

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.

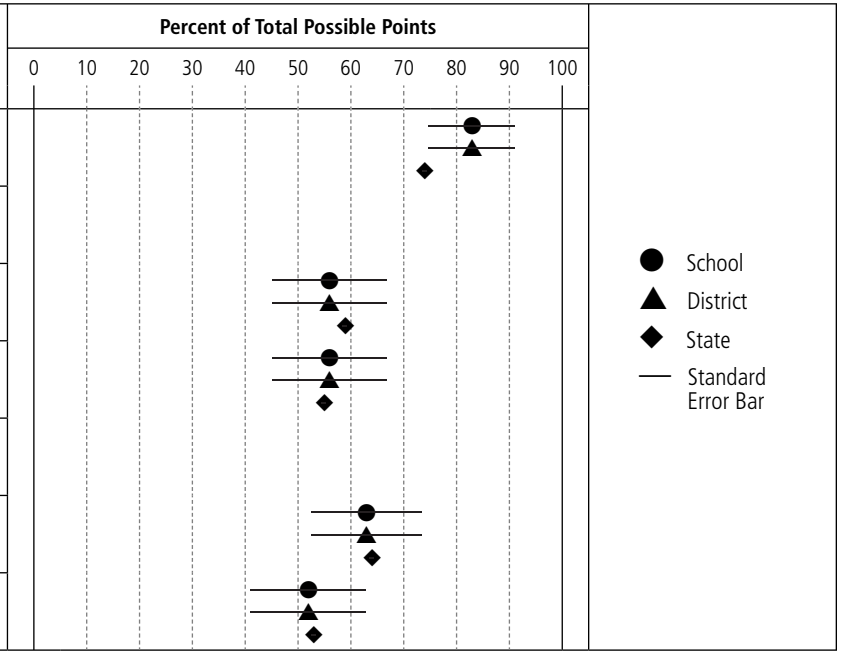
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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**	**0**	**0**	**21**	**1**	**5**	**13**	**62**	**4**	**19**	**3**	**14**	**744**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010	**21**	**0**	**0**	**21**	**1**	**5**	**13**	**62**	**4**	**19**	**3**	**14**	**744**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010	**14,367**	**232**	**131**	**14,004**	**1,317**	**9**	**8,315**	**59**	**3,220**	**23**	**1,152**	**8**	**745**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	26
Type of Text	
Literary	49
Informational	55
Level of Comprehension	
Initial Understanding	37
Analysis & Interpretation	67



Fall 2009 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2009-2010
Disaggregated Reading Results

School: Deer Isle-Stonington Elem
District: Deer Isle-Stonington CSD
State: Maine
Code: 1289-1843

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**	**21**	**1**	**5**	**13**	**62**	**4**	**19**	**3**	**14**	**744**	**21**	**5**	**62**	**19**	**14**	**744**	**14,004**	**9**	**59**	**23**	**8**	**745**
Gender																									
Male	12	0	0	12	0	0	7	58	2	17	3	25	740	12	0	58	17	25	740	7,257	5	57	27	11	743
Female	9	0	0	9										9						6,747	14	62	18	5	748
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						127	5	48	33	14	740
Asian	0	0	0	0										0						201	17	59	16	7	749
Black or African American	0	0	0	0										0						398	7	45	30	17	741
Hispanic or Latino	0	0	0	0										0						165	6	54	31	9	743
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	21	0	0	21	1	5	13	62	4	19	3	14	744	21	5	62	19	14	744	13,113	9	60	23	8	746
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						288	2	36	39	24	737
Former LEP student - monitoring year 1	0	0	0	0										0						14	21	71	7	0	753
Former LEP student - monitoring year 2	0	0	0	0										0						19	16	84	0	0	753
All Other Students	21	0	0	21	1	5	13	62	4	19	3	14	744	21	5	62	19	14	744	13,683	10	60	23	8	746
IEP																									
Students with an IEP	5	0	0	5										5						2,187	1	25	41	34	733
All Other Students	16	0	0	16	1	6	12	75	2	13	1	6	747	16	6	75	13	6	747	11,817	11	66	20	4	748
SES																									
Economically Disadvantaged Students	8	0	0	8										8						5,810	4	53	30	13	742
All Other Students	13	0	0	13	1	8	10	77	2	15	0	0	747	13	8	77	15	0	747	8,194	13	64	18	5	748
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	21	0	0	21	1	5	13	62	4	19	3	14	744	21	5	62	19	14	744	14,002	9	59	23	8	745
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,093	5	43	40	12	741
All Other Students	21	0	0	21	1	5	13	62	4	19	3	14	744	21	5	62	19	14	744	12,911	10	61	22	8	746
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						286	6	60	28	6	744
All Other Students	21	0	0	21	1	5	13	62	4	19	3	14	744	21	5	62	19	14	744	13,718	9	59	23	8	745

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 7 NECAP Tests
Grade 7 Students in 2009-2010
Mathematics Results

School: Deer Isle-Stonington Elem
District: Deer Isle-Stonington CSD
State: Maine
Code: 1289-1843

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.

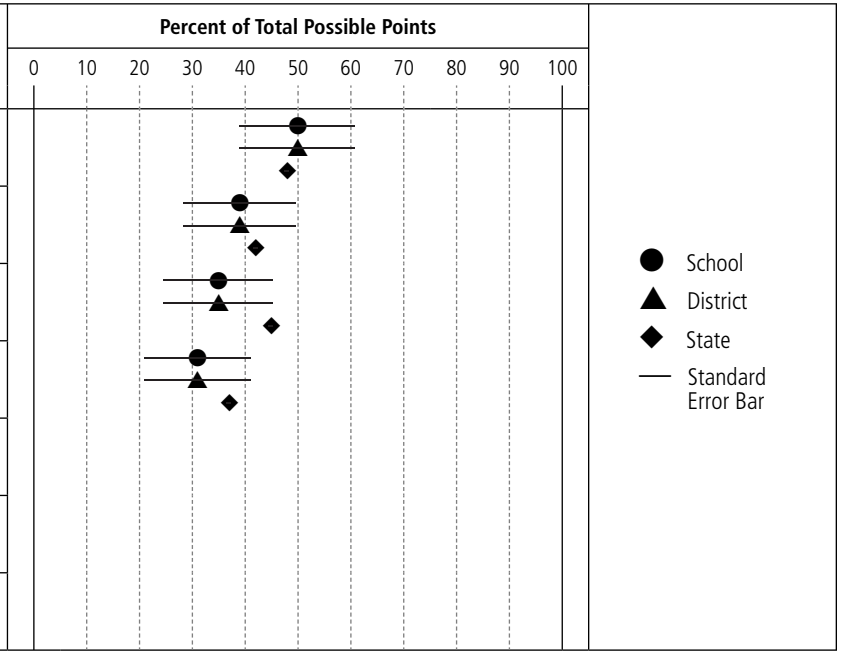
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. 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** Cumulative Total	21	0	0	21	2	10	8	38	4	19	7	33	738
DISTRICT 2007-08 2008-09 **2009-2010** Cumulative Total	21	0	0	21	2	10	8	38	4	19	7	33	738
STATE 2007-08 2008-09 **2009-2010** Cumulative Total	14,367	212	127	14,028	2,602	19	5,719	41	2,820	20	2,887	21	742

Subtopic	Total Possible Points
Numbers & Operations	48
Geometry & Measurement	40
Functions & Algebra	49
Data, Statistics, & Probability	25



Fall 2009 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2009-2010
Disaggregated Mathematics Results

School: Deer Isle-Stonington Elem
District: Deer Isle-Stonington CSD
State: Maine
Code: 1289-1843

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**	**21**	**2**	**10**	**8**	**38**	**4**	**19**	**7**	**33**	**738**	**21**	**10**	**38**	**19**	**33**	**738**	**14,028**	**19**	**41**	**20**	**21**	**742**
Gender																									
Male	12	0	0	12	1	8	6	50	1	8	4	33	738	12	8	50	8	33	738	7,276	20	41	19	20	742
Female	9	0	0	9										9						6,752	17	41	21	21	742
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						127	6	38	23	34	738
Asian	0	0	0	0										0						205	32	40	13	15	746
Black or African American	0	0	0	0										0						408	6	28	19	47	735
Hispanic or Latino	0	0	0	0										0						168	11	31	28	30	739
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	21	0	0	21	2	10	8	38	4	19	7	33	738	21	10	38	19	33	738	13,120	19	41	20	20	742
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						307	3	26	22	49	733
Former LEP student - monitoring year 1	0	0	0	0										0						14	36	43	14	7	749
Former LEP student - monitoring year 2	0	0	0	0										0						19	32	53	11	5	748
All Other Students	21	0	0	21	2	10	8	38	4	19	7	33	738	21	10	38	19	33	738	13,688	19	41	20	20	742
IEP																									
Students with an IEP	5	0	0	5										5						2,198	3	17	20	59	731
All Other Students	16	0	0	16	2	13	7	44	3	19	4	25	740	16	13	44	19	25	740	11,830	21	45	20	13	744
SES																									
Economically Disadvantaged Students	8	0	0	8										8						5,828	8	37	24	30	738
All Other Students	13	0	0	13	2	15	6	46	1	8	4	31	743	13	15	46	8	31	743	8,200	26	43	17	14	745
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	21	0	0	21	2	10	8	38	4	19	7	33	738	21	10	38	19	33	738	14,026	19	41	20	21	742
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,099	5	28	32	35	737
All Other Students	21	0	0	21	2	10	8	38	4	19	7	33	738	21	10	38	19	33	738	12,929	20	42	19	19	743
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						285	19	41	22	18	742
All Other Students	21	0	0	21	2	10	8	38	4	19	7	33	738	21	10	38	19	33	738	13,743	19	41	20	21	742

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.