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 6 Students in 2009-2010

School Results

School: Monmouth Middle School

District: RSU 02

Code: 3156-1313

Fall 2009 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2009-2010
Grade Level Summary Report

School: Monmouth Middle School
District: RSU 02
State: Maine
Code: 3156-1313

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	45			153			14,264			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	45	45		150	150		13,942	13,962		100	100		98	98		98	98	
Students not tested in NECAP																		
State Approved	0	0		3	3		209	191		0	0		2	2		1	1	
Alternate Assessment	0	0		3	3		160	145		0	0		2	2		1	1	
First Year LEP	0	0		0	0		9	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		40	46		0	0		0	0		0	0	
Other	0	0		0	0		113	111		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	45	0	0	45	1	2	36	80	8	18	0	0	645	150	18	61	15	5	648	13,942	12	57	23	8	645
MATH	45	0	0	45	6	13	24	53	8	18	7	16	644	150	23	43	22	12	645	13,962	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 6 Students in 2009-2010
Reading Results

School: Monmouth Middle School
District: RSU 02
State: Maine
Code: 3156-1313

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.

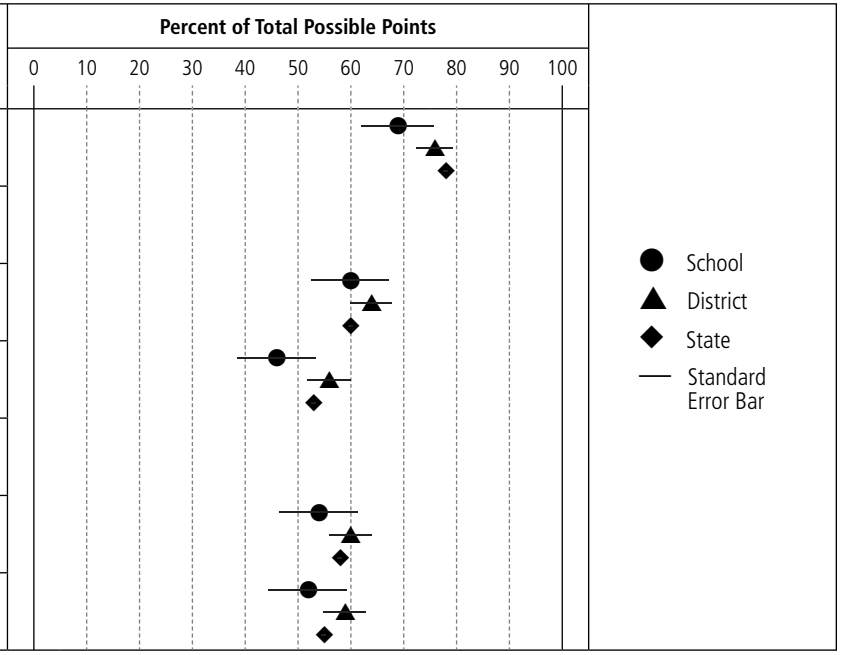
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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	**45**	**0**	**0**	**45**	**1**	**2**	**36**	**80**	**8**	**18**	**0**	**0**	**645**
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010	**153**	**3**	**0**	**150**	**27**	**18**	**92**	**61**	**23**	**15**	**8**	**5**	**648**
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010	**14,264**	**209**	**113**	**13,942**	**1,647**	**12**	**7,899**	**57**	**3,265**	**23**	**1,131**	**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 6 Students in 2009-2010
Disaggregated Reading Results

School: Monmouth Middle School
District: RSU 02
State: Maine
Code: 3156-1313

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	**45**	**0**	**0**	**45**	**1**	**2**	**36**	**80**	**8**	**18**	**0**	**0**	**645**	**150**	**18**	**61**	**15**	**5**	**648**	**13,942**	**12**	**57**	**23**	**8**	**645**
Gender																									
Male	20	0	0	20	0	0	16	80	4	20	0	0	645	61	15	59	20	7	646	7,056	8	55	27	10	643
Female	25	0	0	25	1	4	20	80	4	16	0	0	645	89	20	63	12	4	650	6,886	16	58	20	6	647
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						104	8	48	33	12	642
Asian	0	0	0	0										3						258	15	55	21	9	646
Black or African American	0	0	0	0										1						385	5	42	31	22	639
Hispanic or Latino	1	0	0	1										1						171	8	56	26	11	643
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	44	0	0	44	1	2	35	80	8	18	0	0	645	145	18	61	16	5	648	13,024	12	57	23	8	645
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						322	4	34	32	30	636
Former LEP student - monitoring year 1	0	0	0	0										0						24	17	75	8	0	651
Former LEP student - monitoring year 2	0	0	0	0										0						13	23	77	0	0	654
All Other Students	45	0	0	45	1	2	36	80	8	18	0	0	645	150	18	61	15	5	648	13,583	12	57	23	8	645
IEP																									
Students with an IEP	6	0	0	6										28	4	36	36	25	637	2,225	1	26	42	30	634
All Other Students	39	0	0	39	1	3	34	87	4	10	0	0	646	122	21	67	11	1	651	11,717	14	62	20	4	647
SES																									
Economically Disadvantaged Students	18	0	0	18	0	0	14	78	4	22	0	0	643	64	5	66	20	9	643	5,982	6	51	30	13	641
All Other Students	27	0	0	27	1	4	22	81	4	15	0	0	647	86	28	58	12	2	652	7,960	17	61	18	4	648
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	45	0	0	45	1	2	36	80	8	18	0	0	645	150	18	61	15	5	648	13,935	12	57	23	8	645
Title I																									
Students Receiving Title I Services	9	0	0	9										14	0	79	21	0	644	1,487	4	43	40	13	640
All Other Students	36	0	0	36	1	3	29	81	6	17	0	0	645	136	20	60	15	6	649	12,455	13	58	21	7	646
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						262	8	60	24	8	644
All Other Students	42	0	0	42	1	2	33	79	8	19	0	0	645	147	18	61	16	5	648	13,680	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 6 Students in 2009-2010
Mathematics Results

School: Monmouth Middle School
District: RSU 02
State: Maine
Code: 3156-1313

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.

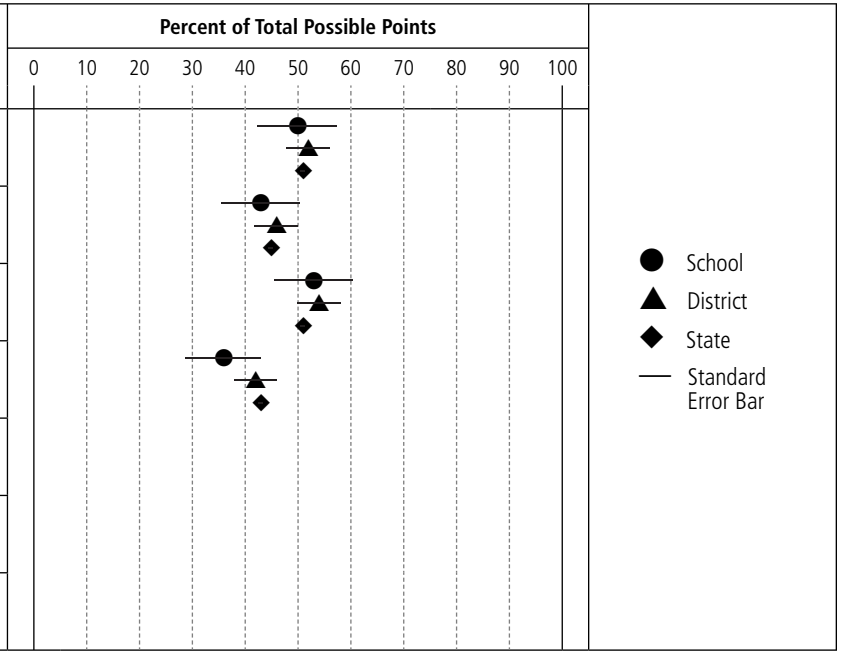
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. 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	45	0	0	45	6	13	24	53	8	18	7	16	644
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
2009-2010	153	3	0	150	34	23	65	43	33	22	18	12	645
Cumulative Total													
STATE													
2007-08													
2008-09													
2009-2010	14,264	191	111	13,962	2,782	20	5,991	43	2,736	20	2,453	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 6 Students in 2009-2010
Disaggregated Mathematics Results

School: Monmouth Middle School
District: RSU 02
State: Maine
Code: 3156-1313

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	**45**	**0**	**0**	**45**	**6**	**13**	**24**	**53**	**8**	**18**	**7**	**16**	**644**	**150**	**23**	**43**	**22**	**12**	**645**	**13,962**	**20**	**43**	**20**	**18**	**643**
Gender																									
Male	20	0	0	20	5	25	12	60	2	10	1	5	648	61	30	44	15	11	647	7,069	21	42	19	18	644
Female	25	0	0	25	1	4	12	48	6	24	6	24	640	89	18	43	27	12	644	6,893	19	44	21	17	643
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						104	12	38	25	25	639
Asian	0	0	0	0										3						262	24	44	15	17	645
Black or African American	0	0	0	0										1						395	9	31	23	38	636
Hispanic or Latino	1	0	0	1										1						172	14	34	24	28	640
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	44	0	0	44	6	14	23	52	8	18	7	16	644	145	23	43	22	12	645	13,029	20	43	19	17	644
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						338	6	25	24	46	633
Former LEP student - monitoring year 1	0	0	0	0										0						26	19	58	19	4	648
Former LEP student - monitoring year 2	0	0	0	0										0						13	15	62	23	0	646
All Other Students	45	0	0	45	6	13	24	53	8	18	7	16	644	150	23	43	22	12	645	13,585	20	43	19	17	644
IEP																									
Students with an IEP	6	0	0	6										28	7	32	43	18	639	2,232	4	22	25	49	633
All Other Students	39	0	0	39	6	15	22	56	5	13	6	15	644	122	26	46	17	11	647	11,730	23	47	19	12	645
SES																									
Economically Disadvantaged Students	18	0	0	18	0	0	11	61	4	22	3	17	642	64	8	41	34	17	641	5,989	9	39	24	27	639
All Other Students	27	0	0	27	6	22	13	48	4	15	4	15	645	86	34	45	13	8	648	7,973	28	46	16	10	647
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	45	0	0	45	6	13	24	53	8	18	7	16	644	150	23	43	22	12	645	13,955	20	43	20	18	643
Title I																									
Students Receiving Title I Services	9	0	0	9										14	7	43	36	14	640	1,490	6	32	29	33	637
All Other Students	36	0	0	36	5	14	19	53	6	17	6	17	644	136	24	43	21	12	646	12,472	22	44	18	16	644
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						262	15	43	23	19	642
All Other Students	42	0	0	42	5	12	24	57	7	17	6	14	644	147	22	44	22	12	645	13,700	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.