

About The New England Common Assessment Program



This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont 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. 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 that 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. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

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 schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2010-2011

School Results

School: Fairmount School

District: Bangor School Department

Code: 1011-1156



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2010-2011

Grade Level Summary Report

School:	Fairmount School
District:	Bangor School Department
State:	Maine
Code:	1011-1156

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	174			283			13,730			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	166	166		274	274		13,375	13,416		95	95		97	97		97	98	
Current LEP Students	45	44		67	66		2,625	2,720		27	27		24	24		20	20	
With an approved accommodation	2	2		6	6		396	439		1	1		2	2		3	3	
IEP Students	2	2		5	5		165	206		100	100		83	83		42	47	
With an approved accommodation	29	29		49	49		2,043	2,045		17	17		18	18		15	15	
Other	23	23		37	37		1,593	1,600		79	79		76	76		78	78	
Students not tested in NECAP	8	8		9	9		355	314		5	5		3	3		3	2	
State Approved	8	8		9	9		266	220		100	100		100	100		75	70	
Alternate Assessment	7	7		7	7		204	203		88	88		78	78		77	92	
First Year LEP	0	0		0	0		44	0		0	0		0	0		17	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	1	1		2	2		18	17		13	13		22	22		7	8	
Other	0	0		0	0		89	94		0	0		0	0		25	30	

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	174	8	0	166	32	19	78	47	38	23	18	11	445	274	23	47	20	10	447	13,375	18	50	22	11	445
MATH	174	8	0	166	43	26	65	39	33	20	25	15	445	274	24	43	20	13	445	13,416	15	45	24	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.

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



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Reading Results

School: Fairmount School
District: Bangor School Department
State: Maine
Code: 1011-1156

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	174	8	0	166	32	19	78	47	38	23	18	11	445	274	23	47	20	10	447	13,375	18	50	22	11	445
Gender																									
Male	90	4	0	86	16	19	40	47	20	23	10	12	445	138	20	47	22	11	445	6,903	14	49	24	13	444
Female	84	4	0	80	16	20	38	48	18	23	8	10	446	136	26	48	18	9	449	6,472	21	51	20	9	447
Not Reported	0	0	0	0									0						0	0					
Race/Ethnicity																									
Hispanic or Latino	4	1	0	3									7						212	11	43	28	17	442	
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4									5						157	13	49	23	15	443	
Asian	3	0	0	3									5						215	19	47	22	12	446	
Black or African American	6	2	0	4									7						357	6	34	28	31	437	
Native Hawaiian or Pacific Islander	0	0	0	0									0						11	64	18	18	0	455	
White	157	5	0	152	30	20	68	45	37	24	17	11	445	250	24	46	20	10	447	12,318	18	50	21	10	446
Two or more races	0	0	0	0									0						105	12	56	19	12	444	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	2	0	0	2									6						396	5	36	29	30	437	
Former LEP student - monitoring year 1	0	0	0	0									0						12	42	58	0	0	458	
Former LEP student - monitoring year 2	0	0	0	0									0						8						
All Other Students	172	8	0	164	32	20	76	46	38	23	18	11	445	268	23	47	20	10	447	12,959	18	50	22	10	446
IEP																									
Students with an IEP	37	8	0	29	1	3	5	17	10	34	13	45	431	49	8	20	35	37	434	2,043	3	23	33	41	433
All Other Students	137	0	0	137	31	23	73	53	28	20	5	4	449	225	26	53	17	4	450	11,332	20	55	20	6	448
SES																									
Economically Disadvantaged Students	101	5	0	96	6	6	48	50	29	30	13	14	441	133	10	48	29	14	442	6,076	10	46	28	17	442
All Other Students	73	3	0	70	26	37	30	43	9	13	5	7	451	141	35	47	12	6	452	7,299	24	53	17	6	449
Migrant																									
Migrant Students	0	0	0	0									0						5						
All Other Students	174	8	0	166	32	19	78	47	38	23	18	11	445	274	23	47	20	10	447	13,370	18	50	22	11	445
Title I																									
Students Receiving Title I Services	41	1	0	40	0	0	19	48	16	40	5	13	440	52	0	44	42	13	440	2,491	4	37	40	20	438
All Other Students	133	7	0	126	32	25	59	47	22	17	13	10	447	222	28	48	15	9	449	10,884	21	53	18	9	447
504 Plan																									
Students with a 504 Plan	12	1	0	11	0	0	6	55	5	45	0	0	442	18	6	56	33	6	444	213	7	55	31	8	443
All Other Students	162	7	0	155	32	21	72	46	33	21	18	12	446	256	24	47	19	10	447	13,162	18	50	22	11	445

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 2010 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2010-2011

Mathematics Results

School:	Fairmount School
District:	Bangor School Department
State:	Maine
Code:	1011-1156

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.

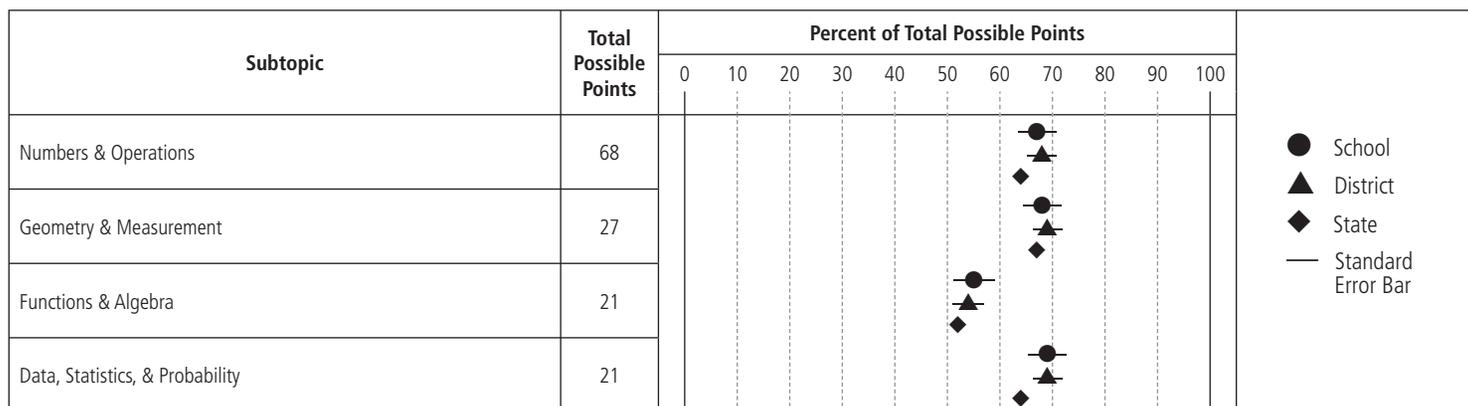
Partially Proficient (Level 2)

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													
2008-09	115	4	0	111	22	20	58	52	23	21	8	7	446
2009-10	174	8	0	166	43	26	65	39	33	20	25	15	445
2010-11 Cumulative Total													
DISTRICT													
2008-09	226	4	0	222	47	21	114	51	46	21	15	7	446
2009-10	283	9	0	274	65	24	117	43	56	20	36	13	445
2010-11 Cumulative Total													
STATE													
2008-09	13,779	203	95	13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2009-10	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2010-11 Cumulative Total													





Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Mathematics Results

School: Fairmount School
District: Bangor School Department
State: Maine
Code: 1011-1156

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	174	8	0	166	43	26	65	39	33	20	25	15	445	274	24	43	20	13	445	13,416	15	45	24	16	443
Gender																									
Male	90	4	0	86	28	33	32	37	14	16	12	14	446	138	27	45	16	12	446	6,924	17	44	23	16	443
Female	84	4	0	80	15	19	33	41	19	24	13	16	443	136	21	40	25	14	444	6,492	14	46	25	15	442
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	1	0	3										7						217	6	42	25	26	439
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4										5						159	19	36	25	19	442
Asian	3	0	0	3										5						216	16	48	22	14	444
Black or African American	6	2	0	4										7						384	4	27	26	43	433
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	27	36	36	0	448
White	157	5	0	152	42	28	56	37	32	21	22	14	445	250	26	42	20	12	445	12,324	16	46	24	15	443
Two or more races	0	0	0	0										0						105	14	44	24	18	442
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										6						439	4	30	24	42	434
Former LEP student - monitoring year 1	0	0	0	0										0						12	42	42	17	0	456
Former LEP student - monitoring year 2	0	0	0	0										0						8					
All Other Students	172	8	0	164	43	26	63	38	33	20	25	15	444	268	24	42	21	13	445	12,957	15	46	24	15	443
IEP																									
Students with an IEP	37	8	0	29	1	3	9	31	4	14	15	52	431	49	6	33	18	43	434	2,045	4	25	27	44	433
All Other Students	137	0	0	137	42	31	56	41	29	21	10	7	447	225	28	45	21	7	447	11,371	17	49	24	11	445
SES																									
Economically Disadvantaged Students	101	5	0	96	11	11	36	38	29	30	20	21	440	133	11	40	29	20	440	6,108	8	40	29	24	439
All Other Students	73	3	0	70	32	46	29	41	4	6	5	7	451	141	35	45	13	6	450	7,308	21	50	20	9	446
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	174	8	0	166	43	26	65	39	33	20	25	15	445	274	24	43	20	13	445	13,411	15	45	24	16	443
Title I																									
Students Receiving Title I Services	41	1	0	40	3	8	16	40	12	30	9	23	439	52	6	42	27	25	438	2,505	4	32	36	29	436
All Other Students	133	7	0	126	40	32	49	39	21	17	16	13	446	222	28	43	19	10	446	10,911	18	48	21	13	444
504 Plan																									
Students with a 504 Plan	12	1	0	11	1	9	3	27	6	55	1	9	440	18	6	44	39	11	441	212	8	47	29	17	441
All Other Students	162	7	0	155	42	27	62	40	27	17	24	15	445	256	25	43	19	13	445	13,204	15	45	24	16	443

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