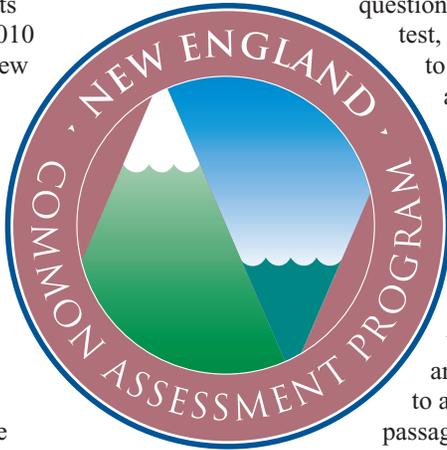


# About The New England Common Assessment Program



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:** Plummer-Motz School

**District:** Falmouth School Department

**Code:** 1057-1239



# Fall 2010 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2010-2011

# Grade Level Summary Report

<b>School:</b>	Plummer-Motz School
<b>District:</b>	Falmouth School Department
<b>State:</b>	Maine
<b>Code:</b>	1057-1239

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>156</b>			<b>157</b>			<b>13,730</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	156	156		157	157		13,375	13,416		100	100		100	100		97	98	
Current LEP Students	13	15		14	16		2,625	2,720		8	10		9	10		20	20	
With an approved accommodation	3	3		3	3		396	439		2	2		2	2		3	3	
IEP Students	0	2		0	2		165	206		0	67		0	67		42	47	
With an approved accommodation	17	17		18	18		2,043	2,045		11	11		11	11		15	15	
With an approved accommodation	12	12		13	13		1,593	1,600		71	71		72	72		78	78	
<b>Students not tested in NECAP</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>355</b>	<b>314</b>		<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>3</b>	<b>2</b>	
State Approved	0	0		0	0		266	220								75	70	
Alternate Assessment	0	0		0	0		204	203								77	92	
First Year LEP	0	0		0	0		44	0								17	0	
Withdrew After October 1	0	0		0	0		0	0								0	0	
Enrolled After October 1	0	0		0	0		0	0								0	0	
Special Consideration	0	0		0	0		18	17								7	8	
Other	0	0		0	0		89	94								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	156	0	0	156	49	31	84	54	14	9	9	6	452	157	31	54	9	6	451	13,375	18	50	22	11	445
MATH	156	0	0	156	54	35	78	50	19	12	5	3	450	157	34	50	12	3	450	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

<b>School:</b>	Plummer-Motz School
<b>District:</b>	Falmouth School Department
<b>State:</b>	Maine
<b>Code:</b>	1057-1239

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	%	%	%	%	
<b>All Students</b>	156	0	0	156	49	31	84	54	14	9	9	6	452	157	31	54	9	6	451	13,375	18	50	22	11	445
<b>Gender</b>																									
Male	79	0	0	79	20	25	44	56	10	13	5	6	450	79	25	56	13	6	450	6,903	14	49	24	13	444
Female	77	0	0	77	29	38	40	52	4	5	4	5	453	78	37	53	5	5	453	6,472	21	51	20	9	447
Not Reported	0	0	0	0									0						0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	3	0	0	3									3						212	11	43	28	17	442	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						157	13	49	23	15	443	
Asian	7	0	0	7									7						215	19	47	22	12	446	
Black or African American	1	0	0	1									1						357	6	34	28	31	437	
Native Hawaiian or Pacific Islander	0	0	0	0									0						11	64	18	18	0	455	
White	145	0	0	145	46	32	79	54	11	8	9	6	452	146	32	55	8	6	452	12,318	18	50	21	10	446
Two or more races	0	0	0	0									0						0	105	12	56	19	12	444
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
<b>LEP Status</b>																									
Current LEP student	3	0	0	3									3						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	153	0	0	153	49	32	82	54	13	8	9	6	452	154	32	54	8	6	452	12,959	18	50	22	10	446
<b>IEP</b>																									
Students with an IEP	17	0	0	17	0	0	5	29	6	35	6	35	435	18	0	33	33	33	436	2,043	3	23	33	41	433
All Other Students	139	0	0	139	49	35	79	57	8	6	3	2	454	139	35	57	6	2	454	11,332	20	55	20	6	448
<b>SES</b>																									
Economically Disadvantaged Students	5	0	0	5									5						6,076	10	46	28	17	442	
All Other Students	151	0	0	151	48	32	81	54	13	9	9	6	452	152	32	54	9	6	452	7,299	24	53	17	6	449
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						5						
All Other Students	156	0	0	156	49	31	84	54	14	9	9	6	452	157	31	54	9	6	451	13,370	18	50	22	11	445
<b>Title I</b>																									
Students Receiving Title I Services	2	0	0	2									2						2,491	4	37	40	20	438	
All Other Students	154	0	0	154	48	31	84	55	13	8	9	6	452	155	31	55	8	6	452	10,884	21	53	18	9	447
<b>504 Plan</b>																									
Students with a 504 Plan	1	0	0	1									1						213	7	55	31	8	443	
All Other Students	155	0	0	155	49	32	83	54	14	9	9	6	452	156	31	54	9	6	451	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

<b>School:</b>	Plummer-Motz School
<b>District:</b>	Falmouth School Department
<b>State:</b>	Maine
<b>Code:</b>	1057-1239

### 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.

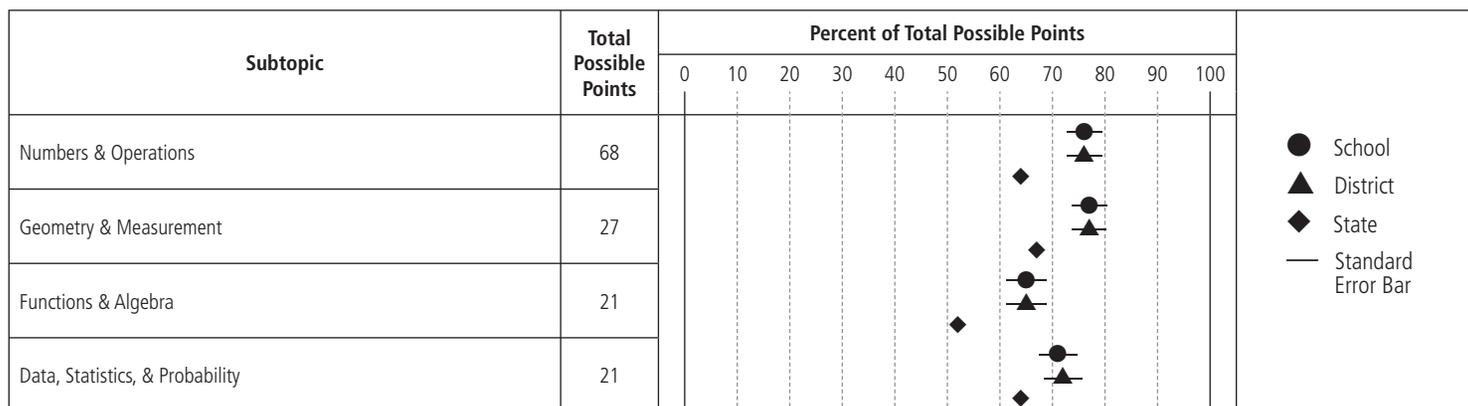
### Partially Proficient (Level 2)

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	%	
<b>SCHOOL</b>													
2008-09	165	0	0	165	57	35	88	53	17	10	3	2	451
2009-10	156	0	0	156	54	35	78	50	19	12	5	3	450
<b>Cumulative Total</b>													
<b>DISTRICT</b>													
2008-09	165	0	0	165	57	35	88	53	17	10	3	2	451
2009-10	157	0	0	157	54	34	79	50	19	12	5	3	450
<b>Cumulative Total</b>													
<b>STATE</b>													
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
<b>Cumulative Total</b>													





# Fall 2010 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2010-2011

# Disaggregated Mathematics Results

<b>School:</b>	Plummer-Motz School
<b>District:</b>	Falmouth School Department
<b>State:</b>	Maine
<b>Code:</b>	1057-1239

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	%	%	%	%	
<b>All Students</b>	156	0	0	156	54	35	78	50	19	12	5	3	450	157	34	50	12	3	450	13,416	15	45	24	16	443
<b>Gender</b>																									
Male	79	0	0	79	28	35	38	48	11	14	2	3	450	79	35	48	14	3	450	6,924	17	44	23	16	443
Female	77	0	0	77	26	34	40	52	8	10	3	4	449	78	33	53	10	4	449	6,492	14	46	25	15	442
Not Reported	0	0	0	0									0						0						
<b>Race/Ethnicity</b>																									
Hispanic or Latino	3	0	0	3									3						217	6	42	25	26	439	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						159	19	36	25	19	442	
Asian	7	0	0	7									7						216	16	48	22	14	444	
Black or African American	1	0	0	1									1						384	4	27	26	43	433	
Native Hawaiian or Pacific Islander	0	0	0	0									0						11	27	36	36	0	448	
White	145	0	0	145	52	36	71	49	17	12	5	3	450	146	36	49	12	3	450	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						
<b>LEP Status</b>																									
Current LEP student	3	0	0	3									3						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	153	0	0	153	53	35	77	50	18	12	5	3	450	154	34	51	12	3	450	12,957	15	46	24	15	443
<b>IEP</b>																									
Students with an IEP	17	0	0	17	1	6	10	59	2	12	4	24	438	18	6	61	11	22	439	2,045	4	25	27	44	433
All Other Students	139	0	0	139	53	38	68	49	17	12	1	1	451	139	38	49	12	1	451	11,371	17	49	24	11	445
<b>SES</b>																									
Economically Disadvantaged Students	5	0	0	5									5						6,108	8	40	29	24	439	
All Other Students	151	0	0	151	54	36	74	49	18	12	5	3	450	152	36	49	12	3	450	7,308	21	50	20	9	446
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						5						
All Other Students	156	0	0	156	54	35	78	50	19	12	5	3	450	157	34	50	12	3	450	13,411	15	45	24	16	443
<b>Title I</b>																									
Students Receiving Title I Services	2	0	0	2									2						2,505	4	32	36	29	436	
All Other Students	154	0	0	154	54	35	76	49	19	12	5	3	450	155	35	50	12	3	450	10,911	18	48	21	13	444
<b>504 Plan</b>																									
Students with a 504 Plan	1	0	0	1									1						212	8	47	29	17	441	
All Other Students	155	0	0	155	54	35	77	50	19	12	5	3	450	156	35	50	12	3	450	13,204	15	45	24	16	443

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.