

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 8 NECAP Tests

Grade 8 Students in 2010-2011

School Results

School: Lyman Moore Middle School

District: Portland Public Schools

Code: 1134-1355



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Grade Level Summary Report

School:	Lyman Moore Middle School
District:	Portland Public Schools
State:	Maine
Code:	1134-1355

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	201			522			14,368			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	188	190	186	484	502	482	13,958	13,983	13,904	94	95	93	93	96	92	97	97	97
Current LEP Students	39	40	37	121	151	131	2,067	2,100	2,026	21	21	20	25	30	27	15	15	15
With an approved accommodation	38	40	37	113	130	112	290	317	289	20	21	20	23	26	23	2	2	2
IEP Students	12	13	11	50	81	65	111	149	126	32	33	30	44	62	58	38	47	44
With an approved accommodation	38	38	36	70	71	68	2,141	2,145	2,124	20	20	19	14	14	14	15	15	15
Other	31	31	29	58	58	56	1,681	1,689	1,650	82	82	81	83	82	82	79	79	78
Students not tested in NECAP	13	11	15	38	20	40	410	385	464	6	5	7	7	4	8	3	3	3
State Approved	11	8	11	34	15	34	263	223	254	85	73	73	89	75	85	64	58	55
Alternate Assessment	8	7	8	16	14	16	201	190	189	73	88	73	47	93	47	76	85	74
First Year LEP	2	0	2	17	0	17	29	0	29	18	0	18	50	0	50	11	0	11
Withdrew After October 1	0	0	0	0	0	0	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	0	0	0	0	0	0
Special Consideration	1	1	1	1	1	1	33	33	36	9	13	9	3	7	3	13	15	14
Other	2	3	4	4	5	6	147	162	210	15	27	27	11	25	15	36	42	45

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	201	11	2	188	35	19	96	51	37	20	20	11	846	484	19	51	22	7	847	13,958	17	56	22	5	847
MATH	201	8	3	190	24	13	66	35	43	23	57	30	839	502	16	35	22	26	840	13,983	17	42	22	20	842
WRITING	201	11	4	186	20	11	84	45	64	34	18	10	841	482	12	45	34	9	841	13,904	7	46	37	10	840

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 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Reading Results

School:	Lyman Moore Middle School
District:	Portland Public Schools
State:	Maine
Code:	1134-1355

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	201	11	2	188	35	19	96	51	37	20	20	11	846	484	19	51	22	7	847	13,958	17	56	22	5	847
Gender																									
Male	100	7	0	93	8	9	48	52	25	27	12	13	843	236	11	50	30	9	844	7,260	12	56	26	7	845
Female	101	4	2	95	27	28	48	51	12	13	8	8	850	248	27	53	15	5	851	6,698	22	55	18	4	849
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	5	1	0	4									22	9	45	23	23	840	188	10	57	22	12	844	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									2						155	14	53	26	6	846	
Asian	12	0	0	12	3	25	8	67	0	0	1	8	852	45	22	49	27	2	850	158	27	58	14	2	852
Black or African American	44	4	0	40	3	8	13	33	15	38	9	23	838	111	5	39	40	16	840	373	10	42	36	12	842
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	12	33	50	8	8	851
White	140	6	2	132	29	22	74	56	22	17	7	5	849	304	25	57	15	3	850	12,977	17	56	22	5	847
Two or more races	0	0	0	0									0						95	12	63	24	1	847	
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
LEP Status																									
Current LEP student	43	4	1	38	2	5	15	39	12	32	9	24	837	113	3	37	44	16	838	290	3	40	42	15	838
Former LEP student - monitoring year 1	0	0	0	0									4						14	50	50	0	0	858	
Former LEP student - monitoring year 2	2	0	0	2									4						19	37	63	0	0	857	
All Other Students	156	7	1	148	32	22	80	54	25	17	11	7	849	363	24	56	16	4	850	13,635	17	56	22	5	847
IEP																									
Students with an IEP	48	9	1	38	1	3	8	21	17	45	12	32	834	70	3	27	47	23	836	2,141	2	27	47	25	835
All Other Students	153	2	1	150	34	23	88	59	20	13	8	5	850	414	22	56	18	4	849	11,817	20	61	18	2	849
SES																									
Economically Disadvantaged Students	101	9	2	90	6	7	38	42	29	32	17	19	839	237	7	45	36	12	841	5,870	9	52	31	9	843
All Other Students	100	2	0	98	29	30	58	59	8	8	3	3	853	247	32	57	9	2	853	8,088	23	58	16	3	850
Migrant																									
Migrant Students	0	0	0	0									0						3						
All Other Students	201	11	2	188	35	19	96	51	37	20	20	11	846	484	19	51	22	7	847	13,955	17	56	22	5	847
Title I																									
Students Receiving Title I Services	5	0	0	5									186	19	47	28	5	847	1,078	6	47	39	8	842	
All Other Students	196	11	2	183	35	19	96	52	35	19	17	9	847	298	20	54	18	8	848	12,880	18	56	21	5	848
504 Plan																									
Students with a 504 Plan	2	0	0	2									5						331	12	59	26	3	846	
All Other Students	199	11	2	186	35	19	95	51	36	19	20	11	846	479	20	51	22	7	847	13,627	17	56	22	5	847

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 8 NECAP Tests

Grade 8 Students in 2010-2011

Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

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.

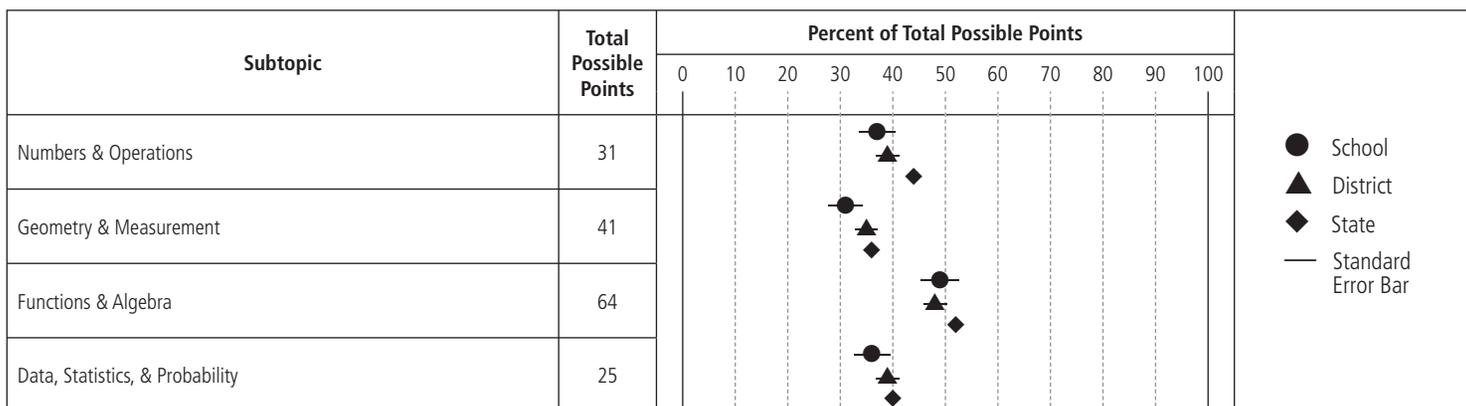
Partially Proficient (Level 2)

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					26	15	61	35	39	22	50	28	839
2009-10	182	4	2	176	24	13	66	35	43	23	57	30	839
2010-11	201	8	3	190	24	13	66	35	43	23	57	30	839
Cumulative Total													
DISTRICT													
2008-09					89	18	197	39	95	19	123	24	841
2009-10	528	19	5	504	82	16	176	35	112	22	132	26	840
2010-11	522	15	5	502	82	16	176	35	112	22	132	26	840
Cumulative Total													
STATE													
2008-09					2,283	16	6,119	43	3,019	21	2,694	19	842
2009-10	14,466	236	115	14,115	2,310	17	5,894	42	3,048	22	2,731	20	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Mathematics Results

School:	Lyman Moore Middle School
District:	Portland Public Schools
State:	Maine
Code:	1134-1355

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	201	8	3	190	24	13	66	35	43	23	57	30	839	502	16	35	22	26	840	13,983	17	42	22	20	842
Gender																									
Male	100	6	1	93	12	13	25	27	27	29	29	31	837	245	16	29	27	28	839	7,279	17	42	21	20	842
Female	101	2	2	97	12	12	41	42	16	16	28	29	840	257	16	40	18	25	841	6,704	15	42	23	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	1	0	4										22	0	32	23	45	835	189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						156	15	37	23	25	840
Asian	12	0	0	12	1	8	7	58	3	25	1	8	843	47	21	36	21	21	841	160	27	43	18	13	845
Black or African American	44	2	0	42	2	5	8	19	5	12	27	64	830	121	2	19	26	53	833	389	5	26	25	44	835
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	8	67	25	0	844
White	140	5	3	132	21	16	50	38	35	27	26	20	841	310	22	42	21	15	843	12,982	17	43	22	19	842
Two or more races	0	0	0	0										0						95	8	44	19	28	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	43	2	1	40	0	0	6	15	6	15	28	70	830	130	1	15	25	58	832	317	3	24	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										4						14	43	36	14	7	847
Former LEP student - monitoring year 2	2	0	0	2										4						19	37	37	26	0	847
All Other Students	156	6	2	148	24	16	58	39	37	25	29	20	841	364	21	42	21	15	843	13,633	17	43	22	19	842
IEP																									
Students with an IEP	48	8	2	38	1	3	3	8	10	26	24	63	828	71	1	14	25	59	830	2,145	2	15	23	60	831
All Other Students	153	0	1	152	23	15	63	41	33	22	33	22	841	431	19	39	22	21	842	11,838	19	47	22	12	844
SES																									
Economically Disadvantaged Students	101	6	3	92	2	2	25	27	20	22	45	49	834	253	5	26	26	43	835	5,888	7	37	27	29	838
All Other Students	100	2	0	98	22	22	41	42	23	23	12	12	843	249	28	44	19	9	845	8,095	23	46	18	12	844
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	201	8	3	190	24	13	66	35	43	23	57	30	839	502	16	35	22	26	840	13,981	17	42	22	20	842
Title I																									
Students Receiving Title I Services	5	0	0	5										196	18	28	27	27	840	1,086	5	28	34	34	837
All Other Students	196	8	3	185	24	13	66	36	43	23	52	28	839	306	15	40	19	26	840	12,897	18	43	21	18	842
504 Plan																									
Students with a 504 Plan	2	0	0	2										5						331	14	45	24	17	842
All Other Students	199	8	3	188	24	13	64	34	43	23	57	30	839	497	16	35	22	27	840	13,652	17	42	22	20	842

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 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Writing Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

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	201	11	4	186	20	11	84	45	64	34	18	10	841	482	12	45	34	9	841	13,904	7	46	37	10	840
Gender																									
Male	100	7	1	92	5	5	34	37	41	45	12	13	837	235	7	34	45	14	837	7,227	3	36	45	15	836
Female	101	4	3	94	15	16	50	53	23	24	6	6	844	247	17	55	24	4	845	6,677	12	55	29	4	843
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	5	1	1	3									21	0	38	52	10	837	186	7	40	40	13	838	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									2						155	5	43	39	13	838	
Asian	12	0	0	12	2	17	7	58	2	17	1	8	845	45	20	44	31	4	844	158	17	49	32	2	845
Black or African American	44	4	0	40	0	0	10	25	24	60	6	15	835	111	1	28	57	14	835	373	2	33	49	16	836
Native Hawaiian or Pacific Islander	0	0	0	0									0							12	17	58	17	8	844
White	140	6	3	131	18	14	67	51	35	27	11	8	842	303	16	51	25	7	843	12,926	8	46	37	10	840
Two or more races	0	0	0	0									0							94	3	47	38	12	839
No Race/Ethnicity Reported	0	0	0	0									0							0					
LEP Status																									
Current LEP student	43	4	2	37	0	0	10	27	21	57	6	16	835	112	0	24	62	14	834	289	1	29	55	15	834
Former LEP student - monitoring year 1	0	0	0	0									4							14	29	50	21	0	849
Former LEP student - monitoring year 2	2	0	0	2									4							19	21	53	26	0	848
All Other Students	156	7	2	147	20	14	73	50	42	29	12	8	842	362	16	51	27	7	843	13,582	8	46	37	10	840
IEP																									
Students with an IEP	48	9	3	36	1	3	5	14	20	56	10	28	831	68	3	16	46	35	830	2,124	<1	11	50	39	829
All Other Students	153	2	1	150	19	13	79	53	44	29	8	5	843	414	14	49	33	4	843	11,780	9	52	35	5	842
SES																									
Economically Disadvantaged Students	101	9	4	88	5	6	26	30	42	48	15	17	836	235	6	33	48	13	837	5,828	3	36	45	15	836
All Other Students	100	2	0	98	15	15	58	59	22	22	3	3	845	247	18	55	22	4	845	8,076	11	52	31	6	842
Migrant																									
Migrant Students	0	0	0	0									0							3					
All Other Students	201	11	4	186	20	11	84	45	64	34	18	10	841	482	12	45	34	9	841	13,901	7	46	37	10	840
Title I																									
Students Receiving Title I Services	5	0	1	4									185	17	37	38	8	841	1,073	4	30	53	13	836	
All Other Students	196	11	3	182	20	11	84	46	62	34	16	9	841	297	9	49	32	9	841	12,831	8	47	36	10	840
504 Plan																									
Students with a 504 Plan	2	0	0	2									5							328	3	39	48	11	837
All Other Students	199	11	4	184	20	11	83	45	63	34	18	10	841	477	12	45	34	9	841	13,576	8	46	37	10	840

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.