

About The New England Common Assessment Program



This report highlights results from the Fall 2011 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 2011 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

School Results

School: Woodland Elementary School

District: Baileyville School Department

Code: 1009-1155



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Grade Level Summary Report

School: Woodland Elementary School
District: Baileyville School Department
State: Maine
Code: 1009-1155

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

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	%	%	%	%	N	N	%	%	%	%	N
READING				12	1	8	8	67	2	17	1	8	544	12	8	67	17	8	544	13,422	15	53	23	9	545
MATH				12	3	25	2	17	4	33	3	25	540	12	25	17	33	25	540	13,440	16	48	18	18	543
WRITING				12	0	0	4	33	6	50	2	17	536	12	0	33	50	17	536	13,395	6	35	45	14	538

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 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Reading Results

School:	Woodland Elementary School
District:	Baileysville School Department
State:	Maine
Code:	1009-1155

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				12	1	8	8	67	2	17	1	8	544	12	8	67	17	8	544	13,422	15	53	23	9	545
Gender																									
Male				5										5						6,936	10	52	26	11	543
Female				7										7						6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						117	6	40	38	15	539
Asian				0										0						239	21	55	15	9	547
Black or African American				0										0						387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										0						13	38	38	8	15	549
White				10	1	10	7	70	1	10	1	10	544	10	10	70	10	10	544	12,290	16	54	23	8	545
Two or more races				0										0						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						436	5	34	32	29	537
Former LEP student - monitoring year 1				0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										0						15	60	33	7	0	557
All Other Students				12	1	8	8	67	2	17	1	8	544	12	8	67	17	8	544	12,950	16	54	23	8	545
IEP																									
Students with an IEP				0										0						2,123	1	25	39	35	534
All Other Students				12	1	8	8	67	2	17	1	8	544	12	8	67	17	8	544	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				6										6						6,165	8	48	29	14	541
All Other Students				6										6						7,257	22	57	17	4	548
Migrant																									
Migrant Students				0										0						7					
All Other Students				12	1	8	8	67	2	17	1	8	544	12	8	67	17	8	544	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				3										3						2,638	5	41	40	14	540
All Other Students				9										9						10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				0										0						300	9	52	30	9	543
All Other Students				12	1	8	8	67	2	17	1	8	544	12	8	67	17	8	544	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Mathematics Results

School: Woodland Elementary School
 District: Baileyville School Department
 State: Maine
 Code: 1009-1155

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.

(Scaled Score 554–580)

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.

(Scaled Score 540–553)

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.

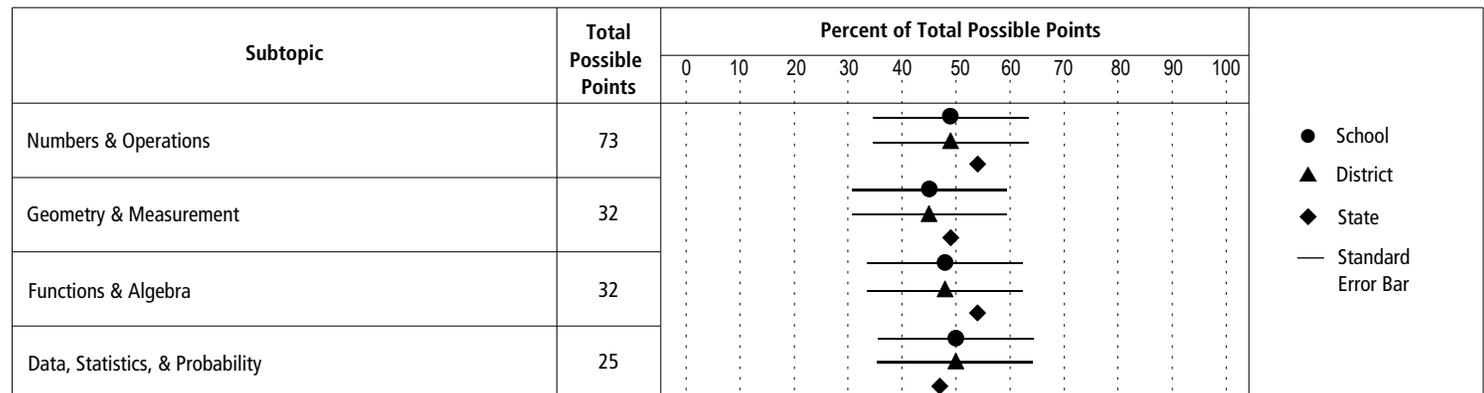
(Scaled Score 533–539)

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.

(Scaled Score 500–532)

	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													
2009-10				19	1	5	10	53	5	26	3	16	541
2010-11				11	0	0	3	27	4	36	4	36	536
2011-12				12	3	25	2	17	4	33	3	25	540
Cumulative Total				42	4	10	15	36	13	31	10	24	539
District													
2009-10				19	1	5	10	53	5	26	3	16	541
2010-11				11	0	0	3	27	4	36	4	36	536
2011-12				12	3	25	2	17	4	33	3	25	540
Cumulative Total				42	4	10	15	36	13	31	10	24	539
State													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total				40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Mathematics Results

School:	Woodland Elementary School
District:	Baileyville School Department
State:	Maine
Code:	1009-1155

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				12	3	25	2	17	4	33	3	25	540	12	25	17	33	25	540	13,440	16	48	18	18	543
Gender																									
Male				5									5						6,949	17	47	18	18	543	
Female				7									7						6,491	16	49	18	17	543	
Not Reported				0									0						0						
Race/Ethnicity																									
Hispanic or Latino				0									0						224	12	38	21	29	539	
Not Hispanic or Latino																									
American Indian or Alaskan Native				2									2						119	7	47	24	23	540	
Asian				0									0						242	23	48	14	15	546	
Black or African American				0									0						392	4	31	21	44	534	
Native Hawaiian or Pacific Islander				0									0						13	23	54	8	15	546	
White				10	3	30	1	10	4	40	2	20	540	10	30	10	40	20	540	12,295	17	49	18	16	543
Two or more races				0									0						155	19	45	18	18	543	
No Race/Ethnicity Reported				0									0						0						
LEP Status																									
Current LEP student				0									0						449	3	32	20	44	534	
Former LEP student - monitoring year 1				0									0						21	43	48	5	5	553	
Former LEP student - monitoring year 2				0									0						15	47	33	7	13	555	
All Other Students				12	3	25	2	17	4	33	3	25	540	12	25	17	33	25	540	12,955	17	48	18	17	543
IEP																									
Students with an IEP				0									0						2,131	3	24	24	49	532	
All Other Students				12	3	25	2	17	4	33	3	25	540	12	25	17	33	25	540	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				6									6						6,181	8	43	23	26	539	
All Other Students				6									6						7,259	23	52	14	10	546	
Migrant																									
Migrant Students				0									0						7						
All Other Students				12	3	25	2	17	4	33	3	25	540	12	25	17	33	25	540	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				3									3						2,644	3	36	30	32	537	
All Other Students				9									9						10,796	20	51	15	14	545	
504 Plan																									
Students with a 504 Plan				0									0						300	10	45	24	20	541	
All Other Students				12	3	25	2	17	4	33	3	25	540	12	25	17	33	25	540	13,140	17	48	18	17	543

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Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Writing Results

School: Woodland Elementary School
 District: Baileyville School Department
 State: Maine
 Code: 1009-1155

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

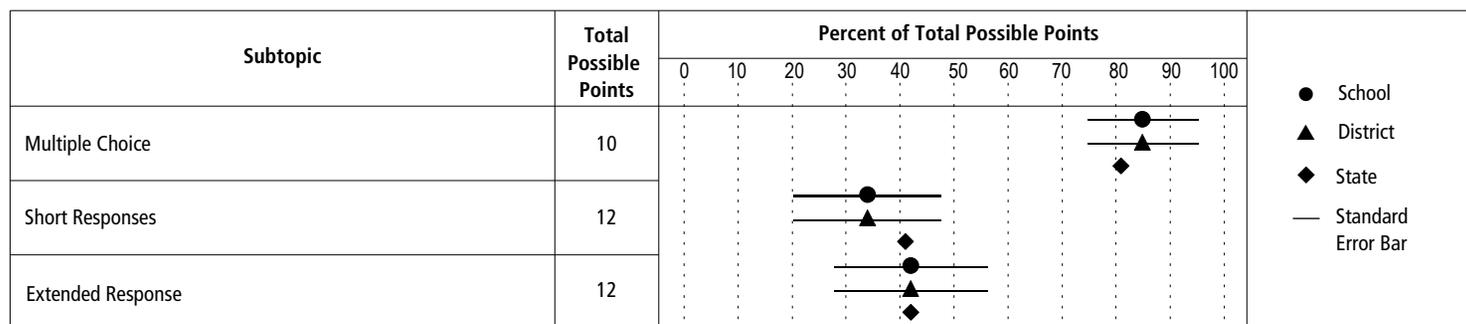
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	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													
2009-10													
2010-11				11	0	0	4	36	7	64	0	0	536
2011-12				12	0	0	4	33	6	50	2	17	536
Cumulative Total				23	0	0	8	35	13	57	2	9	536
District													
2009-10													
2010-11				11	0	0	4	36	7	64	0	0	536
2011-12				12	0	0	4	33	6	50	2	17	536
Cumulative Total				23	0	0	8	35	13	57	2	9	536
State													
2009-10				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2010-11				13,395	771	6	4,637	35	6,069	45	1,918	14	538
2011-12													
Cumulative Total				26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Writing Results

School:	Woodland Elementary School
District:	Baileyville School Department
State:	Maine
Code:	1009-1155

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				12	0	0	4	33	6	50	2	17	536	12	0	33	50	17	536	13,395	6	35	45	14	538
Gender																									
Male				5										5						6,914	3	28	50	19	535
Female				7										7						6,481	9	42	41	9	541
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						117	1	21	50	29	532
Asian				0										0						238	8	40	39	13	540
Black or African American				0										0						384	2	24	42	33	532
Native Hawaiian or Pacific Islander				0										0						13	15	62	8	15	545
White				10	0	0	3	30	5	50	2	20	536	10	0	30	50	20	536	12,269	6	35	46	14	538
Two or more races				0										0						155	5	34	42	19	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						434	4	24	42	30	533
Former LEP student - monitoring year 1				0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2				0										0						15	20	53	27	0	546
All Other Students				12	0	0	4	33	6	50	2	17	536	12	0	33	50	17	536	12,926	6	35	45	14	538
IEP																									
Students with an IEP				0										0						2,111	<1	8	43	48	527
All Other Students				12	0	0	4	33	6	50	2	17	536	12	0	33	50	17	536	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				6										6						6,149	3	26	50	21	535
All Other Students				6										6						7,246	8	42	41	9	540
Migrant																									
Migrant Students				0										0						6					
All Other Students				12	0	0	4	33	6	50	2	17	536	12	0	33	50	17	536	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				3										3						2,633	2	20	55	23	534
All Other Students				9										9						10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				0										0						299	2	24	57	17	535
All Other Students				12	0	0	4	33	6	50	2	17	536	12	0	33	50	17	536	13,096	6	35	45	14	538

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