

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 4 NECAP Tests

Grade 3 Students in 2010-2011

School Results

School: Village Elementary School-Gorh

District: Gorham School Department

Code: 1065-1251



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Grade Level Summary Report

School:	Village Elementary School-Gorh
District:	Gorham School Department
State:	Maine
Code:	1065-1251

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	%	%	%	%	
READING				200	47	24	118	59	25	13	10	5	448	200	24	59	13	5	448	13,103	18	52	19	10	445
MATH				200	47	24	94	47	40	20	19	10	446	200	24	47	20	10	446	13,115	19	47	20	14	444
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 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Disaggregated Reading Results

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

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	%	
All Students				200	47	24	118	59	25	13	10	5	448	200	24	59	13	5	448	13,103	18	52	19	10	445
Gender																									
Male				101	17	17	57	56	19	19	8	8	445	101	17	56	19	8	445	6,681	14	53	22	12	443
Female				99	30	30	61	62	6	6	2	2	451	99	30	62	6	2	451	6,422	24	52	17	8	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						221	15	44	28	13	442
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						110	9	45	27	18	440
Asian				2										2						195	29	49	17	6	449
Black or African American				2										2						402	6	34	30	30	436
Native Hawaiian or Pacific Islander				0										0						12	17	42	33	8	444
White				192	46	24	113	59	23	12	10	5	448	192	24	59	12	5	448	12,010	19	53	19	9	445
Two or more races				1										1						153	14	58	19	9	445
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						388	4	33	31	31	435
Former LEP student - monitoring year 1				0										0						15	40	53	7	0	454
Former LEP student - monitoring year 2				0										0						2					
All Other Students				200	47	24	118	59	25	13	10	5	448	200	24	59	13	5	448	12,698	19	53	19	9	445
IEP																									
Students with an IEP				23	1	4	8	35	7	30	7	30	435	23	4	35	30	30	435	2,071	3	28	32	38	433
All Other Students				177	46	26	110	62	18	10	3	2	450	177	26	62	10	2	450	11,032	21	57	17	5	447
SES																									
Economically Disadvantaged Students				37	1	3	25	68	6	16	5	14	440	37	3	68	16	14	440	6,187	10	50	25	16	441
All Other Students				163	46	28	93	57	19	12	5	3	450	163	28	57	12	3	450	6,916	26	55	14	5	449
Migrant																									
Migrant Students				0										0						4					
All Other Students				200	47	24	118	59	25	13	10	5	448	200	24	59	13	5	448	13,099	18	52	19	10	445
Title I																									
Students Receiving Title I Services				30	1	3	19	63	7	23	3	10	441	30	3	63	23	10	441	2,801	5	44	34	18	439
All Other Students				170	46	27	99	58	18	11	7	4	449	170	27	58	11	4	449	10,302	22	55	15	8	447
504 Plan																									
Students with a 504 Plan				2										2						241	13	52	25	10	444
All Other Students				198	47	24	116	59	25	13	10	5	448	198	24	59	13	5	448	12,862	19	52	19	10	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 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Mathematics Results

School: Village Elementary School-Gorh
 District: Gorham School Department
 State: Maine
 Code: 1065-1251

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 455–480)

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 440–454)

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.

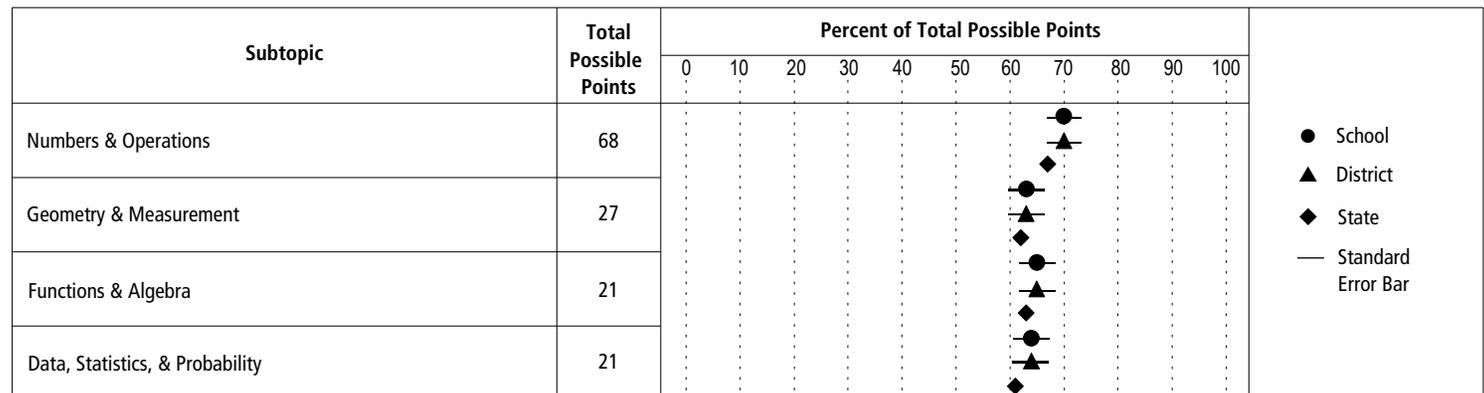
(Scaled Score 431–439)

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 400–430)

	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				196	27	14	115	59	35	18	19	10	445
2010-11				185	33	18	89	48	45	24	18	10	444
2011-12				200	47	24	94	47	40	20	19	10	446
Cumulative Total				581	107	18	298	51	120	21	56	10	445
District													
2009-10				196	27	14	115	59	35	18	19	10	445
2010-11				185	33	18	89	48	45	24	18	10	444
2011-12				200	47	24	94	47	40	20	19	10	446
Cumulative Total				581	107	18	298	51	120	21	56	10	445
State													
2009-10				13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2010-11				13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12				13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
Cumulative Total				40,012	6,379	16	18,631	47	8,919	22	6,083	15	443





Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Disaggregated Mathematics Results

School:	Village Elementary School-Gorh
District:	Gorham School Department
State:	Maine
Code:	1065-1251

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				200	47	24	94	47	40	20	19	10	446	200	24	47	20	10	446	13,115	19	47	20	14	444
Gender																									
Male				101	21	21	50	50	17	17	13	13	445	101	21	50	17	13	445	6,688	20	47	19	14	444
Female				99	26	26	44	44	23	23	6	6	447	99	26	44	23	6	447	6,427	18	46	21	15	444
Not Reported				0									0	0					0	0					0
Race/Ethnicity																									
Hispanic or Latino				3									3	3					3	223	13	39	25	23	440
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0	0					0	111	11	45	23	22	440
Asian				2									2	2					2	197	31	41	18	11	447
Black or African American				2									2	2					2	406	6	25	30	39	434
Native Hawaiian or Pacific Islander				0									0	0					0	12	25	33	8	33	442
White				192	47	24	90	47	37	19	18	9	446	192	24	47	19	9	446	12,013	20	48	20	13	444
Two or more races				1									1	1					1	153	16	46	25	13	443
No Race/Ethnicity Reported				0									0	0					0	0					0
LEP Status																									
Current LEP student				0									0	0					0	396	6	24	29	41	433
Former LEP student - monitoring year 1				0									0	0					0	15	47	53	0	0	456
Former LEP student - monitoring year 2				0									0	0					0	2					
All Other Students				200	47	24	94	47	40	20	19	10	446	200	24	47	20	10	446	12,702	19	47	20	13	444
IEP																									
Students with an IEP				23	0	0	7	30	5	22	11	48	431	23	0	30	22	48	431	2,082	5	28	26	42	434
All Other Students				177	47	27	87	49	35	20	8	5	448	177	27	49	20	5	448	11,033	22	50	19	9	446
SES																									
Economically Disadvantaged Students				37	1	3	15	41	12	32	9	24	437	37	3	41	32	24	437	6,199	10	43	25	22	440
All Other Students				163	46	28	79	48	28	17	10	6	448	163	28	48	17	6	448	6,916	27	50	15	8	448
Migrant																									
Migrant Students				0									0	0					0	4					
All Other Students				200	47	24	94	47	40	20	19	10	446	200	24	47	20	10	446	13,111	19	47	20	14	444
Title I																									
Students Receiving Title I Services				30	0	0	8	27	15	50	7	23	437	30	0	27	50	23	437	2,810	4	37	33	25	438
All Other Students				170	47	28	86	51	25	15	12	7	448	170	28	51	15	7	448	10,305	23	49	17	11	446
504 Plan																									
Students with a 504 Plan				2									2	2					2	241	12	44	27	17	442
All Other Students				198	46	23	93	47	40	20	19	10	446	198	23	47	20	10	446	12,874	19	47	20	14	444

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