

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: Village Elementary School-Gorh

District: Gorham School Department

Code: 1065-1251



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 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	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested																		
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				189	20	11	116	61	38	20	15	8	545	189	11	61	20	8	545	13,422	15	53	23	9	545
MATH				189	34	18	112	59	21	11	22	12	545	189	18	59	11	12	545	13,440	16	48	18	18	543
WRITING				188	8	4	67	36	92	49	21	11	538	188	4	36	49	11	538	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: 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				189	20	11	116	61	38	20	15	8	545	189	11	61	20	8	545	13,422	15	53	23	9	545
Gender																									
Male				96	5	5	51	53	28	29	12	13	542	96	5	53	29	13	542	6,936	10	52	26	11	543
Female				93	15	16	65	70	10	11	3	3	548	93	16	70	11	3	548	6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	6	40	38	15	539
Asian				8										8						239	21	55	15	9	547
Black or African American				2										2						387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										0						13	38	38	8	15	549
White				174	20	11	107	61	34	20	13	7	545	174	11	61	20	7	545	12,290	16	54	23	8	545
Two or more races				3										3						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										3						436	5	34	32	29	537
Former LEP student - monitoring year 1				1										1						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										0						15	60	33	7	0	557
All Other Students				185	20	11	115	62	37	20	13	7	545	185	11	62	20	7	545	12,950	16	54	23	8	545
IEP																									
Students with an IEP				17	0	0	5	29	5	29	7	41	534	17	0	29	29	41	534	2,123	1	25	39	35	534
All Other Students				172	20	12	111	65	33	19	8	5	546	172	12	65	19	5	546	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				39	1	3	15	38	16	41	7	18	538	39	3	38	41	18	538	6,165	8	48	29	14	541
All Other Students				150	19	13	101	67	22	15	8	5	547	150	13	67	15	5	547	7,257	22	57	17	4	548
Migrant																									
Migrant Students				0										0						7					
All Other Students				189	20	11	116	61	38	20	15	8	545	189	11	61	20	8	545	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				28	1	4	8	29	14	50	5	18	537	28	4	29	50	18	537	2,638	5	41	40	14	540
All Other Students				161	19	12	108	67	24	15	10	6	546	161	12	67	15	6	546	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				2										2						300	9	52	30	9	543
All Other Students				187	20	11	115	61	38	20	14	7	545	187	11	61	20	7	545	13,122	15	53	23	9	545

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 5 NECAP Tests

Grade 4 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				189	34	18	112	59	21	11	22	12	545	189	18	59	11	12	545	13,440	16	48	18	18	543
Gender																									
Male				96	15	16	56	58	13	14	12	13	545	96	16	58	14	13	545	6,949	17	47	18	18	543
Female				93	19	20	56	60	8	9	10	11	546	93	20	60	9	11	546	6,491	16	49	18	17	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						119	7	47	24	23	540
Asian				8										8						242	23	48	14	15	546
Black or African American				2										2						392	4	31	21	44	534
Native Hawaiian or Pacific Islander				0										0						13	23	54	8	15	546
White				174	32	18	106	61	17	10	19	11	546	174	18	61	10	11	546	12,295	17	49	18	16	543
Two or more races				3										3						155	19	45	18	18	543
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										3						449	3	32	20	44	534
Former LEP student - monitoring year 1				1										1						21	43	48	5	5	553
Former LEP student - monitoring year 2				0										0						15	47	33	7	13	555
All Other Students				185	34	18	111	60	20	11	20	11	546	185	18	60	11	11	546	12,955	17	48	18	17	543
IEP																									
Students with an IEP				17	0	0	6	35	5	29	6	35	535	17	0	35	29	35	535	2,131	3	24	24	49	532
All Other Students				172	34	20	106	62	16	9	16	9	546	172	20	62	9	9	546	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				39	1	3	18	46	9	23	11	28	539	39	3	46	23	28	539	6,181	8	43	23	26	539
All Other Students				150	33	22	94	63	12	8	11	7	547	150	22	63	8	7	547	7,259	23	52	14	10	546
Migrant																									
Migrant Students				0										0						7					
All Other Students				189	34	18	112	59	21	11	22	12	545	189	18	59	11	12	545	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				28	1	4	10	36	6	21	11	39	536	28	4	36	21	39	536	2,644	3	36	30	32	537
All Other Students				161	33	20	102	63	15	9	11	7	547	161	20	63	9	7	547	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan				2										2						300	10	45	24	20	541
All Other Students				187	34	18	112	60	21	11	20	11	546	187	18	60	11	11	546	13,140	17	48	18	17	543

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 5 NECAP Tests

Grade 4 Students in 2010-2011

Writing Results

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

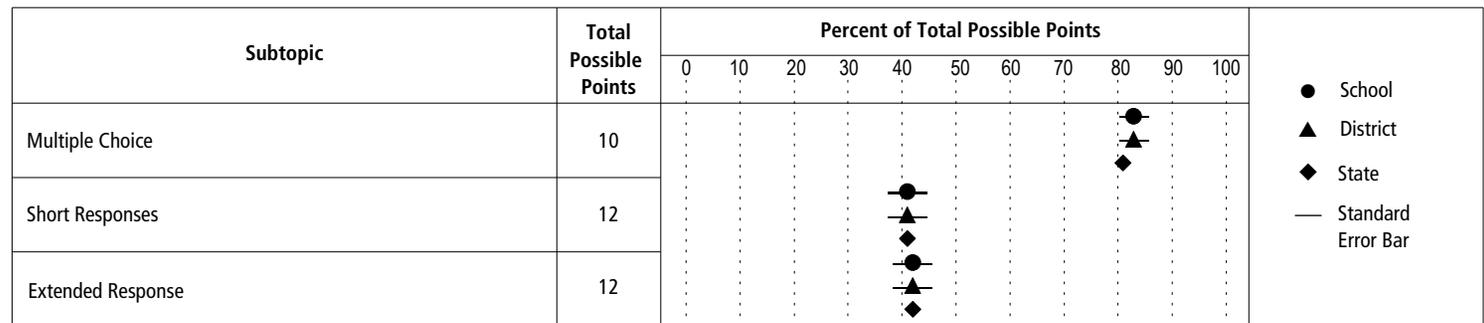
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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					24	13	89	49	58	32	12	7	544
2010-11				183	8	4	67	36	92	49	21	11	538
2011-12				188	8	4	67	36	92	49	21	11	538
Cumulative Total				371	32	9	156	42	150	40	33	9	541
District													
2009-10					24	13	89	49	58	32	12	7	544
2010-11				183	8	4	67	36	92	49	21	11	538
2011-12				188	8	4	67	36	92	49	21	11	538
Cumulative Total				371	32	9	156	42	150	40	33	9	541
State													
2009-10					1,137	8	4,644	35	6,302	47	1,352	10	539
2010-11				13,435	771	6	4,637	35	6,069	45	1,918	14	538
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
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: 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				188	8	4	67	36	92	49	21	11	538	188	4	36	49	11	538	13,395	6	35	45	14	538
Gender																									
Male				95	0	0	23	24	54	57	18	19	535	95	0	24	57	19	535	6,914	3	28	50	19	535
Female				93	8	9	44	47	38	41	3	3	542	93	9	47	41	3	542	6,481	9	42	41	9	541
Not Reported				0									0	0					0	0					0
Race/Ethnicity																									
Hispanic or Latino				2									2	2					219	5	31	49	16	537	
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0	0					117	1	21	50	29	532	
Asian				8									8	8					238	8	40	39	13	540	
Black or African American				2									2	2					384	2	24	42	33	532	
Native Hawaiian or Pacific Islander				0									0	0					13	15	62	8	15	545	
White				173	8	5	63	36	83	48	19	11	539	173	5	36	48	11	539	12,269	6	35	46	14	538
Two or more races				3									3	3					155	5	34	42	19	537	
No Race/Ethnicity Reported				0									0	0					0	0					0
LEP Status																									
Current LEP student				3									3	3					434	4	24	42	30	533	
Former LEP student - monitoring year 1				1									1	1					20	5	55	35	5	542	
Former LEP student - monitoring year 2				0									0	0					15	20	53	27	0	546	
All Other Students				184	8	4	66	36	91	49	19	10	538	184	4	36	49	10	538	12,926	6	35	45	14	538
IEP																									
Students with an IEP				17	0	0	1	6	5	29	11	65	527	17	0	6	29	65	527	2,111	<1	8	43	48	527
All Other Students				171	8	5	66	39	87	51	10	6	539	171	5	39	51	6	539	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				38	0	0	4	11	26	68	8	21	532	38	0	11	68	21	532	6,149	3	26	50	21	535
All Other Students				150	8	5	63	42	66	44	13	9	540	150	5	42	44	9	540	7,246	8	42	41	9	540
Migrant																									
Migrant Students				0									0	0					6	6					6
All Other Students				188	8	4	67	36	92	49	21	11	538	188	4	36	49	11	538	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				27	0	0	6	22	13	48	8	30	532	27	0	22	48	30	532	2,633	2	20	55	23	534
All Other Students				161	8	5	61	38	79	49	13	8	539	161	5	38	49	8	539	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				2									2	2					299	2	24	57	17	535	
All Other Students				186	8	4	66	35	92	49	20	11	538	186	4	35	49	11	538	13,096	6	35	45	14	538

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