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 8
NECAP Tests

Grade 7 Students in 2010-2011

School Results

School: Greenville Middle/High School

District: Greenville School Department

Code: 1070-1258

Fall 2011 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2010-2011
Grade Level Summary Report

School: Greenville Middle/High School
District: Greenville School Department
State: Maine
Code: 1070-1258

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				14	2	14	9	64	3	21	0	0	848	14	14	64	21	0	848	14,031	21	56	17	6	848
MATH				14	1	7	9	64	4	29	0	0	844	14	7	64	29	0	844	14,013	17	43	21	19	842
WRITING				14	0	0	9	64	4	29	1	7	839	14	0	64	29	7	839	13,967	7	44	37	12	839

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 8 NECAP Tests

Grade 7 Students in 2010-2011

Reading Results

School: Greenville Middle/High School
District: Greenville School Department
State: Maine
Code: 1070-1258

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.
(Scaled Score 859–880)

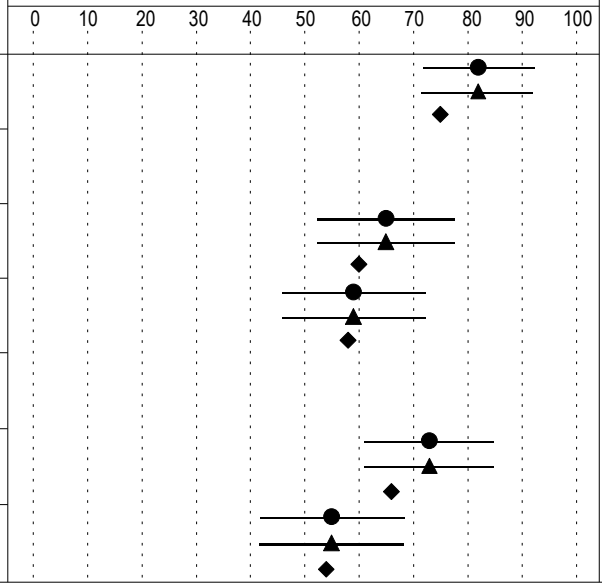
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
(Scaled Score 840–858)

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.
(Scaled Score 800–827)

	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				14	2	14	8	57	4	29	0	0	846
2010-11				22	3	14	14	64	5	23	0	0	846
2011-12				**14**	**2**	**14**	**9**	**64**	**3**	**21**	**0**	**0**	**848**
Cumulative Total				50	7	14	31	62	12	24	0	0	847
District													
2009-10				14	2	14	8	57	4	29	0	0	846
2010-11				22	3	14	14	64	5	23	0	0	846
2011-12				**14**	**2**	**14**	**9**	**64**	**3**	**21**	**0**	**0**	**848**
Cumulative Total				50	7	14	31	62	12	24	0	0	847
State													
2009-10				14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				**14,031**	**2,933**	**21**	**7,864**	**56**	**2,380**	**17**	**854**	**6**	**848**
Cumulative Total				42,090	7,366	18	23,231	55	8,854	21	2,639	6	847

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	56
Informational	49
Level of Comprehension	
Initial Understanding	44
Analysis & Interpretation	61



Fall 2011 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2010-2011
Disaggregated Reading Results

School: Greenville Middle/High School
District: Greenville School Department
State: Maine
Code: 1070-1258

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				**14**	**2**	**14**	**9**	**64**	**3**	**21**	**0**	**0**	**848**	**14**	**14**	**64**	**21**	**0**	**848**	**14,031**	**21**	**56**	**17**	**6**	**848**
Gender																									
Male				6										6						7,091	15	57	20	8	846
Female				8										8						6,940	27	55	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						107	10	55	23	11	844
Asian				0										0						235	33	44	16	7	851
Black or African American				0										0						373	9	44	28	19	840
Native Hawaiian or Pacific Islander				0										0						10	40	50	10	0	856
White				14	2	14	9	64	3	21	0	0	848	14	14	64	21	0	848	12,968	21	57	17	6	849
Two or more races				0										0						135	20	58	19	4	849
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						380	6	38	32	23	838
Former LEP student - monitoring year 1				0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2				0										0						26	58	42	0	0	860
All Other Students				14	2	14	9	64	3	21	0	0	848	14	14	64	21	0	848	13,607	21	57	17	6	849
IEP																									
Students with an IEP				2										2						2,082	1	33	39	27	835
All Other Students				12	2	17	8	67	2	17	0	0	849	12	17	67	17	0	849	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students				10	1	10	6	60	3	30	0	0	845	10	10	60	30	0	845	5,990	11	55	24	10	844
All Other Students				4										4						8,041	28	57	12	3	852
Migrant																									
Migrant Students				0										0						9					
All Other Students				14	2	14	9	64	3	21	0	0	848	14	14	64	21	0	848	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services				3										3						1,368	9	53	30	9	843
All Other Students				11	1	9	8	73	2	18	0	0	848	11	9	73	18	0	848	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan				0										0						401	14	64	19	4	847
All Other Students				14	2	14	9	64	3	21	0	0	848	14	14	64	21	0	848	13,630	21	56	17	6	848

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 8 NECAP Tests

Grade 7 Students in 2010-2011

Mathematics Results

School: Greenville Middle/High School
District: Greenville School Department
State: Maine
Code: 1070-1258

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 852–880)

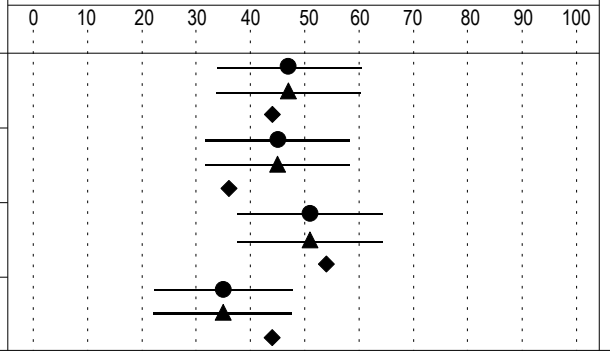
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 840–851)

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 834–839)

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 800–833)

	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				14	2	14	7	50	4	29	1	7	841
2010-11				22	0	0	8	36	9	41	5	23	838
2011-12				**14**	**1**	**7**	**9**	**64**	**4**	**29**	**0**	**0**	**844**
Cumulative Total				50	3	6	24	48	17	34	6	12	841
District													
2009-10				14	2	14	7	50	4	29	1	7	841
2010-11				22	0	0	8	36	9	41	5	23	838
2011-12				**14**	**1**	**7**	**9**	**64**	**4**	**29**	**0**	**0**	**844**
Cumulative Total				50	3	6	24	48	17	34	6	12	841
State													
2009-10				14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				**14,013**	**2,374**	**17**	**6,035**	**43**	**3,002**	**21**	**2,602**	**19**	**842**
Cumulative Total				42,111	6,967	17	18,048	43	9,069	22	8,027	19	842

Subtopic	Total Possible Points
Numbers & Operations	33
Geometry & Measurement	40
Functions & Algebra	65
Data, Statistics, & Probability	24



Fall 2011 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2010-2011
Disaggregated Mathematics Results

School: Greenville Middle/High School
District: Greenville School Department
State: Maine
Code: 1070-1258

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				**14**	**1**	**7**	**9**	**64**	**4**	**29**	**0**	**0**	**844**	**14**	**7**	**64**	**29**	**0**	**844**	**14,013**	**17**	**43**	**21**	**19**	**842**
Gender																									
Male				6										6						7,084	17	41	22	20	842
Female				8										8						6,929	17	45	21	17	843
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						107	6	36	29	30	838
Asian				0										0						235	25	42	16	17	845
Black or African American				0										0						375	6	25	26	43	834
Native Hawaiian or Pacific Islander				0										0						10	40	40	20	0	847
White				14	1	7	9	64	4	29	0	0	844	14	7	64	29	0	844	12,949	17	44	21	18	842
Two or more races				0										0						135	16	43	15	27	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						386	5	21	26	48	833
Former LEP student - monitoring year 1				0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2				0										0						26	38	50	12	0	849
All Other Students				14	1	7	9	64	4	29	0	0	844	14	7	64	29	0	844	13,583	17	44	21	18	842
IEP																									
Students with an IEP				2										2						2,068	2	15	23	61	831
All Other Students				12	1	8	8	67	3	25	0	0	845	12	8	67	25	0	845	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students				10	0	0	6	60	4	40	0	0	842	10	0	60	40	0	842	5,979	8	37	27	29	838
All Other Students				4										4						8,034	24	48	18	11	845
Migrant																									
Migrant Students				0										0						9					
All Other Students				14	1	7	9	64	4	29	0	0	844	14	7	64	29	0	844	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services				3										3						1,365	5	29	34	33	837
All Other Students				11	1	9	7	64	3	27	0	0	844	11	9	64	27	0	844	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan				0										0						400	13	43	27	17	841
All Other Students				14	1	7	9	64	4	29	0	0	844	14	7	64	29	0	844	13,613	17	43	21	19	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 2011 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

Writing Results

School: Greenville Middle/High School
District: Greenville School Department
State: Maine
Code: 1070-1258

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 854–880)

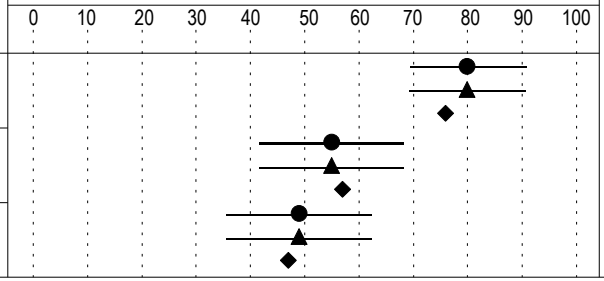
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.
(Scaled Score 840–853)

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 827–839)

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 800–826)

	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				22	0	0	11	50	9	41	2	9	839
2011-12				**14**	**0**	**0**	**9**	**64**	**4**	**29**	**1**	**7**	**839**
Cumulative Total				36	0	0	20	56	13	36	3	8	839
District													
2009-10													
2010-11				22	0	0	11	50	9	41	2	9	839
2011-12				**14**	**0**	**0**	**9**	**64**	**4**	**29**	**1**	**7**	**839**
Cumulative Total				36	0	0	20	56	13	36	3	8	839
State													
2009-10													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				**13,967**	**963**	**7**	**6,116**	**44**	**5,175**	**37**	**1,713**	**12**	**839**
Cumulative Total				27,871	1,998	7	12,448	45	10,354	37	3,071	11	839

Subtopic	Total Possible Points
Multiple Choice	10
Short Responses	12
Extended Response	12



No historical data is available for 2009-10 because a pilot test was administered to field-test new writing items for future writing tests.

Fall 2011 - Beginning of Grade 8 NECAP Tests
Grade 7 Students in 2010-2011
Disaggregated Writing Results

School: Greenville Middle/High School
District: Greenville School Department
State: Maine
Code: 1070-1258

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				**14**	**0**	**0**	**9**	**64**	**4**	**29**	**1**	**7**	**839**	**14**	**0**	**64**	**29**	**7**	**839**	**13,967**	**7**	**44**	**37**	**12**	**839**
Gender																									
Male				6										6						7,056	4	35	43	18	836
Female				8										8						6,911	10	53	31	7	841
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						107	3	28	50	20	835
Asian				0										0						235	11	51	28	11	841
Black or African American				0										0						368	2	29	43	26	833
Native Hawaiian or Pacific Islander				0										0						10	10	60	30	0	843
White				14	0	0	9	64	4	29	1	7	839	14	0	64	29	7	839	12,915	7	44	37	12	839
Two or more races				0										0						133	7	49	34	11	839
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						378	2	23	44	31	831
Former LEP student - monitoring year 1				0										0						18	22	61	17	0	846
Former LEP student - monitoring year 2				0										0						26	15	69	15	0	846
All Other Students				14	0	0	9	64	4	29	1	7	839	14	0	64	29	7	839	13,545	7	44	37	12	839
IEP																									
Students with an IEP				2										2						2,052	<1	9	43	47	827
All Other Students				12	0	0	9	75	3	25	0	0	841	12	0	75	25	0	841	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students				10	0	0	5	50	4	40	1	10	838	10	0	50	40	10	838	5,947	3	32	45	19	835
All Other Students				4										4						8,020	10	52	31	7	841
Migrant																									
Migrant Students				0										0						9					
All Other Students				14	0	0	9	64	4	29	1	7	839	14	0	64	29	7	839	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services				3										3						1,360	3	28	52	17	835
All Other Students				11	0	0	8	73	2	18	1	9	840	11	0	73	18	9	840	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan				0										0						399	3	35	48	14	836
All Other Students				14	0	0	9	64	4	29	1	7	839	14	0	64	29	7	839	13,568	7	44	37	12	839

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.