

About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

School Results

School: Fairmount School

District: Bangor School Department

Code: 1011-1156



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Grade Level Summary Report

School:	Fairmount School
District:	Bangor School Department
State:	Maine
Code:	1011-1156

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	138			265			13,380			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	136	137	136	254	255	254	13,086	13,103	13,053	99	99	99	96	96	96	98	98	98
Current LEP Students	48	50	47	69	74	69	2,777	2,782	2,621	35	36	35	27	29	27	21	21	20
With an approved accommodation	1	1	1	3	3	3	345	359	343	1	1	1	1	1	1	3	3	3
IEP Students	1	1	1	3	3	3	150	164	151	100	100	100	100	100	100	43	46	44
With an approved accommodation	40	41	40	62	63	62	2,165	2,168	2,155	29	30	29	24	25	24	17	17	17
Other	38	39	38	56	58	57	1,832	1,821	1,761	95	95	95	90	92	92	85	84	82
Students not tested in NECAP	2	1	2	11	10	11	294	277	327	1	1	1	4	4	4	2	2	2
State Approved	2	1	2	11	10	11	230	216	221	100	100	100	100	100	100	78	78	68
Alternate Assessment	1	0	1	10	9	10	202	195	190	50	0	50	91	90	91	88	90	86
First Year LEP	0	0	0	0	0	0	9	0	9	0	0	0	0	0	0	4	0	4
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	19	21	22	50	100	50	9	10	9	8	10	10
Other	0	0	0	0	0	0	64	61	106	0	0	0	0	0	0	22	22	32

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	138	2	0	136	34	25	63	46	29	21	10	7	548	254	27	51	17	5	550	13,086	15	56	21	7	546
MATH	138	1	0	137	27	20	63	46	19	14	28	20	544	255	23	46	17	13	546	13,103	17	45	19	19	543
WRITING	138	2	0	136	25	18	49	36	41	30	21	15	542	254	24	37	28	10	545	13,053	10	35	42	14	539

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 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Reading Results

School: Fairmount School
District: Bangor School Department
State: Maine
Code: 1011-1156

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	%	%	%	%	N	N	%	%	%	%	N
All Students	138	2	0	136	34	25	63	46	29	21	10	7	548	254	27	51	17	5	550	13,086	15	56	21	7	546
Gender																									
Male	69	1	0	68	11	16	31	46	19	28	7	10	544	117	19	53	20	9	547	6,649	10	58	23	9	544
Female	69	1	0	68	23	34	32	47	10	15	3	4	552	137	34	50	15	2	553	6,437	21	54	19	6	548
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										5						236	13	50	26	11	544
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4										5						110	3	47	36	14	540
Asian	3	0	0	3										8						186	30	52	16	3	551
Black or African American	4	0	0	4										6						378	6	43	30	21	539
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	82	18	0	547
White	125	2	0	123	31	25	57	46	25	20	10	8	548	228	26	51	17	6	550	11,983	16	57	21	7	546
Two or more races	0	0	0	0										2						182	12	56	27	5	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										3						345	3	38	33	26	537
Former LEP student - monitoring year 1	0	0	0	0										0						25	44	52	4	0	554
Former LEP student - monitoring year 2	0	0	0	0										0						16	38	50	0	13	552
All Other Students	137	2	0	135	34	25	63	47	28	21	10	7	548	251	27	51	17	5	550	12,700	16	56	21	7	546
IEP																									
Students with an IEP	42	2	0	40	1	3	13	33	17	43	9	23	537	62	2	42	37	19	538	2,165	2	28	40	30	535
All Other Students	96	0	0	96	33	34	50	52	12	13	1	1	553	192	35	54	10	1	554	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students	102	2	0	100	15	15	48	48	27	27	10	10	545	137	15	53	23	8	546	6,629	8	53	28	11	543
All Other Students	36	0	0	36	19	53	15	42	2	6	0	0	558	117	40	49	9	2	555	6,457	23	59	15	3	549
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	138	2	0	136	34	25	63	46	29	21	10	7	548	254	27	51	17	5	550	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services	131	2	0	129	34	26	60	47	26	20	9	7	549	167	21	51	22	6	548	3,550	8	49	33	11	542
All Other Students	7	0	0	7										87	38	52	7	3	555	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan	4	0	0	4										10	10	50	40	0	547	321	8	64	22	6	545
All Other Students	134	2	0	132	34	26	62	47	26	20	10	8	549	244	27	51	16	5	550	12,765	16	56	21	7	546

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 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Mathematics Results

School: Fairmount School
 District: Bangor School Department
 State: Maine
 Code: 1011-1156

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.

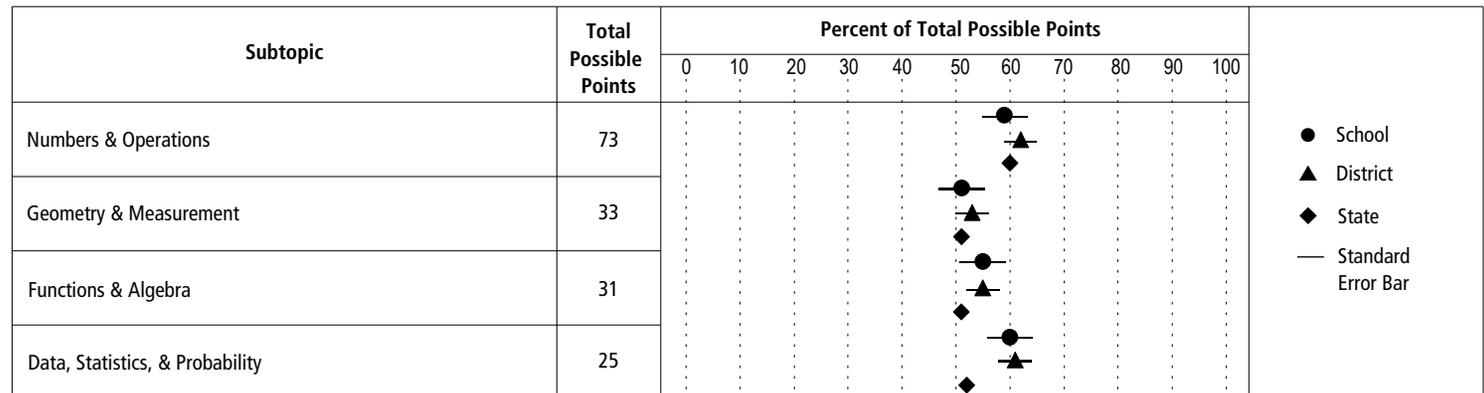
(Scaled Score 533–539)

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													
2010-11	129	10	0	119	21	18	67	56	17	14	14	12	545
2011-12	157	3	0	154	39	25	66	43	23	15	26	17	545
2012-13	138	1	0	137	27	20	63	46	19	14	28	20	544
Cumulative Total	424	14	0	410	87	21	196	48	59	14	68	17	545
District													
2010-11	238	13	0	225	53	24	122	54	28	12	22	10	547
2011-12	279	10	0	269	71	26	117	43	44	16	37	14	546
2012-13	265	10	0	255	59	23	118	46	44	17	34	13	546
Cumulative Total	782	33	0	749	183	24	357	48	116	15	93	12	546
State													
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
2012-13	13,380	216	61	13,103	2,225	17	5,928	45	2,463	19	2,487	19	543
Cumulative Total	40,996	691	238	40,067	6,525	16	18,516	46	7,569	19	7,457	19	543





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Mathematics Results

School: Fairmount School
District: Bangor School Department
State: Maine
Code: 1011-1156

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	%	%	%	%	N	N	%	%	%	%	N
All Students	138	1	0	137	27	20	63	46	19	14	28	20	544	255	23	46	17	13	546	13,103	17	45	19	19	543
Gender																									
Male	69	0	0	69	11	16	30	43	10	14	18	26	542	118	19	46	18	17	545	6,660	17	45	18	20	543
Female	69	1	0	68	16	24	33	49	9	13	10	15	546	137	26	47	17	10	547	6,443	17	45	19	18	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										5						235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4										5						111	5	39	23	32	538
Asian	3	0	0	3										8						190	31	41	16	12	548
Black or African American	4	0	0	4										6						387	6	23	26	45	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	9	27	543
White	125	1	0	124	26	21	56	45	19	15	23	19	544	229	23	46	18	13	546	11,987	17	46	18	18	544
Two or more races	0	0	0	0										2						182	12	50	15	23	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										3						359	3	21	25	52	532
Former LEP student - monitoring year 1	0	0	0	0										0						24	50	42	0	8	551
Former LEP student - monitoring year 2	0	0	0	0										0						16	44	25	25	6	551
All Other Students	137	1	0	136	27	20	63	46	19	14	27	20	544	252	23	46	17	13	546	12,704	17	46	19	18	543
IEP																									
Students with an IEP	42	1	0	41	1	2	8	20	11	27	21	51	534	63	3	25	32	40	536	2,168	3	23	23	51	533
All Other Students	96	0	0	96	26	27	55	57	8	8	7	7	548	192	30	53	13	5	549	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students	102	1	0	101	11	11	46	46	19	19	25	25	541	138	14	44	21	21	542	6,646	8	41	23	28	539
All Other Students	36	0	0	36	16	44	17	47	0	0	3	8	552	117	34	49	13	4	550	6,457	26	49	15	10	547
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	138	1	0	137	27	20	63	46	19	14	28	20	544	255	23	46	17	13	546	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services	131	1	0	130	26	20	60	46	19	15	25	19	544	168	17	45	20	18	543	3,561	6	36	27	31	538
All Other Students	7	0	0	7										87	36	48	11	5	550	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan	4	0	0	4										10	20	30	20	30	541	321	11	46	22	21	542
All Other Students	134	1	0	133	27	20	61	46	19	14	26	20	544	245	23	47	17	13	546	12,782	17	45	19	19	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 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Writing Results

School: Fairmount School
 District: Bangor School Department
 State: Maine
 Code: 1011-1156

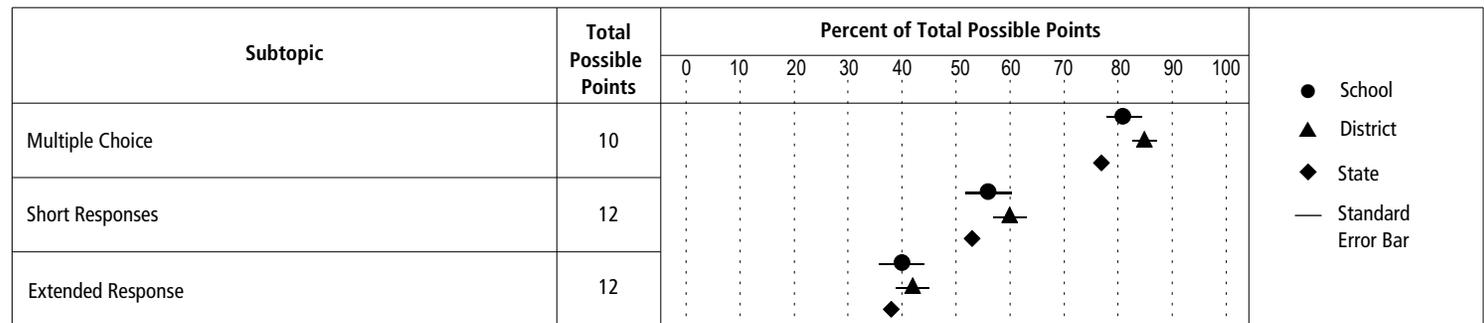
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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	%			
School																	
2010-11	129		10		1		118		12	10	41	35	59	50	6	5	540
2011-12	157		3		0		154		28	18	54	35	61	40	11	7	543
2012-13	138		2		0		136		25	18	49	36	41	30	21	15	542
Cumulative Total	424		15		1		408		65	16	144	35	161	39	38	9	542
District																	
2010-11	238		12		1		225		26	12	100	44	91	40	8	4	542
2011-12	279		10		0		269		41	15	108	40	100	37	20	7	542
2012-13	265		11		0		254		61	24	95	37	72	28	26	10	545
Cumulative Total	782		33		1		748		128	17	303	41	263	35	54	7	543
State																	
2010-11	13,877		309		133		13,435		1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739		234		110		13,395		771	6	4,637	35	6,069	45	1,918	14	538
2012-13	13,380		221		106		13,053		1,264	10	4,546	35	5,418	42	1,825	14	539
Cumulative Total	40,996		764		349		39,883		3,172	8	13,827	35	17,789	45	5,095	13	539





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Writing Results

School:	Fairmount School
District:	Bangor School Department
State:	Maine
Code:	1011-1156

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	%													
All Students	138	2	0	136	25	18	49	36	41	30	21	15	542	254	24	37	28	10	545	13,053	10	35	42	14	539
Gender																									
Male	69	1	0	68	8	12	18	26	25	37	17	25	537	117	17	27	38	18	540	6,633	5	28	48	19	536
Female	69	1	0	68	17	25	31	46	16	24	4	6	547	137	30	46	20	4	549	6,420	15	42	34	9	542
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2									5						5	235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4									5						5	111	4	24	45	27	533
Asian	3	0	0	3									8						8	188	20	44	29	6	545
Black or African American	4	0	0	4									6						6	378	6	24	45	25	535
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	11	9	55	27	9	541
White	125	2	0	123	25	20	41	33	37	30	20	16	542	228	25	36	29	11	544	11,948	10	35	41	14	539
Two or more races	0	0	0	0									2						2	182	10	30	41	19	538
No Race/Ethnicity Reported	0	0	0	0									0	0					0	0					
LEP Status																									
Current LEP student	1	0	0	1									3						3	343	4	22	47	27	534
Former LEP student - monitoring year 1	0	0	0	0									0						0	24	25	58	13	4	548
Former LEP student - monitoring year 2	0	0	0	0									0						0	16	13	56	25	6	544
All Other Students	137	2	0	135	25	19	49	36	40	30	21	16	542	251	24	37	28	10	545	12,670	10	35	41	14	539
IEP																									
Students with an IEP	42	2	0	40	1	3	4	10	17	43	18	45	530	62	2	16	47	35	531	2,155	1	9	44	46	528
All Other Students	96	0	0	96	24	25	45	47	24	25	3	3	547	192	31	44	22	2	549	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students	102	2	0	100	10	10	33	33	38	38	19	19	539	137	13	33	39	15	540	6,607	5	28	47	20	536
All Other Students	36	0	0	36	15	42	16	44	3	8	2	6	550	117	37	43	16	4	550	6,446	15	41	36	8	542
Migrant																									
Migrant Students	0	0	0	0									0						0	3					
All Other Students	138	2	0	136	25	18	49	36	41	30	21	15	542	254	24	37	28	10	545	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services	131	2	0	129	25	19	46	36	38	29	20	16	542	167	16	35	36	13	541	3,542	5	25	50	21	535
All Other Students	7	0	0	7									542	87	40	41	14	5	551	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan	4	0	0	4									10						10	320	4	31	51	14	537
All Other Students	134	2	0	132	25	19	47	36	40	30	20	15	542	244	25	37	28	10	545	12,733	10	35	41	14	539

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.