

# 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 4 Students in 2011-2012

## School Results

**School:** Farwell Elementary School

**District:** Lewiston School Department

**Code:** 1088-1279



# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Farwell Elementary School
<b>District:</b>	Lewiston School Department
<b>State:</b>	Maine
<b>Code:</b>	1088-1279

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>																		
<b>Students tested</b>	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																		
<b>Students not tested in NECAP</b>																		
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
<b>READING</b>				38	10	26	15	39	11	29	2	5	548	335	10	48	24	18	542	13,086	15	56	21	7	546
<b>MATH</b>				38	9	24	16	42	6	16	7	18	542	336	10	36	21	32	538	13,103	17	45	19	19	543
<b>WRITING</b>				38	3	8	16	42	15	39	4	11	540	333	6	28	44	21	536	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 4 Students in 2011-2012

### Reading Results

School: Farwell Elementary School  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1279

#### 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 556–580)

#### 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 540–555)

#### 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.

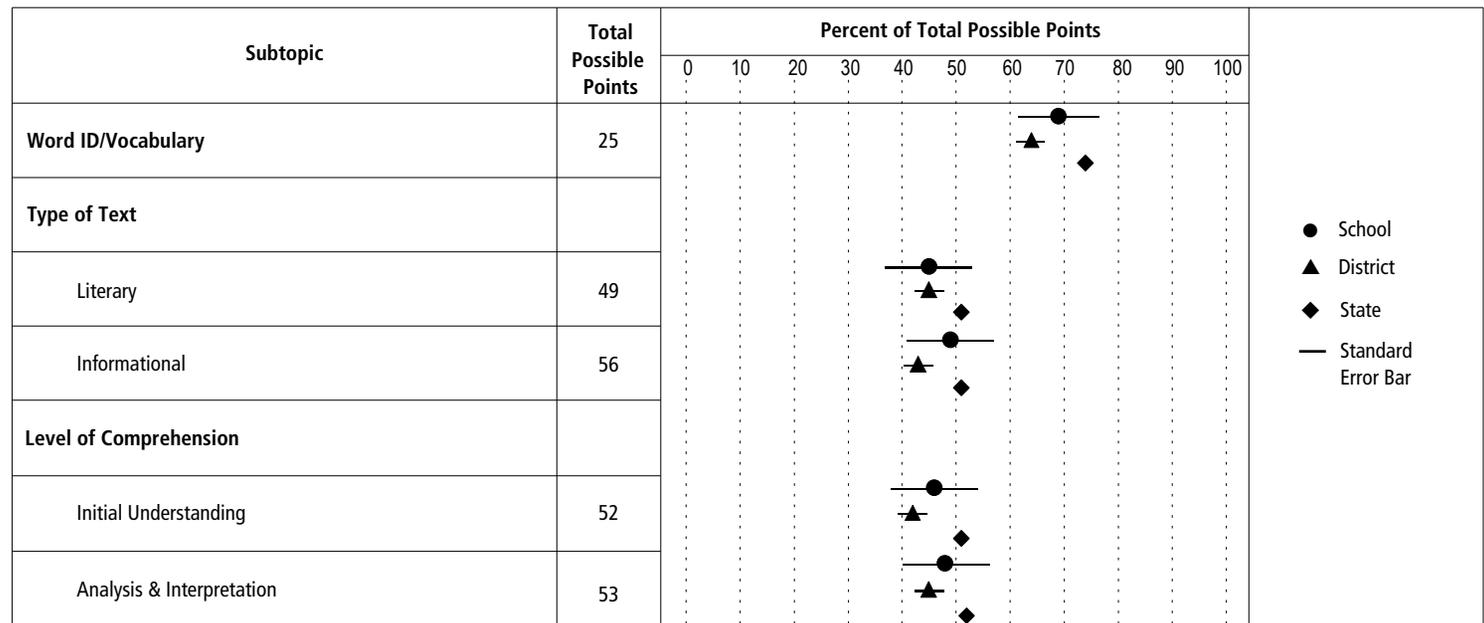
(Scaled Score 530–539)

#### 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 500–529)

	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	%	
<b>School</b>													
2010-11				45	15	33	19	42	9	20	2	4	549
2011-12				32	5	16	15	47	8	25	4	13	546
<b>2012-13</b>				<b>38</b>	<b>10</b>	<b>26</b>	<b>15</b>	<b>39</b>	<b>11</b>	<b>29</b>	<b>2</b>	<b>5</b>	<b>548</b>
Cumulative Total				115	30	26	49	43	28	24	8	7	548
<b>District</b>													
2010-11				334	42	13	155	46	76	23	61	18	542
2011-12				350	30	9	146	42	91	26	83	24	539
<b>2012-13</b>				<b>335</b>	<b>33</b>	<b>10</b>	<b>160</b>	<b>48</b>	<b>81</b>	<b>24</b>	<b>61</b>	<b>18</b>	<b>542</b>
Cumulative Total				1,019	105	10	461	45	248	24	205	20	541
<b>State</b>													
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
<b>2012-13</b>				<b>13,086</b>	<b>2,028</b>	<b>15</b>	<b>7,320</b>	<b>56</b>	<b>2,773</b>	<b>21</b>	<b>965</b>	<b>7</b>	<b>546</b>
Cumulative Total				39,968	6,160	15	21,815	55	8,705	22	3,288	8	545





# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2011-2012

# Disaggregated Reading Results

<b>School:</b> Farwell Elementary School
<b>District:</b> Lewiston School Department
<b>State:</b> Maine
<b>Code:</b> 1088-1279

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	%	
<b>All Students</b>				38	10	26	15	39	11	29	2	5	548	335	10	48	24	18	542	13,086	15	56	21	7	546
<b>Gender</b>																									
Male				12	4	33	5	42	2	17	1	8	547	158	9	48	25	18	541	6,649	10	58	23	9	544
Female				26	6	23	10	38	9	35	1	4	548	177	11	47	23	19	542	6,437	21	54	19	6	548
Not Reported				0									0						0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				0									13	0	38	31	31	535	236	13	50	26	11	544	
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0						110	3	47	36	14	540	
Asian				0									3						186	30	52	16	3	551	
Black or African American				7									92	0	34	27	39	534	378	6	43	30	21	539	
Native Hawaiian or Pacific Islander				0									0						11	0	82	18	0	547	
White				29	10	34	10	34	9	31	0	0	551	217	15	53	23	9	545	11,983	16	57	21	7	546
Two or more races				2									10	10	50	30	10	542	182	12	56	27	5	545	
No Race/Ethnicity Reported				0									0						0						
<b>LEP Status</b>																									
Current LEP student				1									69	0	28	25	48	532	345	3	38	33	26	537	
Former LEP student - monitoring year 1				0									1						25	44	52	4	0	554	
Former LEP student - monitoring year 2				0									1						16	38	50	0	13	552	
All Other Students				37	10	27	14	38	11	30	2	5	548	264	13	53	24	10	544	12,700	16	56	21	7	546
<b>IEP</b>																									
Students with an IEP				11	0	0	1	9	8	73	2	18	534	60	0	18	40	42	532	2,165	2	28	40	30	535
All Other Students				27	10	37	14	52	3	11	0	0	553	275	12	54	21	13	544	10,921	18	61	18	3	548
<b>SES</b>																									
Economically Disadvantaged Students				29	5	17	12	41	10	34	2	7	545	242	5	44	28	24	539	6,629	8	53	28	11	543
All Other Students				9									93	24	58	15	3	549	6,457	23	59	15	3	549	
<b>Migrant</b>																									
Migrant Students				0									0						3						
All Other Students				38	10	26	15	39	11	29	2	5	548	335	10	48	24	18	542	13,083	15	56	21	7	546
<b>Title I</b>																									
Students Receiving Title I Services				7									99	1	44	36	18	538	3,550	8	49	33	11	542	
All Other Students				31	10	32	11	35	8	26	2	6	549	236	14	49	19	18	543	9,536	18	59	17	6	547
<b>504 Plan</b>																									
Students with a 504 Plan				0									15	13	73	13	0	549	321	8	64	22	6	545	
All Other Students				38	10	26	15	39	11	29	2	5	548	320	10	47	25	19	541	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 4 Students in 2011-2012

# Disaggregated Mathematics Results

<b>School:</b>	Farwell Elementary School
<b>District:</b>	Lewiston School Department
<b>State:</b>	Maine
<b>Code:</b>	1088-1279

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	%	
<b>All Students</b>				38	9	24	16	42	6	16	7	18	542	336	10	36	21	32	538	13,103	17	45	19	19	543
<b>Gender</b>																									
Male				12	3	25	7	58	1	8	1	8	546	158	12	36	24	28	539	6,660	17	45	18	20	543
Female				26	6	23	9	35	5	19	6	23	541	178	9	35	19	37	537	6,443	17	45	19	18	543
Not Reported				0									0						0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				0									13	8	8	38	46	530	235	11	34	26	29	539	
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0						111	5	39	23	32	538	
Asian				0									3						190	31	41	16	12	548	
Black or African American				7									94	2	15	23	60	529	387	6	23	26	45	534	
Native Hawaiian or Pacific Islander				0									0						11	9	55	9	27	543	
White				29	8	28	14	48	3	10	4	14	546	216	13	47	19	21	542	11,987	17	46	18	18	544
Two or more races				2									10	30	30	30	10	543	182	12	50	15	23	541	
No Race/Ethnicity Reported				0									0						0	0					
<b>LEP Status</b>																									
Current LEP student				1									71	0	8	24	68	527	359	3	21	25	52	532	
Former LEP student - monitoring year 1				0									1						24	50	42	0	8	551	
Former LEP student - monitoring year 2				0									1						16	44	25	25	6	551	
All Other Students				37	9	24	16	43	5	14	7	19	542	263	13	43	21	23	541	12,704	17	46	19	18	543
<b>IEP</b>																									
Students with an IEP				11	0	0	1	9	4	36	6	55	526	59	2	17	22	59	530	2,168	3	23	23	51	533
All Other Students				27	9	33	15	56	2	7	1	4	549	277	12	40	21	27	540	10,935	20	50	18	13	545
<b>SES</b>																									
Economically Disadvantaged Students				29	5	17	13	45	5	17	6	21	540	243	7	29	23	41	535	6,646	8	41	23	28	539
All Other Students				9									93	19	53	17	11	545	6,457	26	49	15	10	547	
<b>Migrant</b>																									
Migrant Students				0									0						3						
All Other Students				38	9	24	16	42	6	16	7	18	542	336	10	36	21	32	538	13,100	17	45	19	19	543
<b>Title I</b>																									
Students Receiving Title I Services				7									101	0	26	28	47	532	3,561	6	36	27	31	538	
All Other Students				31	9	29	13	42	4	13	5	16	543	235	15	40	19	26	540	9,542	21	49	16	15	545
<b>504 Plan</b>																									
Students with a 504 Plan				0									15	0	60	20	20	542	321	11	46	22	21	542	
All Other Students				38	9	24	16	42	6	16	7	18	542	321	11	35	21	33	538	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 4 Students in 2011-2012

### Writing Results

School: Farwell Elementary School  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1279

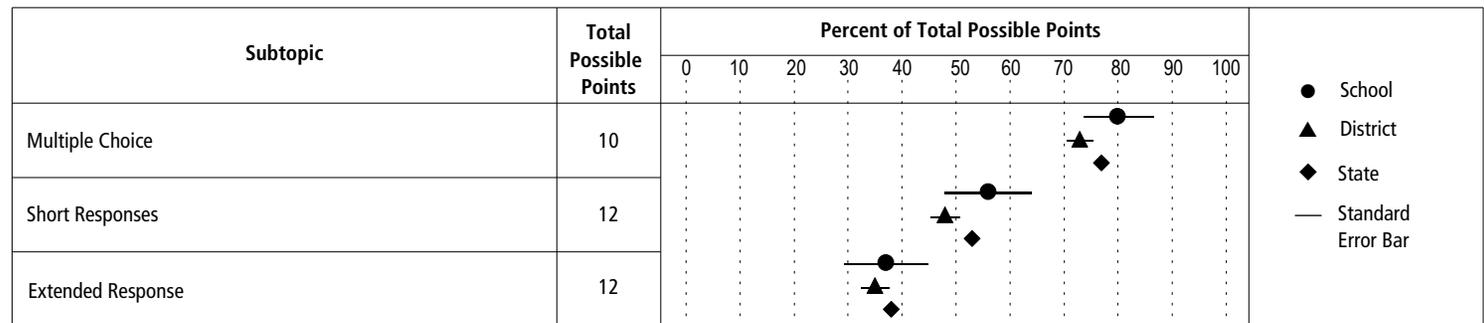
**Proficient with Distinction (Level 4)**  
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is 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	%	
<b>School</b>													
2010-11				45	3	7	20	44	19	42	3	7	540
2011-12				32	2	6	12	38	14	44	4	13	539
<b>2012-13</b>				<b>38</b>	<b>3</b>	<b>8</b>	<b>16</b>	<b>42</b>	<b>15</b>	<b>39</b>	<b>4</b>	<b>11</b>	<b>540</b>
Cumulative Total				115	8	7	48	42	48	42	11	10	540
<b>District</b>													
2010-11				333	21	6	100	30	152	46	60	18	537
2011-12				348	11	3	97	28	156	45	84	24	534
<b>2012-13</b>				<b>333</b>	<b>20</b>	<b>6</b>	<b>94</b>	<b>28</b>	<b>148</b>	<b>44</b>	<b>71</b>	<b>21</b>	<b>536</b>
Cumulative Total				1,014	52	5	291	29	456	45	215	21	536
<b>State</b>													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
<b>2012-13</b>				<b>13,053</b>	<b>1,264</b>	<b>10</b>	<b>4,546</b>	<b>35</b>	<b>5,418</b>	<b>42</b>	<b>1,825</b>	<b>14</b>	<b>539</b>
Cumulative Total				39,883	3,172	8	13,827	35	17,789	45	5,095	13	539





# Fall 2012 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2011-2012

# Disaggregated Writing Results

<b>School:</b> Farwell Elementary School
<b>District:</b> Lewiston School Department
<b>State:</b> Maine
<b>Code:</b> 1088-1279

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	%	
<b>All Students</b>				38	3	8	16	42	15	39	4	11	540	333	6	28	44	21	536	13,053	10	35	42	14	539
<b>Gender</b>																									
Male				12	1	8	6	50	4	33	1	8	541	156	4	24	49	23	534	6,633	5	28	48	19	536
Female				26	2	8	10	38	11	42	3	12	540	177	8	32	40	20	537	6,420	15	42	34	9	542
Not Reported				0									0						0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				0									13	0	38	38	23	534	235	9	26	51	14	537	
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0						111	4	24	45	27	533	
Asian				0									3						188	20	44	29	6	545	
Black or African American				7									92	1	14	42	42	529	378	6	24	45	25	535	
Native Hawaiian or Pacific Islander				0									0						11	9	55	27	9	541	
White				29	3	10	13	45	11	38	2	7	542	215	8	34	45	13	539	11,948	10	35	41	14	539
Two or more races				2									10	10	10	60	20	535	182	10	30	41	19	538	
No Race/Ethnicity Reported				0									0						0						
<b>LEP Status</b>																									
Current LEP student				1									69	1	14	36	48	528	343	4	22	47	27	534	
Former LEP student - monitoring year 1				0									1						24	25	58	13	4	548	
Former LEP student - monitoring year 2				0									1						16	13	56	25	6	544	
All Other Students				37	3	8	16	43	14	38	4	11	541	262	7	32	47	14	538	12,670	10	35	41	14	539
<b>IEP</b>																									
Students with an IEP				11	0	0	3	27	5	45	3	27	533	58	0	9	36	55	527	2,155	1	9	44	46	528
All Other Students				27	3	11	13	48	10	37	1	4	543	275	7	32	46	14	538	10,898	11	40	41	8	541
<b>SES</b>																									
Economically Disadvantaged Students				29	2	7	10	34	13	45	4	14	538	240	3	25	45	27	534	6,607	5	28	47	20	536
All Other Students				9									93	13	38	43	6	542	6,446	15	41	36	8	542	
<b>Migrant</b>																									
Migrant Students				0									0						3						
All Other Students				38	3	8	16	42	15	39	4	11	540	333	6	28	44	21	536	13,050	10	35	42	14	539
<b>Title I</b>																									
Students Receiving Title I Services				7									99	3	18	57	22	533	3,542	5	25	50	21	535	
All Other Students				31	3	10	14	45	10	32	4	13	542	234	7	32	39	21	537	9,511	12	38	39	12	540
<b>504 Plan</b>																									
Students with a 504 Plan				0									15	7	27	67	0	539	320	4	31	51	14	537	
All Other Students				38	3	8	16	42	15	39	4	11	540	318	6	28	43	22	536	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.