

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 7 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Martel School

District: Lewiston School Department

Code: 1088-1280



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School:	Martel School
District:	Lewiston School Department
State:	Maine
Code:	1088-1280

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				46	1	2	24	52	12	26	9	20	740	346	6	46	25	23	740	13,579	14	55	21	10	746
MATH				46	4	9	15	33	14	30	13	28	737	344	11	33	20	36	737	13,583	20	39	21	20	742
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 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Martel School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1280

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 760–780)

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 740–759)

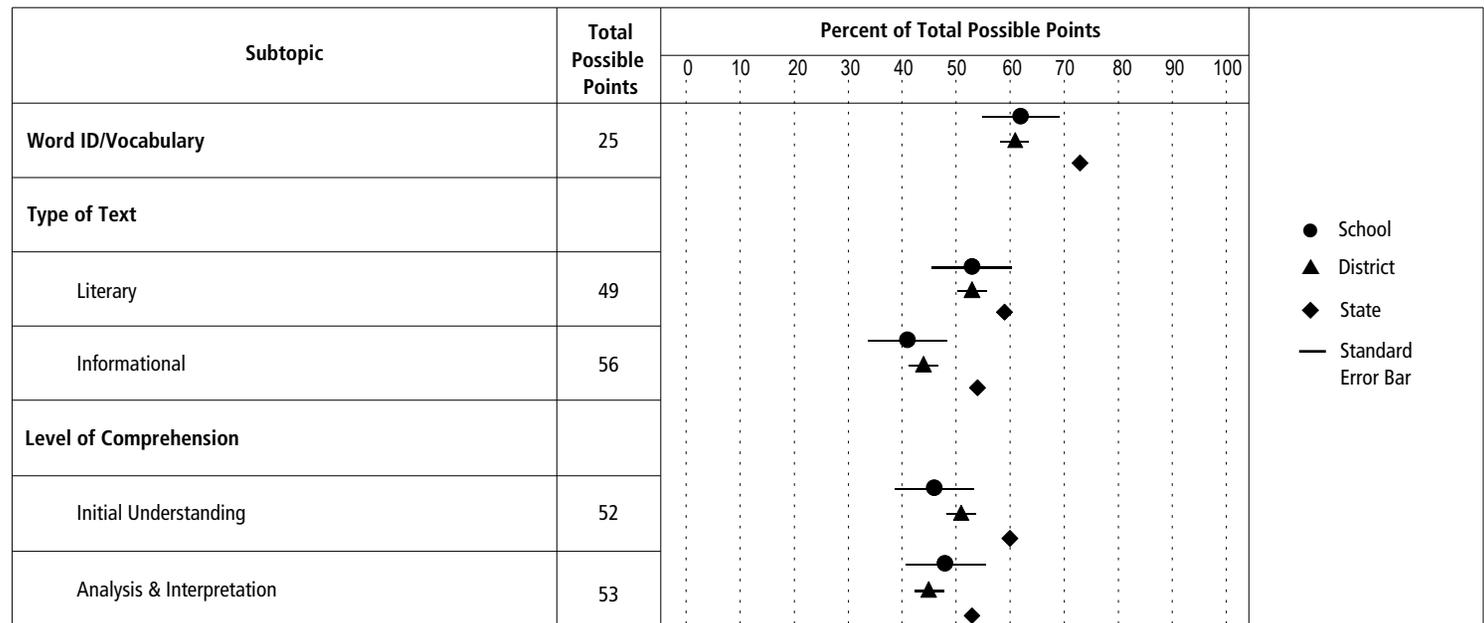
Partially Proficient (Level 2)
 Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge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

(Scaled Score 729–739)

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 700–728)

	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				38	2	5	23	61	11	29	2	5	745
2011-12				45	5	11	22	49	14	31	4	9	744
2012-13				46	1	2	24	52	12	26	9	20	740
Cumulative Total				129	8	6	69	53	37	29	15	12	743
District													
2010-11				314	18	6	146	46	84	27	66	21	740
2011-12				373	29	8	181	49	92	25	71	19	742
2012-13				346	21	6	160	46	86	25	79	23	740
Cumulative Total				1,033	68	7	487	47	262	25	216	21	741
State													
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
2012-13				13,579	1,968	14	7,413	55	2,877	21	1,321	10	746
Cumulative Total				41,381	5,258	13	23,038	56	9,129	22	3,956	10	746





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Martel School
District: Lewiston School Department
State: Maine
Code: 1088-1280

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				46	1	2	24	52	12	26	9	20	740	346	6	46	25	23	740	13,579	14	55	21	10	746
Gender																									
Male				22	1	5	13	59	5	23	3	14	743	176	3	45	24	28	737	6,921	9	53	26	13	743
Female				24	0	0	11	46	7	29	6	25	737	170	9	47	26	18	742	6,658	21	56	17	7	749
Not Reported				0										0					0						
Race/Ethnicity																									
Hispanic or Latino				1										8					201	11	55	23	11	745	
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2					108	8	54	24	14	743	
Asian				2										2					201	21	58	11	10	749	
Black or African American				4										96	4	22	25	49	731	391	7	39	26	28	738
Native Hawaiian or Pacific Islander				0										0					18	17	72	11	0	750	
White				37	0	0	19	51	11	30	7	19	738	236	7	56	25	13	743	12,480	15	55	21	9	746
Two or more races				2										2					180	12	52	25	12	744	
No Race/Ethnicity Reported				0										0					0						
LEP Status																									
Current LEP student				3										81	1	14	28	57	728	374	2	34	29	36	734
Former LEP student - monitoring year 1				0										3					38	16	79	5	0	753	
Former LEP student - monitoring year 2				0										2					44	32	59	5	5	755	
All Other Students				43	1	2	22	51	12	28	8	19	740	260	7	56	24	12	743	13,123	15	55	21	9	746
IEP																									
Students with an IEP				8										57	0	11	39	51	728	2,203	1	22	39	38	732
All Other Students				38	1	3	23	61	9	24	5	13	742	289	7	53	22	17	742	11,376	17	61	18	4	749
SES																									
Economically Disadvantaged Students				26	0	0	12	46	6	23	8	31	737	242	3	39	28	29	737	6,641	7	50	28	15	742
All Other Students				20	1	5	12	60	6	30	1	5	742	104	13	63	17	8	747	6,938	21	59	15	4	750
Migrant																									
Migrant Students				0										0					1						
All Other Students				46	1	2	24	52	12	26	9	20	740	346	6	46	25	23	740	13,578	14	55	21	10	746
Title I																									
Students Receiving Title I Services				13	0	0	4	31	6	46	3	23	737	89	1	28	37	34	734	2,446	8	48	31	13	742
All Other Students				33	1	3	20	61	6	18	6	18	741	257	8	53	21	19	742	11,133	16	56	19	9	747
504 Plan																									
Students with a 504 Plan				3										16	0	63	31	6	744	451	10	54	30	7	745
All Other Students				43	1	2	23	53	11	26	8	19	740	330	6	45	25	24	739	13,128	15	55	21	10	746

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 7 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Martel School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1280

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 752–780)

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 740–751)

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.

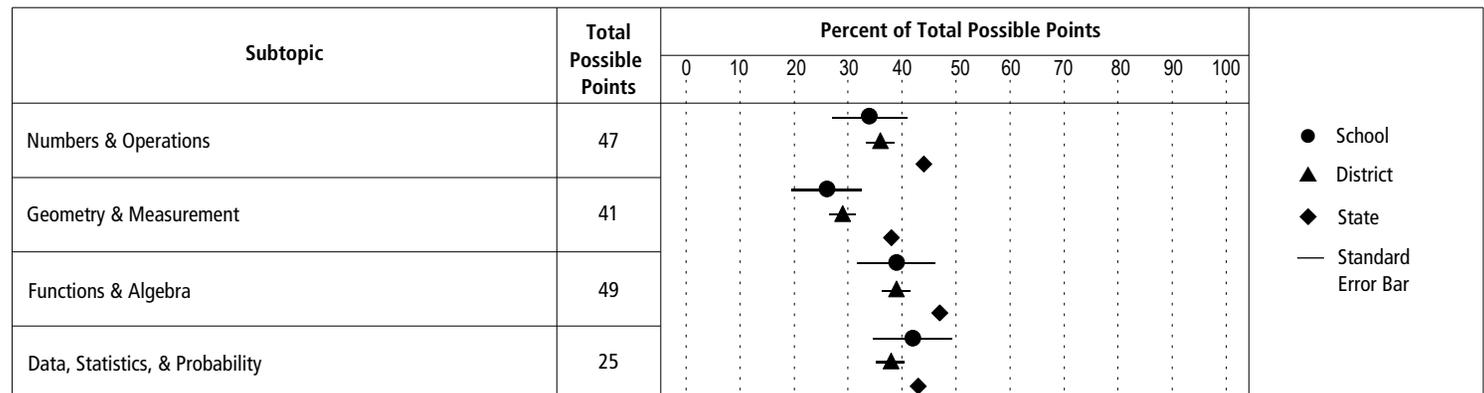
(Scaled Score 734–739)

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 700–733)

	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				38	4	11	18	47	9	24	7	18	741
2011-12				45	5	11	23	51	7	16	10	22	741
2012-13				46	4	9	15	33	14	30	13	28	737
Cumulative Total				129	13	10	56	43	30	23	30	23	740
District													
2010-11				321	28	9	101	31	69	21	123	38	736
2011-12				377	38	10	134	36	79	21	126	33	738
2012-13				344	39	11	113	33	68	20	124	36	737
Cumulative Total				1,042	105	10	348	33	216	21	373	36	737
State													
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13				13,583	2,674	20	5,310	39	2,862	21	2,737	20	742
Cumulative Total				41,447	7,853	19	16,704	40	8,522	21	8,368	20	742





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Martel School
District: Lewiston School Department
State: Maine
Code: 1088-1280

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				46	4	9	15	33	14	30	13	28	737	344	11	33	20	36	737	13,583	20	39	21	20	742
Gender																									
Male				22	4	18	9	41	6	27	3	14	743	174	11	33	19	37	737	6,922	20	38	21	21	742
Female				24	0	0	6	25	8	33	10	42	732	170	12	33	21	35	737	6,661	19	40	21	19	742
Not Reported				0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino				1									8	8					206	206	11	34	26	29	738
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									2	2					108	108	13	35	28	24	740
Asian				2									2	2					202	202	35	34	18	13	746
Black or African American				4									95	4	15	21	60	730	398	398	4	25	25	46	733
Native Hawaiian or Pacific Islander				0									0	0					18	18	22	56	17	6	748
White				37	2	5	12	32	11	30	12	32	736	235	14	40	19	27	740	12,472	20	40	21	19	742
Two or more races				2									2	2					179	179	16	44	17	23	741
No Race/Ethnicity Reported				0									0	0					0	0					
LEP Status																									
Current LEP student				3									80	80	0	10	25	65	728	387	3	21	24	52	731
Former LEP student - monitoring year 1				0									3	3					38	38	26	53	18	3	748
Former LEP student - monitoring year 2				0									2	2					44	44	36	45	14	5	749
All Other Students				43	4	9	14	33	12	28	13	30	737	259	15	40	18	27	740	13,114	20	40	21	19	742
IEP																									
Students with an IEP				8									56	56	0	14	9	77	727	2,198	3	14	21	62	730
All Other Students				38	4	11	13	34	13	34	8	21	740	288	14	36	22	28	739	11,385	23	44	21	12	744
SES																									
Economically Disadvantaged Students				26	1	4	8	31	6	23	11	42	734	240	8	26	18	47	734	6,647	10	35	25	30	738
All Other Students				20	3	15	7	35	8	40	2	10	741	104	18	48	23	11	744	6,936	29	43	17	11	746
Migrant																									
Migrant Students				0									0	0					1	1					
All Other Students				46	4	9	15	33	14	30	13	28	737	344	11	33	20	36	737	13,582	20	39	21	20	742
Title I																									
Students Receiving Title I Services				13	0	0	0	0	7	54	6	46	733	89	0	17	29	54	732	2,448	9	34	29	28	738
All Other Students				33	4	12	15	45	7	21	7	21	739	255	15	38	16	30	739	11,135	22	40	19	18	743
504 Plan																									
Students with a 504 Plan				3									16	16	6	44	25	25	740	451	18	41	25	16	743
All Other Students				43	4	9	14	33	13	30	12	28	737	328	12	32	20	37	737	13,132	20	39	21	20	742

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