

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: Thomas J McMahon Elementary

District: Lewiston School Department

Code: 1088-1284



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Grade Level Summary Report

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	66			354			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
	66	65	64	341	342	338	13,086	13,103	13,053	100	98	97	96	97	95	98	98	98
With an approved accommodation	23	20	19	98	95	91	2,777	2,782	2,621	35	31	30	29	28	27	21	21	20
Current LEP Students	9	9	9	73	75	72	345	359	343	14	14	14	21	22	21	3	3	3
With an approved accommodation	6	6	6	40	43	40	150	164	151	67	67	67	55	57	56	43	46	44
IEP Students	19	18	17	58	57	56	2,165	2,168	2,155	29	28	27	17	17	17	17	17	17
With an approved accommodation	19	16	15	53	47	46	1,832	1,821	1,761	100	89	88	91	82	82	85	84	82
Students not tested in NECAP	0	1	2	13	12	16	294	277	327	0	2	3	4	3	5	2	2	2
State Approved	0	1	2	11	11	13	230	216	221		100	100	85	92	81	78	78	68
Alternate Assessment	0	0	0	8	8	8	202	195	190		0	0	73	73	62	88	90	86
First Year LEP	0	0	0	1	0	1	9	0	9		0	0	9	0	8	4	0	4
Withdrew After October 1	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
Special Consideration	0	1	2	2	3	4	19	21	22		100	100	18	27	31	8	10	10
Other	0	0	0	2	1	3	64	61	106		0	0	15	8	19	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	66	0	0	66	6	9	36	55	12	18	12	18	542	341	10	47	25	18	542	13,086	15	56	21	7	546
MATH	66	1	0	65	7	11	32	49	13	20	13	20	542	342	10	36	21	32	538	13,103	17	45	19	19	543
WRITING	66	2	0	64	3	5	18	28	28	44	15	23	535	338	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 5 Students in 2012-2013

Disaggregated Reading Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

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	66	0	0	66	6	9	36	55	12	18	12	18	542	341	10	47	25	18	542	13,086	15	56	21	7	546
Gender																									
Male	37	0	0	37	3	8	22	59	4	11	8	22	543	169	8	48	25	18	541	6,649	10	58	23	9	544
Female	29	0	0	29	3	10	14	48	8	28	4	14	542	172	12	47	24	18	542	6,437	21	54	19	6	548
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2									16	0	38	25	38	535	236	13	50	26	11	544	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						110	3	47	36	14	540	
Asian	0	0	0	0									4						186	30	52	16	3	551	
Black or African American	12	0	0	12	0	0	4	33	1	8	7	58	532	95	1	34	26	39	534	378	6	43	30	21	539
Native Hawaiian or Pacific Islander	0	0	0	0									0						11	0	82	18	0	547	
White	49	0	0	49	5	10	30	61	9	18	5	10	545	218	15	53	24	8	545	11,983	16	57	21	7	546
Two or more races	3	0	0	3									8						182	12	56	27	5	545	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	9	0	0	9									73	1	29	23	47	532	345	3	38	33	26	537	
Former LEP student - monitoring year 1	0	0	0	0									1						25	44	52	4	0	554	
Former LEP student - monitoring year 2	0	0	0	0									1						16	38	50	0	13	552	
All Other Students	57	0	0	57	6	11	34	60	11	19	6	11	544	266	12	52	25	10	544	12,700	16	56	21	7	546
IEP																									
Students with an IEP	19	0	0	19	0	0	5	26	5	26	9	47	533	58	0	19	40	41	532	2,165	2	28	40	30	535
All Other Students	47	0	0	47	6	13	31	66	7	15	3	6	546	283	12	53	22	13	544	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students	40	0	0	40	1	3	19	48	9	23	11	28	539	248	5	43	28	24	539	6,629	8	53	28	11	543
All Other Students	26	0	0	26	5	19	17	65	3	12	1	4	548	93	24	58	15	3	549	6,457	23	59	15	3	549
Migrant																									
Migrant Students	0	0	0	0									0						3						
All Other Students	66	0	0	66	6	9	36	55	12	18	12	18	542	341	10	47	25	18	542	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services	9	0	0	9									100	1	41	39	19	537	3,550	8	49	33	11	542	
All Other Students	57	0	0	57	6	11	31	54	8	14	12	21	543	241	14	50	19	18	543	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan	9	0	0	9									14	14	71	14	0	550	321	8	64	22	6	545	
All Other Students	57	0	0	57	5	9	29	51	11	19	12	21	541	327	10	46	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 5 Students in 2012-2013

Mathematics Results

School: Thomas J McMahon Elementary
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

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.

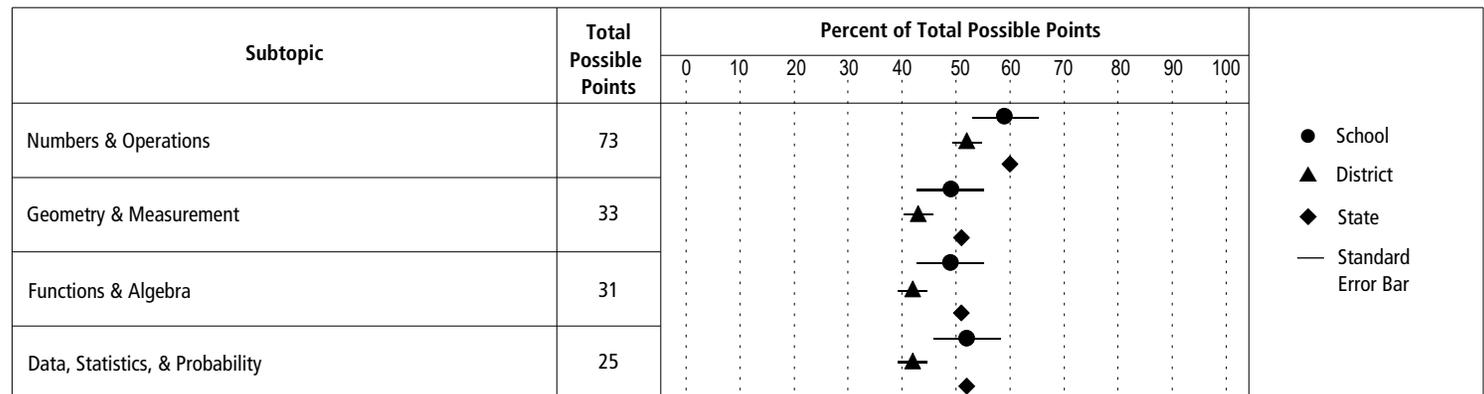
(Scaled Score 533–539)

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	68	0	0	68	11	16	18	26	21	31	18	26	541
2011-12	65	1	0	64	10	16	31	48	12	19	11	17	543
2012-13	66	1	0	65	7	11	32	49	13	20	13	20	542
Cumulative Total	199	2	0	197	28	14	81	41	46	23	42	21	542
District													
2010-11	361	9	0	352	41	12	119	34	67	19	125	36	537
2011-12	381	9	3	369	40	11	141	38	78	21	110	30	539
2012-13	354	11	1	342	34	10	124	36	73	21	111	32	538
Cumulative Total	1,096	29	4	1,063	115	11	384	36	218	21	346	33	538
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: Thomas J McMahon Elementary
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

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	66	1	0	65	7	11	32	49	13	20	13	20	542	342	10	36	21	32	538	13,103	17	45	19	19	543
Gender																									
Male	37	1	0	36	6	17	17	47	6	17	7	19	544	169	11	36	25	28	539	6,660	17	45	18	20	543
Female	29	0	0	29	1	3	15	52	7	24	6	21	540	173	9	36	18	36	537	6,443	17	45	19	18	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										16	6	6	44	44	530	235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	5	39	23	32	538
Asian	0	0	0	0										4						190	31	41	16	12	548
Black or African American	12	0	0	12	0	0	3	25	4	33	5	42	533	97	2	16	22	60	529	387	6	23	26	45	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	9	27	543
White	49	1	0	48	5	10	27	56	9	19	7	15	544	217	13	47	19	21	542	11,987	17	46	18	18	544
Two or more races	3	0	0	3										8						182	12	50	15	23	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	9	0	0	9										75	0	12	21	67	527	359	3	21	25	52	532
Former LEP student - monitoring year 1	0	0	0	0										1						24	50	42	0	8	551
Former LEP student - monitoring year 2	0	0	0	0										1						16	44	25	25	6	551
All Other Students	57	1	0	56	7	13	31	55	9	16	9	16	544	265	12	43	22	23	541	12,704	17	46	19	18	543
IEP																									
Students with an IEP	19	1	0	18	0	0	7	39	5	28	6	33	537	57	2	18	23	58	530	2,168	3	23	23	51	533
All Other Students	47	0	0	47	7	15	25	53	8	17	7	15	544	285	12	40	21	27	540	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students	40	1	0	39	4	10	15	38	8	21	12	31	540	249	7	30	22	41	535	6,646	8	41	23	28	539
All Other Students	26	0	0	26	3	12	17	65	5	19	1	4	546	93	18	53	18	11	545	6,457	26	49	15	10	547
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	66	1	0	65	7	11	32	49	13	20	13	20	542	342	10	36	21	32	538	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services	9	0	0	9										102	0	25	26	48	532	3,561	6	36	27	31	538
All Other Students	57	1	0	56	7	13	27	48	11	20	11	20	543	240	14	41	19	26	541	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan	9	0	0	9										14	0	64	14	21	543	321	11	46	22	21	542
All Other Students	57	1	0	56	7	13	26	46	11	20	12	21	542	328	10	35	22	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 5 Students in 2012-2013

Writing Results

School: Thomas J McMahon Elementary
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

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.

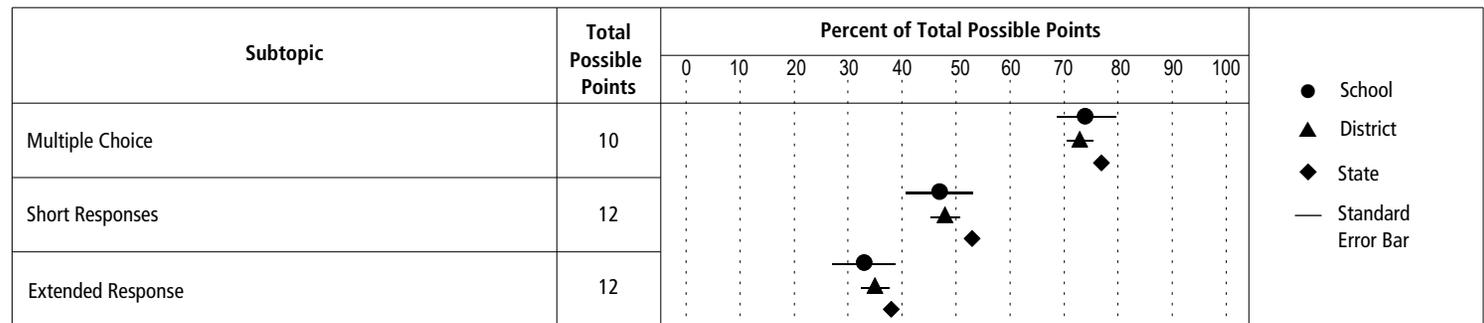
(Scaled Score 527–539)

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	68		0	0	68	2	3	22	32	39	57	5	7	538	
2011-12	65		1	0	64	3	5	22	34	23	36	16	25	535	
2012-13	66		2	0	64	3	5	18	28	28	44	15	23	535	
Cumulative Total	199		3	0	196	8	4	62	32	90	46	36	18	536	
District															
2010-11	361		23	0	338	23	7	107	32	152	45	56	17	537	
2011-12	381		9	7	365	11	3	101	28	162	44	91	25	534	
2012-13	354		13	3	338	21	6	96	28	150	44	71	21	536	
Cumulative Total	1,096		45	10	1,041	55	5	304	29	464	45	218	21	536	
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: Thomas J McMahon Elementary
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

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	66	2	0	64	3	5	18	28	28	44	15	23	535	338	6	28	44	21	536	13,053	10	35	42	14	539
Gender																									
Male	37	2	0	35	1	3	6	17	19	54	9	26	533	167	4	24	49	23	534	6,633	5	28	48	19	536
Female	29	0	0	29	2	7	12	41	9	31	6	21	538	171	9	33	40	19	538	6,420	15	42	34	9	542
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										16	0	31	44	25	533	235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	4	24	45	27	533
Asian	0	0	0	0										4						188	20	44	29	6	545
Black or African American	12	0	0	12	0	0	1	8	4	33	7	58	526	94	2	14	41	43	529	378	6	24	45	25	535
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	27	9	541
White	49	2	0	47	2	4	17	36	21	45	7	15	537	216	8	35	45	12	539	11,948	10	35	41	14	539
Two or more races	3	0	0	3										8						182	10	30	41	19	538
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	9	0	0	9										72	3	15	35	47	529	343	4	22	47	27	534
Former LEP student - monitoring year 1	0	0	0	0										1						24	25	58	13	4	548
Former LEP student - monitoring year 2	0	0	0	0										1						16	13	56	25	6	544
All Other Students	57	2	0	55	3	5	17	31	26	47	9	16	537	264	7	32	47	14	538	12,670	10	35	41	14	539
IEP																									
Students with an IEP	19	2	0	17	0	0	0	0	5	29	12	71	523	56	0	9	38	54	527	2,155	1	9	44	46	528
All Other Students	47	0	0	47	3	6	18	38	23	49	3	6	540	282	7	32	46	15	538	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students	40	2	0	38	0	0	9	24	16	42	13	34	531	245	4	25	45	27	534	6,607	5	28	47	20	536
All Other Students	26	0	0	26	3	12	9	35	12	46	2	8	541	93	13	38	43	6	542	6,446	15	41	36	8	542
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	66	2	0	64	3	5	18	28	28	44	15	23	535	338	6	28	44	21	536	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services	9	0	0	9										100	3	18	57	22	534	3,542	5	25	50	21	535
All Other Students	57	2	0	55	3	5	15	27	25	45	12	22	535	238	8	33	39	21	537	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan	9	0	0	9										14	7	29	64	0	539	320	4	31	51	14	537
All Other Students	57	2	0	55	3	5	16	29	21	38	15	27	535	324	6	28	44	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.