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 6
NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Princeton Elementary School

District: Princeton School Department

Code: 1136-1363

Fall 2012 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2011-2012
Grade Level Summary Report

School: Princeton Elementary School
District: Princeton School Department
State: Maine
Code: 1136-1363

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				13	0	0	8	62	4	31	1	8	642	13	0	62	31	8	642	13,416	12	59	21	8	646
MATH				13	0	0	5	38	4	31	4	31	637	13	0	38	31	31	637	13,427	20	44	18	19	643
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 6 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Princeton Elementary School
District: Princeton School Department
State: Maine
Code: 1136-1363

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 659–680)

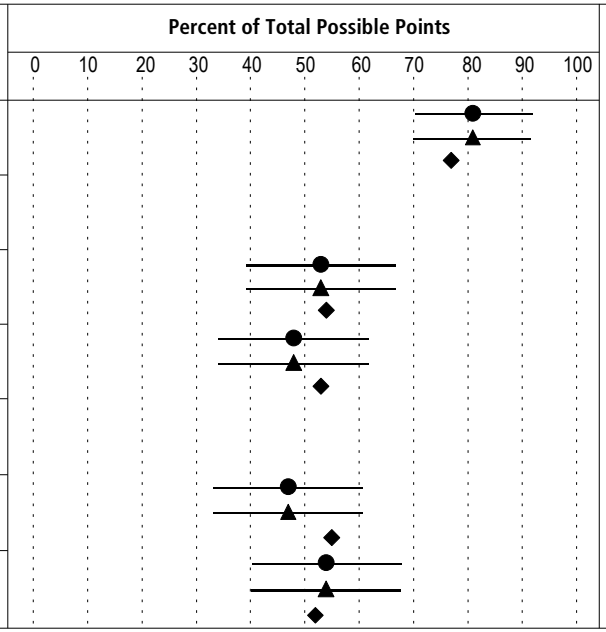
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
(Scaled Score 640–658)

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 629–639)

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 600–628)

	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				7									
2011-12				9									
2012-13				**13**	**0**	**0**	**8**	**62**	**4**	**31**	**1**	**8**	**642**
Cumulative Total													
District													
2010-11				7									
2011-12				9									
2012-13				**13**	**0**	**0**	**8**	**62**	**4**	**31**	**1**	**8**	**642**
Cumulative Total													
State													
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
2012-13				**13,416**	**1,611**	**12**	**7,920**	**59**	**2,822**	**21**	**1,063**	**8**	**646**
Cumulative Total				40,569	5,831	14	23,226	57	8,352	21	3,160	8	646

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	49
Informational	56
Level of Comprehension	
Initial Understanding	46
Analysis & Interpretation	59



Fall 2012 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2011-2012
Disaggregated Reading Results

School: Princeton Elementary School
District: Princeton School Department
State: Maine
Code: 1136-1363

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				**13**	**0**	**0**	**8**	**62**	**4**	**31**	**1**	**8**	**642**	**13**	**0**	**62**	**31**	**8**	**642**	**13,416**	**12**	**59**	**21**	**8**	**646**
Gender																									
Male				7										7						6,929	7	58	25	10	644
Female				6										6						6,487	17	60	17	6	648
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						240	8	57	26	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						116	2	53	33	13	640
Asian				0										0						239	16	55	20	8	647
Black or African American				1										1						378	3	38	33	26	637
Native Hawaiian or Pacific Islander				0										0						13	23	46	23	8	648
White				10	0	0	8	80	2	20	0	0	645	10	0	80	20	0	645	12,234	12	60	20	7	646
Two or more races				0										0						196	12	52	25	11	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						399	2	32	37	29	634
Former LEP student - monitoring year 1				0										0						38	11	71	16	3	649
Former LEP student - monitoring year 2				0										0						23	22	70	9	0	653
All Other Students				13	0	0	8	62	4	31	1	8	642	13	0	62	31	8	642	12,956	12	60	21	7	646
IEP																									
Students with an IEP				2										2						2,173	1	25	42	32	633
All Other Students				11	0	0	8	73	3	27	0	0	644	11	0	73	27	0	644	11,243	14	66	17	3	648
SES																									
Economically Disadvantaged Students				11	0	0	6	55	4	36	1	9	641	11	0	55	36	9	641	6,556	6	53	28	12	642
All Other Students				2										2						6,860	18	65	14	4	649
Migrant																									
Migrant Students				0										0						5					
All Other Students				13	0	0	8	62	4	31	1	8	642	13	0	62	31	8	642	13,411	12	59	21	8	646
Title I																									
Students Receiving Title I Services				3										3						3,311	6	51	31	12	642
All Other Students				10	0	0	6	60	3	30	1	10	641	10	0	60	30	10	641	10,105	14	62	18	7	647
504 Plan																									
Students with a 504 Plan				0										0						377	5	60	28	8	643
All Other Students				13	0	0	8	62	4	31	1	8	642	13	0	62	31	8	642	13,039	12	59	21	8	646

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 6 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Princeton Elementary School
District: Princeton School Department
State: Maine
Code: 1136-1363

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 653–680)

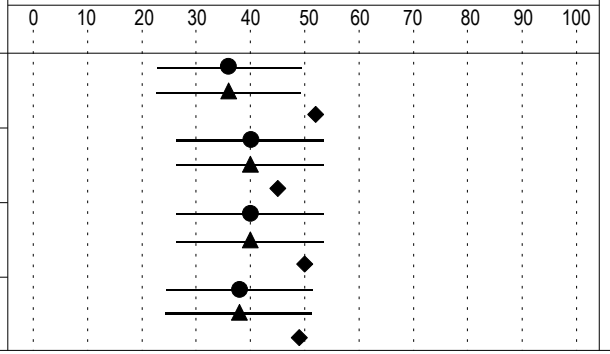
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 640–652)

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 633–639)

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 600–632)

	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				7									
2011-12				9									
2012-13				**13**	**0**	**0**	**5**	**38**	**4**	**31**	**4**	**31**	**637**
Cumulative Total													
District													
2010-11				7									
2011-12				9									
2012-13				**13**	**0**	**0**	**5**	**38**	**4**	**31**	**4**	**31**	**637**
Cumulative Total													
State													
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
2012-13				**13,427**	**2,656**	**20**	**5,923**	**44**	**2,362**	**18**	**2,486**	**19**	**643**
Cumulative Total				40,632	8,460	21	17,511	43	7,317	18	7,344	18	643

Subtopic	Total Possible Points
Numbers & Operations	64
Geometry & Measurement	41
Functions & Algebra	32
Data, Statistics, & Probability	25



Fall 2012 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2011-2012
Disaggregated Mathematics Results

School: Princeton Elementary School
District: Princeton School Department
State: Maine
Code: 1136-1363

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				**13**	**0**	**0**	**5**	**38**	**4**	**31**	**4**	**31**	**637**	**13**	**0**	**38**	**31**	**31**	**637**	**13,427**	**20**	**44**	**18**	**19**	**643**
Gender																									
Male				7										7						6,937	20	43	18	19	643
Female				6										6						6,490	19	45	18	18	643
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						242	11	42	19	28	639
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						116	11	41	19	29	639
Asian				0										0						242	28	40	15	17	645
Black or African American				1										1						386	4	25	24	47	632
Native Hawaiian or Pacific Islander				0										0						13	46	31	0	23	646
White				10	0	0	5	50	4	40	1	10	640	10	0	50	40	10	640	12,232	20	45	17	17	643
Two or more races				0										0						196	17	42	17	24	641
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						415	5	23	22	50	631
Former LEP student - monitoring year 1				0										0						38	24	58	13	5	647
Former LEP student - monitoring year 2				0										0						23	48	43	0	9	651
All Other Students				13	0	0	5	38	4	31	4	31	637	13	0	38	31	31	637	12,951	20	45	17	18	643
IEP																									
Students with an IEP				2										2						2,171	3	18	22	58	630
All Other Students				11	0	0	4	36	4	36	3	27	638	11	0	36	36	27	638	11,256	23	49	17	11	645
SES																									
Economically Disadvantaged Students				11	0	0	4	36	3	27	4	36	637	11	0	36	27	36	637	6,568	11	40	22	28	639
All Other Students				2										2						6,859	29	48	14	10	647
Migrant																									
Migrant Students				0										0						5					
All Other Students				13	0	0	5	38	4	31	4	31	637	13	0	38	31	31	637	13,422	20	44	18	19	643
Title I																									
Students Receiving Title I Services				3										3						3,319	9	38	25	29	638
All Other Students				10	0	0	4	40	4	40	2	20	638	10	0	40	40	20	638	10,108	23	46	15	15	644
504 Plan																									
Students with a 504 Plan				0										0						377	13	45	25	17	641
All Other Students				13	0	0	5	38	4	31	4	31	637	13	0	38	31	31	637	13,050	20	44	17	19	643

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