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 4
NECAP Tests

Grade 3 Students in 2011-2012

School Results

School: Se Do Mo Cha Elementary School

District: RSU 68/MSAD 68

Code: 1261-1943

Fall 2012 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2011-2012
Grade Level Summary Report

School: Se Do Mo Cha Elementary School
District: RSU 68/MSAD 68
State: Maine
Code: 1261-1943

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				52	5	10	32	62	10	19	5	10	444	52	10	62	19	10	444	13,017	17	52	20	11	445
MATH				52	6	12	21	40	12	23	13	25	440	52	12	40	23	25	440	13,022	20	46	20	15	444
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 4 NECAP Tests

Grade 3 Students in 2011-2012

Reading Results

School: Se Do Mo Cha Elementary School
District: RSU 68/MSAD 68
State: Maine
Code: 1261-1943

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 456–480)

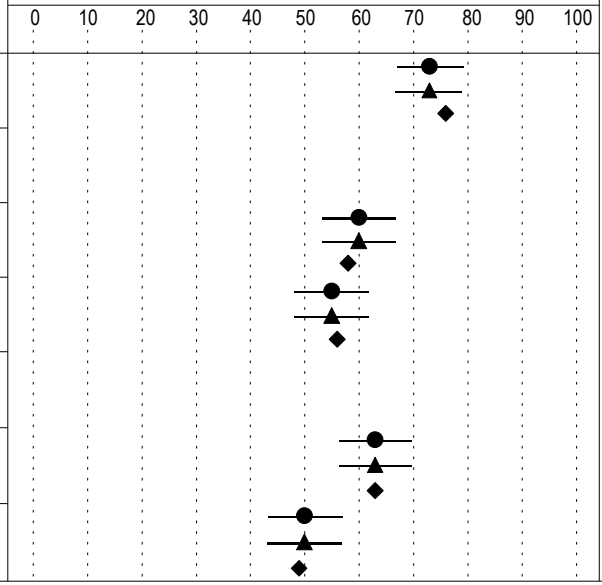
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
(Scaled Score 440–455)

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 431–439)

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 400–430)

	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				59	12	20	28	47	12	20	7	12	446
2011-12				68	15	22	38	56	8	12	7	10	447
2012-13				**52**	**5**	**10**	**32**	**62**	**10**	**19**	**5**	**10**	**444**
Cumulative Total				179	32	18	98	55	30	17	19	11	446
District													
2010-11				59	12	20	28	47	12	20	7	12	446
2011-12				68	15	22	38	56	8	12	7	10	447
2012-13				**52**	**5**	**10**	**32**	**62**	**10**	**19**	**5**	**10**	**444**
Cumulative Total				179	32	18	98	55	30	17	19	11	446
State													
2010-11				13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12				13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
2012-13				**13,017**	**2,153**	**17**	**6,807**	**52**	**2,622**	**20**	**1,435**	**11**	**445**
Cumulative Total				39,495	6,917	18	20,320	51	8,034	20	4,224	11	445

Subtopic	Total Possible Points
Word ID/Vocabulary	42
Type of Text	
Literary	43
Informational	45
Level of Comprehension	
Initial Understanding	50
Analysis & Interpretation	38



Fall 2012 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2011-2012
Disaggregated Reading Results

School: Se Do Mo Cha Elementary School
District: RSU 68/MSAD 68
State: Maine
Code: 1261-1943

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				**52**	**5**	**10**	**32**	**62**	**10**	**19**	**5**	**10**	**444**	**52**	**10**	**62**	**19**	**10**	**444**	**13,017**	**17**	**52**	**20**	**11**	**445**
Gender																									
Male				24	2	8	15	63	4	17	3	13	443	24	8	63	17	13	443	6,715	13	51	22	14	443
Female				28	3	11	17	61	6	21	2	7	445	28	11	61	21	7	445	6,302	20	53	18	8	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						105	6	54	25	15	441
Asian				0										0						197	31	46	17	6	449
Black or African American				0										0						375	5	38	25	32	436
Native Hawaiian or Pacific Islander				0										0						17	35	41	24	0	450
White				47	5	11	28	60	10	21	4	9	444	47	11	60	21	9	444	11,908	17	53	20	10	445
Two or more races				3										3						177	15	51	21	12	444
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						367	7	31	30	33	435
Former LEP student - monitoring year 1				0										0						13	54	46	0	0	455
Former LEP student - monitoring year 2				0										0						17	35	35	18	12	450
All Other Students				52	5	10	32	62	10	19	5	10	444	52	10	62	19	10	444	12,620	17	53	20	10	445
IEP																									
Students with an IEP				6										6						2,068	2	24	32	42	432
All Other Students				46	5	11	31	67	9	20	1	2	446	46	11	67	20	2	446	10,949	19	58	18	5	447
SES																									
Economically Disadvantaged Students				34	1	3	23	68	7	21	3	9	442	34	3	68	21	9	442	6,493	9	49	26	16	441
All Other Students				18	4	22	9	50	3	17	2	11	448	18	22	50	17	11	448	6,524	24	56	15	6	449
Migrant																									
Migrant Students				0										0						8					
All Other Students				52	5	10	32	62	10	19	5	10	444	52	10	62	19	10	444	13,009	17	52	20	11	445
Title I																									
Students Receiving Title I Services				12	0	0	6	50	5	42	1	8	439	12	0	50	42	8	439	3,932	8	45	30	16	441
All Other Students				40	5	13	26	65	5	13	4	10	446	40	13	65	13	10	446	9,085	20	55	16	9	447
504 Plan																									
Students with a 504 Plan				0										0						285	13	59	19	9	445
All Other Students				52	5	10	32	62	10	19	5	10	444	52	10	62	19	10	444	12,732	17	52	20	11	445

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 4 NECAP Tests

Grade 3 Students in 2011-2012

Mathematics Results

School: Se Do Mo Cha Elementary School
District: RSU 68/MSAD 68
State: Maine
Code: 1261-1943

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 455–480)

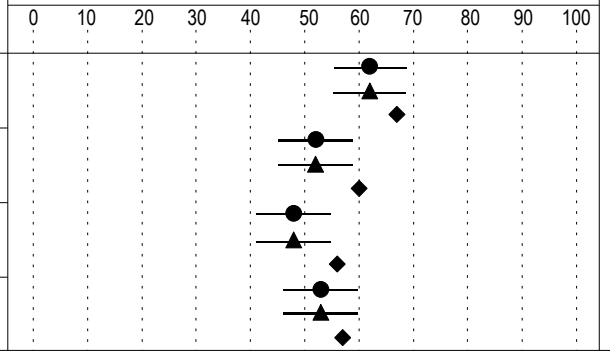
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 440–454)

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 431–439)

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 400–430)

	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				59	8	14	26	44	17	29	8	14	443
2011-12				67	7	10	32	48	14	21	14	21	442
2012-13				**52**	**6**	**12**	**21**	**40**	**12**	**23**	**13**	**25**	**440**
Cumulative Total				178	21	12	79	44	43	24	35	20	442
District													
2010-11				59	8	14	26	44	17	29	8	14	443
2011-12				67	7	10	32	48	14	21	14	21	442
2012-13				**52**	**6**	**12**	**21**	**40**	**12**	**23**	**13**	**25**	**440**
Cumulative Total				178	21	12	79	44	43	24	35	20	442
State													
2010-11				13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12				13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
2012-13				**13,022**	**2,541**	**20**	**5,944**	**46**	**2,639**	**20**	**1,898**	**15**	**444**
Cumulative Total				39,553	7,070	18	18,090	46	8,524	22	5,869	15	444

Subtopic	Total Possible Points
Numbers & Operations	68
Geometry & Measurement	27
Functions & Algebra	21
Data, Statistics, & Probability	21



Fall 2012 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2011-2012
Disaggregated Mathematics Results

School: Se Do Mo Cha Elementary School
District: RSU 68/MSAD 68
State: Maine
Code: 1261-1943

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				**52**	**6**	**12**	**21**	**40**	**12**	**23**	**13**	**25**	**440**	**52**	**12**	**40**	**23**	**25**	**440**	**13,022**	**20**	**46**	**20**	**15**	**444**
Gender																									
Male				24	2	8	9	38	7	29	6	25	439	24	8	38	29	25	439	6,722	20	45	20	15	444
Female				28	4	14	12	43	5	18	7	25	441	28	14	43	18	25	441	6,300	19	46	21	14	444
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						239	13	39	28	20	441
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						105	7	46	31	16	440
Asian				0										0						198	30	43	15	12	448
Black or African American				0										0						380	4	34	25	36	435
Native Hawaiian or Pacific Islander				0										0						17	18	53	12	18	445
White				47	6	13	18	38	11	23	12	26	440	47	13	38	23	26	440	11,907	20	46	20	14	444
Two or more races				3										3						176	17	44	23	16	443
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						378	6	29	26	38	435
Former LEP student - monitoring year 1				0										0						13	38	62	0	0	454
Former LEP student - monitoring year 2				0										0						17	29	41	18	12	448
All Other Students				52	6	12	21	40	12	23	13	25	440	52	12	40	23	25	440	12,614	20	46	20	14	444
IEP																									
Students with an IEP				6										6						2,071	4	23	27	45	432
All Other Students				46	6	13	21	46	11	24	8	17	442	46	13	46	24	17	442	10,951	22	50	19	9	446
SES																									
Economically Disadvantaged Students				34	2	6	12	35	9	26	11	32	437	34	6	35	26	32	437	6,497	11	42	25	22	440
All Other Students				18	4	22	9	50	3	17	2	11	446	18	22	50	17	11	446	6,525	28	49	15	7	448
Migrant																									
Migrant Students				0										0						8					
All Other Students				52	6	12	21	40	12	23	13	25	440	52	12	40	23	25	440	13,014	20	46	20	15	444
Title I																									
Students Receiving Title I Services				12	0	0	2	17	5	42	5	42	434	12	0	17	42	42	434	3,936	9	40	30	22	440
All Other Students				40	6	15	19	48	7	18	8	20	442	40	15	48	18	20	442	9,086	24	48	16	12	446
504 Plan																									
Students with a 504 Plan				0										0						284	13	51	23	13	443
All Other Students				52	6	12	21	40	12	23	13	25	440	52	12	40	23	25	440	12,738	20	46	20	15	444

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.