

# 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:** Wells Elementary School

**District:** Wells-Ogunquit CSD

**Code:** 1293-1848



# Fall 2012 - Beginning of Grade 4 NECAP Tests

## Grade 3 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Wells Elementary School
<b>District:</b>	Wells-Ogunquit CSD
<b>State:</b>	Maine
<b>Code:</b>	1293-1848

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	Mean Scaled Score
READING				78	19	24	39	50	12	15	8	10	448	78	24	50	15	10	448	13,017	17	52	20	11	445	
MATH				78	24	31	41	53	10	13	3	4	449	78	31	53	13	4	449	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

# Disaggregated Reading Results

<b>School:</b>	Wells Elementary School
<b>District:</b>	Wells-Ogunquit CSD
<b>State:</b>	Maine
<b>Code:</b>	1293-1848

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
<b>All Students</b>				78	19	24	39	50	12	15	8	10	448	78	24	50	15	10	448	13,017	17	52	20	11	445
<b>Gender</b>																									
Male				41	8	20	17	41	10	24	6	15	444	41	20	41	24	15	444	6,715	13	51	22	14	443
Female				37	11	30	22	59	2	5	2	5	452	37	30	59	5	5	452	6,302	20	53	18	8	447
Not Reported				0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				1										1						238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						105	6	54	25	15	441
Asian				1										1						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				75	17	23	38	51	12	16	8	11	447	75	23	51	16	11	447	11,908	17	53	20	10	445
Two or more races				1										1						177	15	51	21	12	444
No Race/Ethnicity Reported				0										0						0					
<b>LEP Status</b>																									
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				78	19	24	39	50	12	15	8	10	448	78	24	50	15	10	448	12,620	17	53	20	10	445
<b>IEP</b>																									
Students with an IEP				8										8						2,068	2	24	32	42	432
All Other Students				70	19	27	37	53	12	17	2	3	450	70	27	53	17	3	450	10,949	19	58	18	5	447
<b>SES</b>																									
Economically Disadvantaged Students				21	3	14	9	43	5	24	4	19	443	21	14	43	24	19	443	6,493	9	49	26	16	441
All Other Students				57	16	28	30	53	7	12	4	7	449	57	28	53	12	7	449	6,524	24	56	15	6	449
<b>Migrant</b>																									
Migrant Students				0										0						8					
All Other Students				78	19	24	39	50	12	15	8	10	448	78	24	50	15	10	448	13,009	17	52	20	11	445
<b>Title I</b>																									
Students Receiving Title I Services				13	0	0	5	38	4	31	4	31	434	13	0	38	31	31	434	3,932	8	45	30	16	441
All Other Students				65	19	29	34	52	8	12	4	6	450	65	29	52	12	6	450	9,085	20	55	16	9	447
<b>504 Plan</b>																									
Students with a 504 Plan				1										1						285	13	59	19	9	445
All Other Students				77	19	25	38	49	12	16	8	10	448	77	25	49	16	10	448	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: Wells Elementary School  
 District: Wells-Ogunquit CSD  
 State: Maine  
 Code: 1293-1848

#### 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.

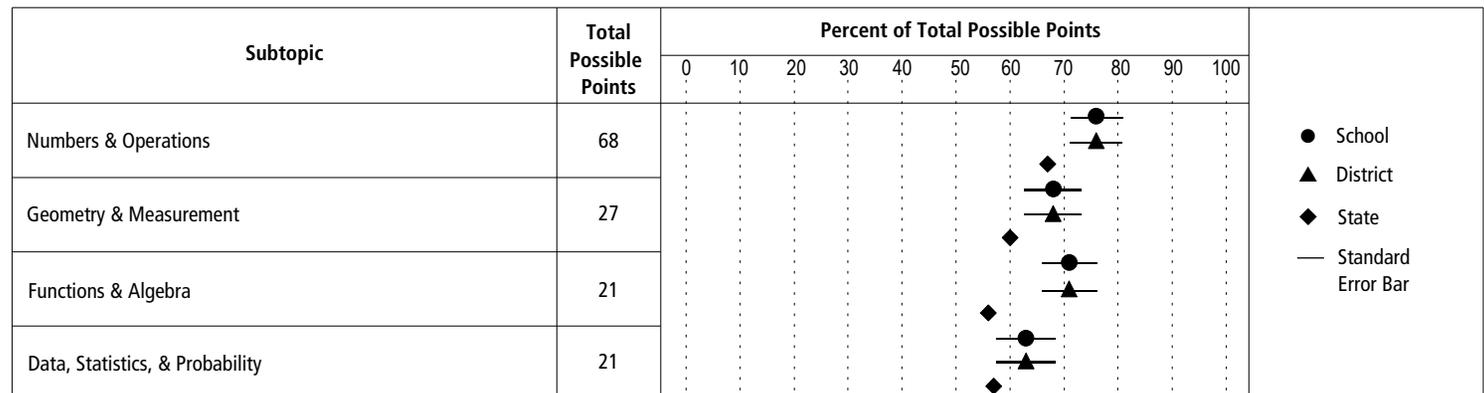
(Scaled Score 431–439)

#### 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	%	
<b>School</b>													
2010-11				100	35	35	46	46	15	15	4	4	450
2011-12				122	44	36	53	43	18	15	7	6	449
<b>2012-13</b>				<b>78</b>	<b>24</b>	<b>31</b>	<b>41</b>	<b>53</b>	<b>10</b>	<b>13</b>	<b>3</b>	<b>4</b>	<b>449</b>
Cumulative Total				300	103	34	140	47	43	14	14	5	449
<b>District</b>													
2010-11				100	35	35	46	46	15	15	4	4	450
2011-12				122	44	36	53	43	18	15	7	6	449
<b>2012-13</b>				<b>78</b>	<b>24</b>	<b>31</b>	<b>41</b>	<b>53</b>	<b>10</b>	<b>13</b>	<b>3</b>	<b>4</b>	<b>449</b>
Cumulative Total				300	103	34	140	47	43	14	14	5	449
<b>State</b>													
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
<b>2012-13</b>				<b>13,022</b>	<b>2,541</b>	<b>20</b>	<b>5,944</b>	<b>46</b>	<b>2,639</b>	<b>20</b>	<b>1,898</b>	<b>15</b>	<b>444</b>
Cumulative Total				39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





# Fall 2012 - Beginning of Grade 4 NECAP Tests

## Grade 3 Students in 2011-2012

# Disaggregated Mathematics Results

<b>School:</b>	Wells Elementary School
<b>District:</b>	Wells-Ogunquit CSD
<b>State:</b>	Maine
<b>Code:</b>	1293-1848

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>				78	24	31	41	53	10	13	3	4	449	78	31	53	13	4	449	13,022	20	46	20	15	444
<b>Gender</b>																									
Male				41	12	29	21	51	6	15	2	5	448	41	29	51	15	5	448	6,722	20	45	20	15	444
Female				37	12	32	20	54	4	11	1	3	451	37	32	54	11	3	451	6,300	19	46	21	14	444
Not Reported				0									0						0						
<b>Race/Ethnicity</b>																									
Hispanic or Latino				1									1						239	13	39	28	20	441	
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0						105	7	46	31	16	440	
Asian				1									1						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				75	23	31	39	52	10	13	3	4	449	75	31	52	13	4	449	11,907	20	46	20	14	444
Two or more races				1									1						176	17	44	23	16	443	
No Race/Ethnicity Reported				0									0						0						
<b>LEP Status</b>																									
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				78	24	31	41	53	10	13	3	4	449	78	31	53	13	4	449	12,614	20	46	20	14	444
<b>IEP</b>																									
Students with an IEP				8									8						2,071	4	23	27	45	432	
All Other Students				70	23	33	39	56	7	10	1	1	451	70	33	56	10	1	451	10,951	22	50	19	9	446
<b>SES</b>																									
Economically Disadvantaged Students				21	5	24	11	52	3	14	2	10	447	21	24	52	14	10	447	6,497	11	42	25	22	440
All Other Students				57	19	33	30	53	7	12	1	2	450	57	33	53	12	2	450	6,525	28	49	15	7	448
<b>Migrant</b>																									
Migrant Students				0									0						8						
All Other Students				78	24	31	41	53	10	13	3	4	449	78	31	53	13	4	449	13,014	20	46	20	15	444
<b>Title I</b>																									
Students Receiving Title I Services				13	0	0	6	46	5	38	2	15	438	13	0	46	38	15	438	3,936	9	40	30	22	440
All Other Students				65	24	37	35	54	5	8	1	2	452	65	37	54	8	2	452	9,086	24	48	16	12	446
<b>504 Plan</b>																									
Students with a 504 Plan				1									1						284	13	51	23	13	443	
All Other Students				77	24	31	40	52	10	13	3	4	450	77	31	52	13	4	450	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.