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 4 Students in 2011-2012

School Results

School: Raymond Elementary School

District: RSU 14

Code: 3162-1366

Fall 2012 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2011-2012
Grade Level Summary Report

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

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				43	7	16	24	56	11	26	1	2	547	226	7	58	28	7	543	13,086	15	56	21	7	546
MATH				43	11	26	15	35	6	14	11	26	544	226	13	47	18	22	542	13,103	17	45	19	19	543
WRITING				43	4	9	18	42	14	33	7	16	540	226	6	33	47	14	537	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 4 Students in 2011-2012

Reading Results

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

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 556–580)

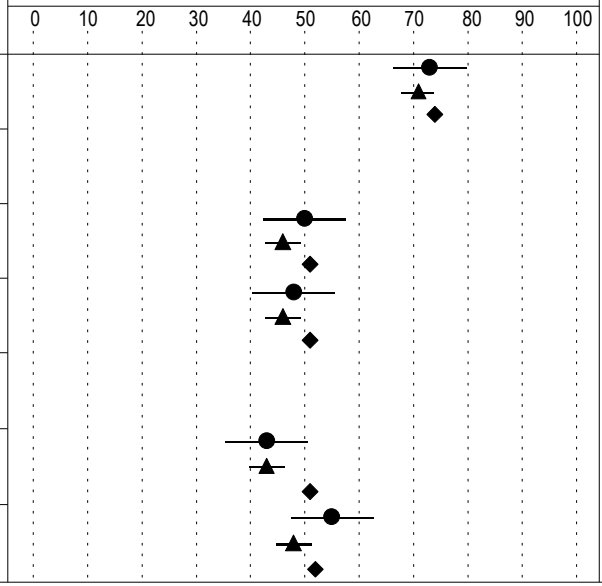
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
(Scaled Score 540–555)

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 530–539)

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 500–529)

	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	0	0	26	68	5	13	7	18	541
2011-12				57	7	12	32	56	17	30	1	2	545
2012-13				**43**	**7**	**16**	**24**	**56**	**11**	**26**	**1**	**2**	**547**
Cumulative Total				138	14	10	82	59	33	24	9	7	545
District													
2010-11				247	32	13	145	59	46	19	24	10	545
2011-12				249	18	7	146	59	65	26	20	8	543
2012-13				**226**	**16**	**7**	**130**	**58**	**64**	**28**	**16**	**7**	**543**
Cumulative Total				722	66	9	421	58	175	24	60	8	544
State													
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
2012-13				**13,086**	**2,028**	**15**	**7,320**	**56**	**2,773**	**21**	**965**	**7**	**546**
Cumulative Total				39,968	6,160	15	21,815	55	8,705	22	3,288	8	545

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	49
Informational	56
Level of Comprehension	
Initial Understanding	52
Analysis & Interpretation	53



Fall 2012 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2011-2012
Disaggregated Reading Results

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

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				**43**	**7**	**16**	**24**	**56**	**11**	**26**	**1**	**2**	**547**	**226**	**7**	**58**	**28**	**7**	**543**	**13,086**	**15**	**56**	**21**	**7**	**546**
Gender																									
Male				19	1	5	13	68	4	21	1	5	547	116	2	64	28	7	543	6,649	10	58	23	9	544
Female				24	6	25	11	46	7	29	0	0	548	110	13	51	29	7	544	6,437	21	54	19	6	548
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										2						236	13	50	26	11	544
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						110	3	47	36	14	540
Asian				0										1						186	30	52	16	3	551
Black or African American				0										1						378	6	43	30	21	539
Native Hawaiian or Pacific Islander				0										0						11	0	82	18	0	547
White				42	7	17	24	57	10	24	1	2	548	219	7	57	29	7	543	11,983	16	57	21	7	546
Two or more races				0										2						182	12	56	27	5	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										2						345	3	38	33	26	537
Former LEP student - monitoring year 1				0										1						25	44	52	4	0	554
Former LEP student - monitoring year 2				0										0						16	38	50	0	13	552
All Other Students				43	7	16	24	56	11	26	1	2	547	223	7	57	28	7	543	12,700	16	56	21	7	546
IEP																									
Students with an IEP				9										33	0	12	61	27	534	2,165	2	28	40	30	535
All Other Students				34	7	21	23	68	4	12	0	0	550	193	8	65	23	4	545	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students				18	2	11	7	39	8	44	1	6	543	84	4	46	36	14	540	6,629	8	53	28	11	543
All Other Students				25	5	20	17	68	3	12	0	0	551	142	9	64	24	3	545	6,457	23	59	15	3	549
Migrant																									
Migrant Students				0										0						3					
All Other Students				43	7	16	24	56	11	26	1	2	547	226	7	58	28	7	543	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services				12	0	0	5	42	6	50	1	8	539	48	0	33	50	17	536	3,550	8	49	33	11	542
All Other Students				31	7	23	19	61	5	16	0	0	551	178	9	64	22	4	545	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan				1										13	8	54	8	31	537	321	8	64	22	6	545
All Other Students				42	7	17	23	55	11	26	1	2	547	213	7	58	30	6	544	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 4 Students in 2011-2012
Mathematics Results

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

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)

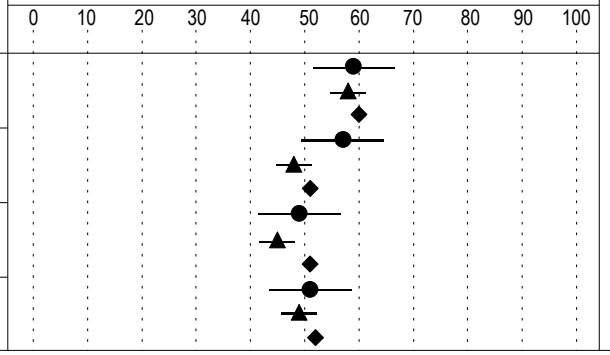
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. 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				38	8	21	16	42	9	24	5	13	545
2011-12				57	9	16	37	65	5	9	6	11	545
2012-13				**43**	**11**	**26**	**15**	**35**	**6**	**14**	**11**	**26**	**544**
Cumulative Total				138	28	20	68	49	20	14	22	16	545
District													
2010-11				247	48	19	119	48	44	18	36	15	545
2011-12				249	37	15	128	51	53	21	31	12	543
2012-13				**226**	**29**	**13**	**107**	**47**	**40**	**18**	**50**	**22**	**542**
Cumulative Total				722	114	16	354	49	137	19	117	16	543
State													
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
2012-13				**13,103**	**2,225**	**17**	**5,928**	**45**	**2,463**	**19**	**2,487**	**19**	**543**
Cumulative Total				40,067	6,525	16	18,516	46	7,569	19	7,457	19	543

Subtopic	Total Possible Points
Numbers & Operations	73
Geometry & Measurement	33
Functions & Algebra	31
Data, Statistics, & Probability	25



Fall 2012 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2011-2012
Disaggregated Mathematics Results

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

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				**43**	**11**	**26**	**15**	**35**	**6**	**14**	**11**	**26**	**544**	**226**	**13**	**47**	**18**	**22**	**542**	**13,103**	**17**	**45**	**19**	**19**	**543**
Gender																									
Male				19	6	32	7	37	1	5	5	26	546	116	13	50	15	22	543	6,660	17	45	18	20	543
Female				24	5	21	8	33	5	21	6	25	542	110	13	45	21	22	541	6,443	17	45	19	18	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										2						235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						111	5	39	23	32	538
Asian				0										1						190	31	41	16	12	548
Black or African American				0										1						387	6	23	26	45	534
Native Hawaiian or Pacific Islander				0										0						11	9	55	9	27	543
White				42	11	26	15	36	6	14	10	24	544	219	13	47	18	22	542	11,987	17	46	18	18	544
Two or more races				0										2						182	12	50	15	23	541
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										2						359	3	21	25	52	532
Former LEP student - monitoring year 1				0										1						24	50	42	0	8	551
Former LEP student - monitoring year 2				0										0						16	44	25	25	6	551
All Other Students				43	11	26	15	35	6	14	11	26	544	223	13	47	17	22	542	12,704	17	46	19	18	543
IEP																									
Students with an IEP				9										33	0	12	24	64	531	2,168	3	23	23	51	533
All Other Students				34	11	32	14	41	5	15	4	12	547	193	15	53	17	15	544	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students				18	2	11	4	22	2	11	10	56	538	84	5	32	23	40	537	6,646	8	41	23	28	539
All Other Students				25	9	36	11	44	4	16	1	4	548	142	18	56	15	11	545	6,457	26	49	15	10	547
Migrant																									
Migrant Students				0										0						3					
All Other Students				43	11	26	15	35	6	14	11	26	544	226	13	47	18	22	542	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services				12	0	0	2	17	2	17	8	67	532	48	0	21	23	56	532	3,561	6	36	27	31	538
All Other Students				31	11	35	13	42	4	13	3	10	548	178	16	54	16	13	545	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan				1										13	8	31	23	38	537	321	11	46	22	21	542
All Other Students				42	11	26	14	33	6	14	11	26	543	213	13	48	17	21	542	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 4 Students in 2011-2012

Writing Results

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

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)

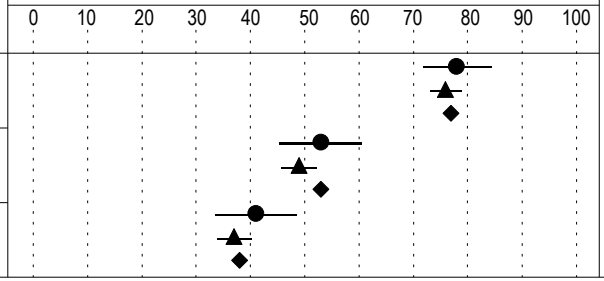
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures 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	%	N	%	
School													
2010-11				38	0	0	8	21	25	66	5	13	536
2011-12				57	0	0	10	18	37	65	10	18	534
2012-13				**43**	**4**	**9**	**18**	**42**	**14**	**33**	**7**	**16**	**540**
Cumulative Total				138	4	3	36	26	76	55	22	16	536
District													
2010-11				246	17	7	94	38	113	46	22	9	540
2011-12				249	9	4	56	22	137	55	47	19	535
2012-13				**226**	**14**	**6**	**74**	**33**	**106**	**47**	**32**	**14**	**537**
Cumulative Total				721	40	6	224	31	356	49	101	14	537
State													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
2012-13				**13,053**	**1,264**	**10**	**4,546**	**35**	**5,418**	**42**	**1,825**	**14**	**539**
Cumulative Total				39,883	3,172	8	13,827	35	17,789	45	5,095	13	539

Subtopic	Total Possible Points
Multiple Choice	10
Short Responses	12
Extended Response	12



Fall 2012 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2011-2012
Disaggregated Writing Results

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

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				**43**	**4**	**9**	**18**	**42**	**14**	**33**	**7**	**16**	**540**	**226**	**6**	**33**	**47**	**14**	**537**	**13,053**	**10**	**35**	**42**	**14**	**539**
Gender																									
Male				19	1	5	6	32	9	47	3	16	538	116	5	22	55	17	535	6,633	5	28	48	19	536
Female				24	3	13	12	50	5	21	4	17	542	110	7	44	38	11	540	6,420	15	42	34	9	542
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										2						235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						111	4	24	45	27	533
Asian				0										1						188	20	44	29	6	545
Black or African American				0										1						378	6	24	45	25	535
Native Hawaiian or Pacific Islander				0										0						11	9	55	27	9	541
White				42	4	10	18	43	14	33	6	14	540	219	6	31	48	14	537	11,948	10	35	41	14	539
Two or more races				0										2						182	10	30	41	19	538
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										2						343	4	22	47	27	534
Former LEP student - monitoring year 1				0										1						24	25	58	13	4	548
Former LEP student - monitoring year 2				0										0						16	13	56	25	6	544
All Other Students				43	4	9	18	42	14	33	7	16	540	223	6	33	47	14	537	12,670	10	35	41	14	539
IEP																									
Students with an IEP				9										33	0	0	58	42	526	2,155	1	9	44	46	528
All Other Students				34	4	12	18	53	11	32	1	3	544	193	7	38	45	9	539	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students				18	1	6	2	11	9	50	6	33	533	84	2	18	52	27	533	6,607	5	28	47	20	536
All Other Students				25	3	12	16	64	5	20	1	4	545	142	8	42	44	6	540	6,446	15	41	36	8	542
Migrant																									
Migrant Students				0										0						3					
All Other Students				43	4	9	18	42	14	33	7	16	540	226	6	33	47	14	537	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services				12	0	0	0	0	7	58	5	42	529	48	0	4	58	38	529	3,542	5	25	50	21	535
All Other Students				31	4	13	18	58	7	23	2	6	544	178	8	40	44	8	539	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan				1										13	8	8	69	15	534	320	4	31	51	14	537
All Other Students				42	4	10	18	43	13	31	7	17	540	213	6	34	46	14	537	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.