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 7
NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Ella Lewis School

District: RSU 24

Code: 3169-1409

Fall 2012 - Beginning of Grade 7 NECAP Tests
Grade 6 Students in 2011-2012
Grade Level Summary Report

School: Ella Lewis School
District: RSU 24
State: Maine
Code: 3169-1409

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				8										169	12	62	20	6	747	13,579	14	55	21	10	746
MATH				8										167	23	42	25	10	744	13,583	20	39	21	20	742
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 7 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Ella Lewis School
District: RSU 24
State: Maine
Code: 3169-1409

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 760–780)

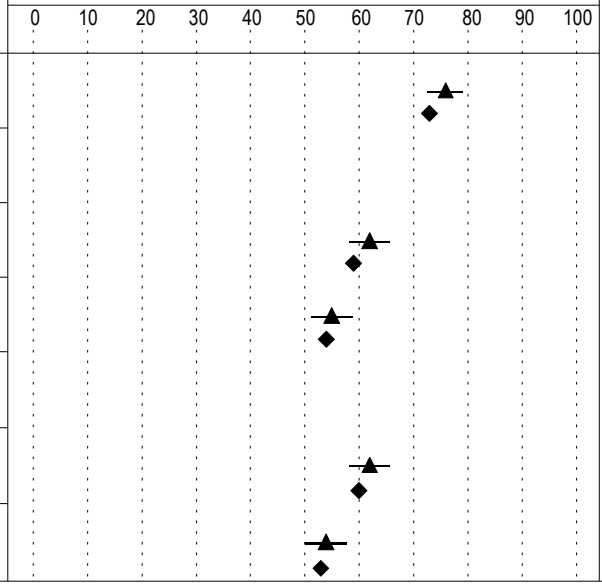
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
(Scaled Score 740–759)

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 729–739)

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 700–728)

	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				7									
2012-13				**8**									
Cumulative Total													
District													
2010-11				194	16	8	106	55	53	27	19	10	744
2011-12				170	10	6	117	69	33	19	10	6	746
2012-13				**169**	**20**	**12**	**105**	**62**	**34**	**20**	**10**	**6**	**747**
Cumulative Total				533	46	9	328	62	120	23	39	7	746
State													
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
2012-13				**13,579**	**1,968**	**14**	**7,413**	**55**	**2,877**	**21**	**1,321**	**10**	**746**
Cumulative Total				41,381	5,258	13	23,038	56	9,129	22	3,956	10	746

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 7 NECAP Tests
Grade 6 Students in 2011-2012
Disaggregated Reading Results

School: Ella Lewis School
District: RSU 24
State: Maine
Code: 3169-1409

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				**8**										**169**	**12**	**62**	**20**	**6**	**747**	**13,579**	**14**	**55**	**21**	**10**	**746**
Gender																									
Male				4										92	8	55	29	8	744	6,921	9	53	26	13	743
Female				4										77	17	70	9	4	751	6,658	21	56	17	7	749
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										3						201	11	55	23	11	745
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						108	8	54	24	14	743
Asian				0										1						201	21	58	11	10	749
Black or African American				0										0						391	7	39	26	28	738
Native Hawaiian or Pacific Islander				0										0						18	17	72	11	0	750
White				7										160	12	61	21	6	747	12,480	15	55	21	9	746
Two or more races				0										4						180	12	52	25	12	744
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										2						374	2	34	29	36	734
Former LEP student - monitoring year 1				0										1						38	16	79	5	0	753
Former LEP student - monitoring year 2				0										0						44	32	59	5	5	755
All Other Students				7										166	12	62	20	6	747	13,123	15	55	21	9	746
IEP																									
Students with an IEP				1										23	0	17	43	39	731	2,203	1	22	39	38	732
All Other Students				7										146	14	69	16	1	750	11,376	17	61	18	4	749
SES																									
Economically Disadvantaged Students				7										99	8	61	23	8	745	6,641	7	50	28	15	742
All Other Students				1										70	17	64	16	3	750	6,938	21	59	15	4	750
Migrant																									
Migrant Students				0										0						1					
All Other Students				8										169	12	62	20	6	747	13,578	14	55	21	10	746
Title I																									
Students Receiving Title I Services				1										27	0	56	41	4	742	2,446	8	48	31	13	742
All Other Students				7										142	14	63	16	6	748	11,133	16	56	19	9	747
504 Plan																									
Students with a 504 Plan				0										9						451	10	54	30	7	745
All Other Students				8										160	13	63	19	6	747	13,128	15	55	21	10	746

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 7 NECAP Tests
Grade 6 Students in 2011-2012
Mathematics Results

School: Ella Lewis School
District: RSU 24
State: Maine
Code: 3169-1409

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 752–780)

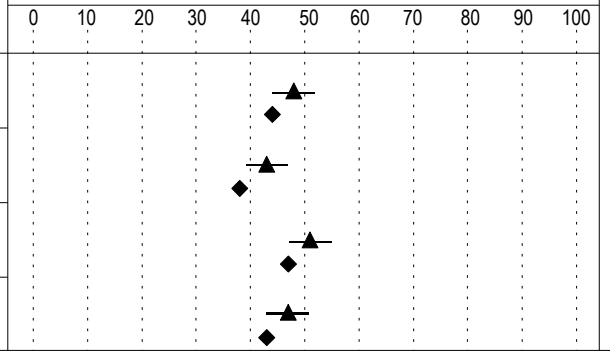
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 740–751)

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 734–739)

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 700–733)

	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				6									
2012-13				**8**									
Cumulative Total													
District													
2010-11				194	33	17	89	46	38	20	34	18	743
2011-12				170	43	25	66	39	34	20	27	16	743
2012-13				**167**	**38**	**23**	**70**	**42**	**42**	**25**	**17**	**10**	**744**
Cumulative Total				531	114	21	225	42	114	21	78	15	743
State													
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13				**13,583**	**2,674**	**20**	**5,310**	**39**	**2,862**	**21**	**2,737**	**20**	**742**
Cumulative Total				41,447	7,853	19	16,704	40	8,522	21	8,368	20	742

Subtopic	Total Possible Points
Numbers & Operations	47
Geometry & Measurement	41
Functions & Algebra	49
Data, Statistics, & Probability	25



Fall 2012 - Beginning of Grade 7 NECAP Tests
Grade 6 Students in 2011-2012
Disaggregated Mathematics Results

School: Ella Lewis School
District: RSU 24
State: Maine
Code: 3169-1409

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				**8**										**167**	**23**	**42**	**25**	**10**	**744**	**13,583**	**20**	**39**	**21**	**20**	**742**
Gender																									
Male				4										91	24	41	23	12	744	6,922	20	38	21	21	742
Female				4										76	21	43	28	8	744	6,661	19	40	21	19	742
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										3						206	11	34	26	29	738
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						108	13	35	28	24	740
Asian				0										1						202	35	34	18	13	746
Black or African American				0										0						398	4	25	25	46	733
Native Hawaiian or Pacific Islander				0										0						18	22	56	17	6	748
White				7										158	23	41	25	11	744	12,472	20	40	21	19	742
Two or more races				0										4						179	16	44	17	23	741
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										2						387	3	21	24	52	731
Former LEP student - monitoring year 1				0										1						38	26	53	18	3	748
Former LEP student - monitoring year 2				0										0						44	36	45	14	5	749
All Other Students				7										164	23	42	25	10	744	13,114	20	40	21	19	742
IEP																									
Students with an IEP				1										21	0	19	29	52	730	2,198	3	14	21	62	730
All Other Students				7										146	26	45	25	4	746	11,385	23	44	21	12	744
SES																									
Economically Disadvantaged Students				7										98	14	48	23	14	742	6,647	10	35	25	30	738
All Other Students				1										69	35	33	28	4	747	6,936	29	43	17	11	746
Migrant																									
Migrant Students				0										0						1					
All Other Students				8										167	23	42	25	10	744	13,582	20	39	21	20	742
Title I																									
Students Receiving Title I Services				1										27	4	37	48	11	739	2,448	9	34	29	28	738
All Other Students				7										140	26	43	21	10	745	11,135	22	40	19	18	743
504 Plan																									
Students with a 504 Plan				0										9						451	18	41	25	16	743
All Other Students				8										158	23	42	25	9	744	13,132	20	39	21	20	742

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.