About The New England Common Assessment Program

This report highlights results from the Fall 2010 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 2010
Beginning of Grade 4
NECAP Tests

Grade 3 Students in 2009-2010

School Results

School: Downeast School

District: Bangor School Department

Code: 1011-1161

Fall 2010 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2009-2010
Grade Level Summary Report

School: Downeast School
District: Bangor School Department
State: Maine
Code: 1011-1161

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				64	4	6	33	52	21	33	6	9	443	268	24	49	18	9	447	13,375	18	50	22	11	445
MATH				64	6	9	28	44	15	23	15	23	439	268	26	43	19	13	445	13,416	15	45	24	16	443
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 2010 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2009-2010
Reading Results

School: Downeast School
District: Bangor School Department
State: Maine
Code: 1011-1161

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.

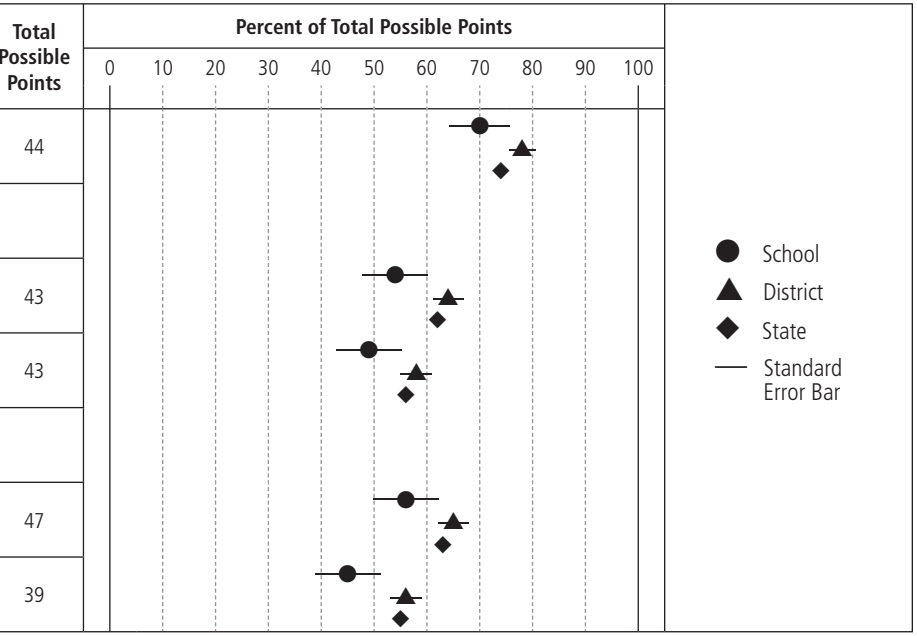
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth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

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.

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.

	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													
2008-09													
2009-10				56	6	11	31	55	16	29	3	5	444
2010-11				**64**	**4**	**6**	**33**	**52**	**21**	**33**	**6**	**9**	**443**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				244	44	18	130	53	49	20	21	9	446
2010-11				**268**	**64**	**24**	**130**	**49**	**49**	**18**	**25**	**9**	**447**
Cumulative Total													
STATE													
2008-09													
2009-10				13,461	1,973	15	7,047	52	2,870	21	1,571	12	444
2010-11				**13,375**	**2,347**	**18**	**6,660**	**50**	**2,903**	**22**	**1,465**	**11**	**445**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	44
Type of Text	
Literary	43
Informational	43
Level of Comprehension	
Initial Understanding	47
Analysis & Interpretation	39



Fall 2010 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2009-2010
Disaggregated Reading Results

School: Downeast School
District: Bangor School Department
State: Maine
Code: 1011-1161

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				**64**	**4**	**6**	**33**	**52**	**21**	**33**	**6**	**9**	**443**	**268**	**24**	**49**	**18**	**9**	**447**	**13,375**	**18**	**50**	**22**	**11**	**445**
Gender																									
Male				36	2	6	18	50	13	36	3	8	442	140	19	48	22	11	445	6,903	14	49	24	13	444
Female				28	2	7	15	54	8	29	3	11	443	128	29	49	14	8	450	6,472	21	51	20	9	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										7						212	11	43	28	17	442
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										5						157	13	49	23	15	443
Asian				1										5						215	19	47	22	12	446
Black or African American				1										7						357	6	34	28	31	437
Native Hawaiian or Pacific Islander				0										0						11	64	18	18	0	455
White				57	3	5	28	49	20	35	6	11	442	244	25	47	19	9	448	12,318	18	50	21	10	446
Two or more races				0										0						105	12	56	19	12	444
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										5						396	5	36	29	30	437
Former LEP student - monitoring year 1				0										0						12	42	58	0	0	458
Former LEP student - monitoring year 2				0										0						8					
All Other Students				63	4	6	32	51	21	33	6	10	442	263	24	48	18	10	447	12,959	18	50	22	10	446
IEP																									
Students with an IEP				14	0	0	2	14	8	57	4	29	434	48	8	23	33	35	434	2,043	3	23	33	41	433
All Other Students				50	4	8	31	62	13	26	2	4	445	220	27	54	15	4	450	11,332	20	55	20	6	448
SES																									
Economically Disadvantaged Students				53	1	2	31	58	16	30	5	9	442	130	11	50	27	12	443	6,076	10	46	28	17	442
All Other Students				11	3	27	2	18	5	45	1	9	445	138	36	47	10	7	452	7,299	24	53	17	6	449
Migrant																									
Migrant Students				0										0						5					
All Other Students				64	4	6	33	52	21	33	6	9	443	268	24	49	18	9	447	13,370	18	50	22	11	445
Title I																									
Students Receiving Title I Services				25	0	0	11	44	11	44	3	12	440	51	0	47	39	14	440	2,491	4	37	40	20	438
All Other Students				39	4	10	22	56	10	26	3	8	444	217	29	49	13	8	449	10,884	21	53	18	9	447
504 Plan																									
Students with a 504 Plan				8										19	5	53	37	5	443	213	7	55	31	8	443
All Other Students				56	4	7	28	50	19	34	5	9	443	249	25	48	17	10	448	13,162	18	50	22	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 2010 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2009-2010
Mathematics Results

School: Downeast School
District: Bangor School Department
State: Maine
Code: 1011-1161

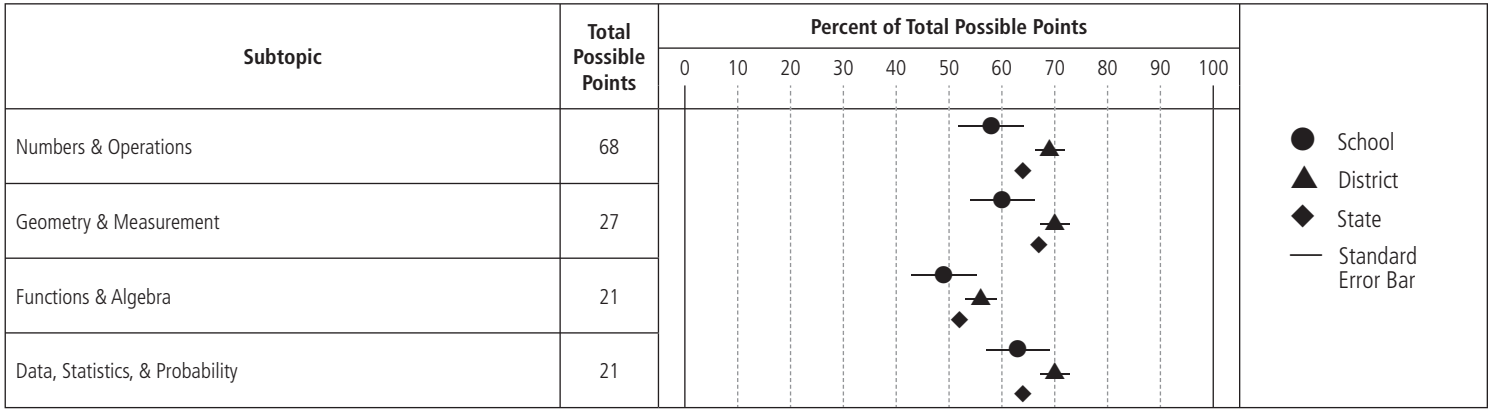
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

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.

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.

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.

	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													
2008-09													
2009-10				56	5	9	31	55	16	29	4	7	444
2010-11				**64**	**6**	**9**	**28**	**44**	**15**	**23**	**15**	**23**	**439**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				244	47	19	121	50	53	22	23	9	445
2010-11				**268**	**69**	**26**	**114**	**43**	**50**	**19**	**35**	**13**	**445**
Cumulative Total													
STATE													
2008-09													
2009-10				13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2010-11				**13,416**	**2,032**	**15**	**6,041**	**45**	**3,241**	**24**	**2,102**	**16**	**443**
Cumulative Total													



Fall 2010 - Beginning of Grade 4 NECAP Tests
Grade 3 Students in 2009-2010
Disaggregated Mathematics Results

School: Downeast School
District: Bangor School Department
State: Maine
Code: 1011-1161

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				**64**	**6**	**9**	**28**	**44**	**15**	**23**	**15**	**23**	**439**	**268**	**26**	**43**	**19**	**13**	**445**	**13,416**	**15**	**45**	**24**	**16**	**443**
Gender																									
Male				36	4	11	16	44	8	22	8	22	439	140	27	43	17	13	446	6,924	17	44	23	16	443
Female				28	2	7	12	43	7	25	7	25	440	128	24	42	20	13	445	6,492	14	46	25	15	442
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										7						217	6	42	25	26	439
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										5						159	19	36	25	19	442
Asian				1										5						216	16	48	22	14	444
Black or African American				1										7						384	4	27	26	43	433
Native Hawaiian or Pacific Islander				0										0						11	27	36	36	0	448
White				57	6	11	23	40	14	25	14	25	439	244	28	41	18	13	446	12,324	16	46	24	15	443
Two or more races				0										0						105	14	44	24	18	442
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										5						439	4	30	24	42	434
Former LEP student - monitoring year 1				0										0						12	42	42	17	0	456
Former LEP student - monitoring year 2				0										0						8					
All Other Students				63	6	10	27	43	15	24	15	24	439	263	26	42	19	13	445	12,957	15	46	24	15	443
IEP																									
Students with an IEP				14	0	0	3	21	1	7	10	71	427	48	8	31	15	46	434	2,045	4	25	27	44	433
All Other Students				50	6	12	25	50	14	28	5	10	443	220	30	45	20	6	448	11,371	17	49	24	11	445
SES																									
Economically Disadvantaged Students				53	3	6	24	45	14	26	12	23	439	130	13	41	26	20	440	6,108	8	40	29	24	439
All Other Students				11	3	27	4	36	1	9	3	27	443	138	38	44	12	7	450	7,308	21	50	20	9	446
Migrant																									
Migrant Students				0										0						5					
All Other Students				64	6	9	28	44	15	23	15	23	439	268	26	43	19	13	445	13,411	15	45	24	16	443
Title I																									
Students Receiving Title I Services				25	0	0	11	44	7	28	7	28	437	51	6	43	27	24	438	2,505	4	32	36	29	436
All Other Students				39	6	15	17	44	8	21	8	21	441	217	30	42	17	11	447	10,911	18	48	21	13	444
504 Plan																									
Students with a 504 Plan				8										19	5	42	42	11	441	212	8	47	29	17	441
All Other Students				56	6	11	25	45	11	20	14	25	440	249	27	43	17	13	446	13,204	15	45	24	16	443

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.