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 5
NECAP Tests

Grade 4 Students in 2009-2010

School Results

School: Village Elementary School-Gorh

District: Gorham School Department

Code: 1065-1251

Fall 2010 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2009-2010
Grade Level Summary Report

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

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				185	33	18	116	63	24	13	12	6	547	185	18	63	13	6	547	13,460	15	55	21	8	545
MATH				185	44	24	104	56	25	14	12	6	547	185	24	56	14	6	547	13,524	15	45	20	19	543
WRITING				183	24	13	89	49	58	32	12	7	544	183	13	49	32	7	544	13,435	8	35	47	10	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 2010 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2009-2010
Reading Results

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

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.

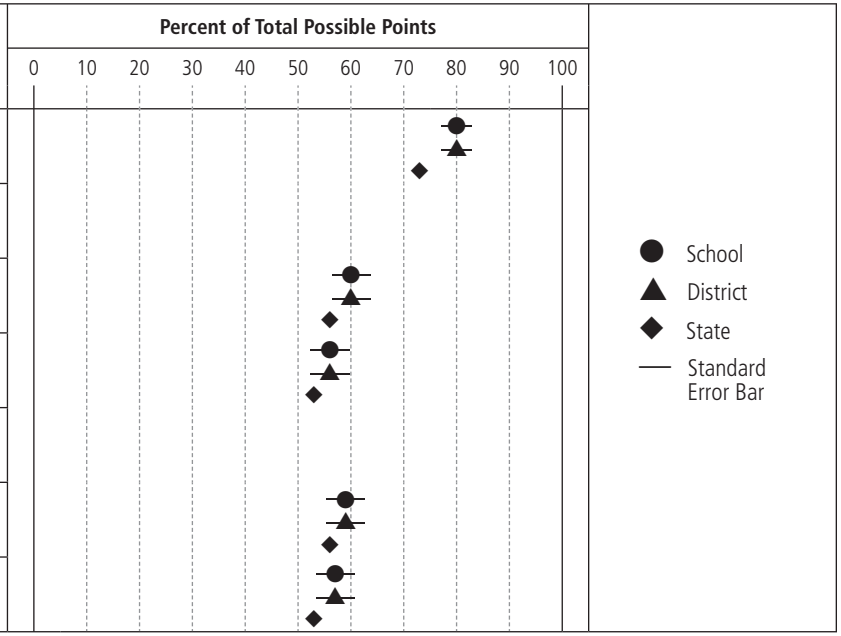
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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				207	34	16	122	59	38	18	13	6	547
2010-11				**185**	**33**	**18**	**116**	**63**	**24**	**13**	**12**	**6**	**547**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				207	34	16	122	59	38	18	13	6	547
2010-11				**185**	**33**	**18**	**116**	**63**	**24**	**13**	**12**	**6**	**547**
Cumulative Total													
STATE													
2008-09													
2009-10				13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11				**13,460**	**2,072**	**15**	**7,399**	**55**	**2,860**	**21**	**1,129**	**8**	**545**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	24
Type of Text	
Literary	57
Informational	49
Level of Comprehension	
Initial Understanding	54
Analysis & Interpretation	52



Fall 2010 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2009-2010
Disaggregated Reading Results

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

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				**185**	**33**	**18**	**116**	**63**	**24**	**13**	**12**	**6**	**547**	**185**	**18**	**63**	**13**	**6**	**547**	**13,460**	**15**	**55**	**21**	**8**	**545**
Gender																									
Male				96	13	14	55	57	19	20	9	9	546	96	14	57	20	9	546	6,873	11	55	24	11	543
Female				89	20	22	61	69	5	6	3	3	549	89	22	69	6	3	549	6,587	20	55	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						171	14	51	25	10	544
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						132	12	54	23	11	544
Asian				3										3						165	18	48	21	13	545
Black or African American				3										3						377	7	40	27	26	538
Native Hawaiian or Pacific Islander				0										0						16	13	75	6	6	545
White				177	32	18	112	63	22	12	11	6	547	177	18	63	12	6	547	12,494	16	56	21	8	545
Two or more races				0										0						105	17	50	22	10	544
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						359	5	37	29	29	537
Former LEP student - monitoring year 1				1										1						17	29	65	6	0	551
Former LEP student - monitoring year 2				1										1						7					
All Other Students				183	33	18	115	63	23	13	12	7	547	183	18	63	13	7	547	13,077	16	55	21	8	545
IEP																									
Students with an IEP				18	0	0	3	17	7	39	8	44	534	18	0	17	39	44	534	2,240	2	28	38	33	534
All Other Students				167	33	20	113	68	17	10	4	2	549	167	20	68	10	2	549	11,220	18	60	18	4	547
SES																									
Economically Disadvantaged Students				40	3	8	23	58	9	23	5	13	542	40	8	58	23	13	542	6,053	8	51	28	13	542
All Other Students				145	30	21	93	64	15	10	7	5	549	145	21	64	10	5	549	7,407	21	58	16	4	548
Migrant																									
Migrant Students				0										0						3					
All Other Students				185	33	18	116	63	24	13	12	6	547	185	18	63	13	6	547	13,457	15	55	21	8	545
Title I																									
Students Receiving Title I Services				37	3	8	19	51	9	24	6	16	541	37	8	51	24	16	541	2,208	3	44	39	14	539
All Other Students				148	30	20	97	66	15	10	6	4	549	148	20	66	10	4	549	11,252	18	57	18	7	546
504 Plan																									
Students with a 504 Plan				0										0						239	10	59	23	8	544
All Other Students				185	33	18	116	63	24	13	12	6	547	185	18	63	13	6	547	13,221	15	55	21	8	545

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 5 NECAP Tests
Grade 4 Students in 2009-2010
Mathematics Results

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

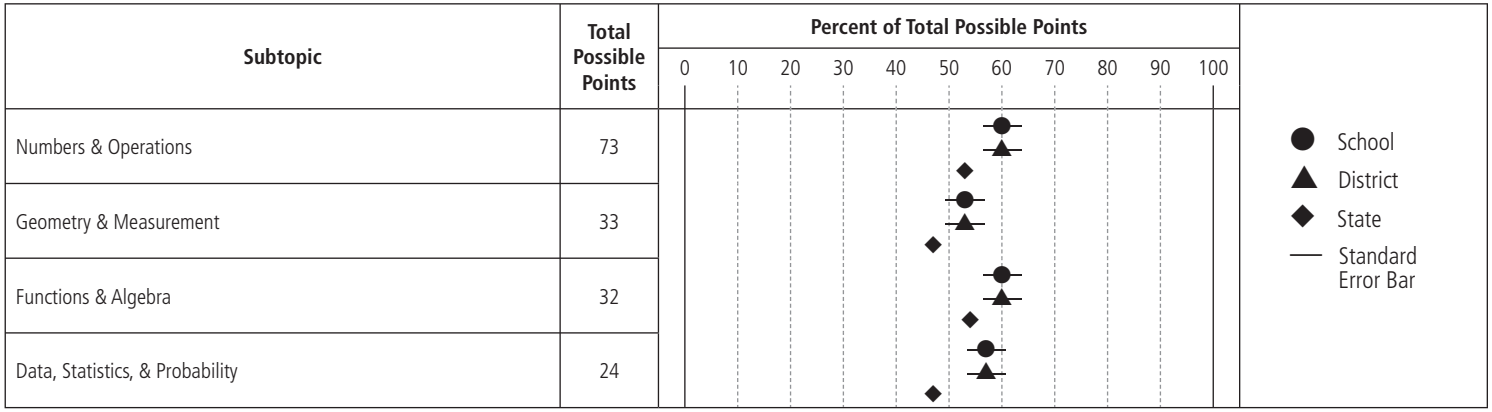
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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				208	47	23	101	49	29	14	31	15	545
2010-11				**185**	**44**	**24**	**104**	**56**	**25**	**14**	**12**	**6**	**547**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				208	47	23	101	49	29	14	31	15	545
2010-11				**185**	**44**	**24**	**104**	**56**	**25**	**14**	**12**	**6**	**547**
Cumulative Total													
STATE													
2008-09													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				**13,524**	**2,093**	**15**	**6,150**	**45**	**2,667**	**20**	**2,614**	**19**	**543**
Cumulative Total													



Fall 2010 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2009-2010
Disaggregated Mathematics Results

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

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				**185**	**44**	**24**	**104**	**56**	**25**	**14**	**12**	**6**	**547**	**185**	**24**	**56**	**14**	**6**	**547**	**13,524**	**15**	**45**	**20**	**19**	**543**
Gender																									
Male				96	24	25	49	51	14	15	9	9	547	96	25	51	15	9	547	6,910	16	45	20	19	543
Female				89	20	22	55	62	11	12	3	3	548	89	22	62	12	3	548	6,614	15	46	20	20	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						174	6	42	26	26	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						133	18	43	18	21	542
Asian				3										3						174	21	39	17	24	543
Black or African American				3										3						407	4	28	21	47	533
Native Hawaiian or Pacific Islander				0										0						16	19	38	25	19	542
White				177	42	24	99	56	25	14	11	6	547	177	24	56	14	6	547	12,514	16	46	20	18	543
Two or more races				0										0						106	14	40	21	25	541
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						415	5	26	22	47	532
Former LEP student - monitoring year 1				1										1						17	35	53	12	0	550
Former LEP student - monitoring year 2				1										1						7					
All Other Students				183	43	23	103	56	25	14	12	7	547	183	23	56	14	7	547	13,085	16	46	20	18	543
IEP																									
Students with an IEP				18	1	6	5	28	4	22	8	44	535	18	6	28	22	44	535	2,249	3	23	26	48	534
All Other Students				167	43	26	99	59	21	13	4	2	549	167	26	59	13	2	549	11,275	18	50	19	14	545
SES																									
Economically Disadvantaged Students				40	6	15	22	55	7	18	5	13	544	40	15	55	18	13	544	6,105	8	39	25	28	539
All Other Students				145	38	26	82	57	18	12	7	5	548	145	26	57	12	5	548	7,419	22	51	15	12	546
Migrant																									
Migrant Students				0										0						3					
All Other Students				185	44	24	104	56	25	14	12	6	547	185	24	56	14	6	547	13,521	15	45	20	19	543
Title I																									
Students Receiving Title I Services				37	1	3	22	59	10	27	4	11	541	37	3	59	27	11	541	2,226	3	30	30	37	536
All Other Students				148	43	29	82	55	15	10	8	5	549	148	29	55	10	5	549	11,298	18	49	18	16	544
504 Plan																									
Students with a 504 Plan				0										0						239	15	43	23	19	543
All Other Students				185	44	24	104	56	25	14	12	6	547	185	24	56	14	6	547	13,285	15	46	20	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 2010 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2009-2010
Writing Results

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

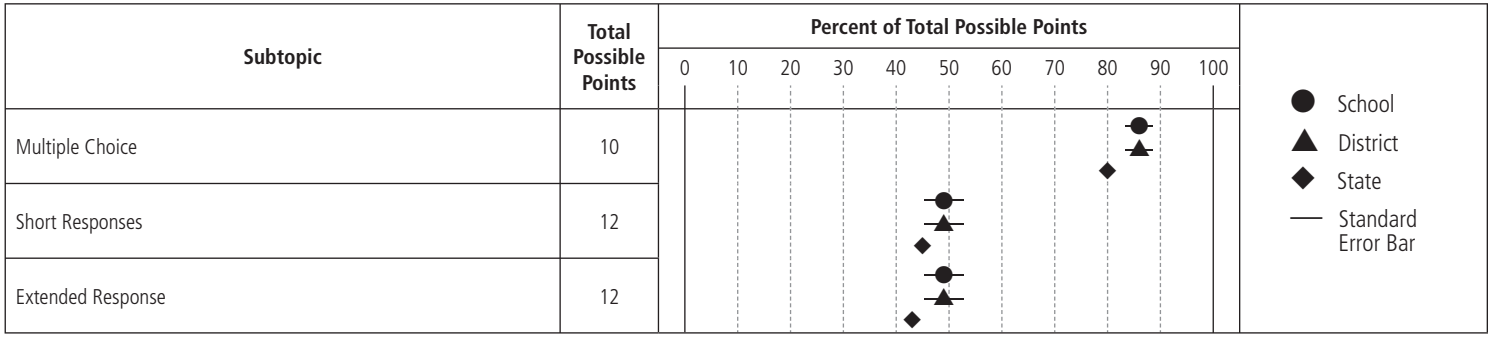
Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

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.

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.

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.

	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													
2010-11				**183**	**24**	**13**	**89**	**49**	**58**	**32**	**12**	**7**	**544**
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11				**183**	**24**	**13**	**89**	**49**	**58**	**32**	**12**	**7**	**544**
Cumulative Total													
STATE													
2008-09													
2009-10													
2010-11				**13,435**	**1,137**	**8**	**4,644**	**35**	**6,302**	**47**	**1,352**	**10**	**539**
Cumulative Total													



No historical data is available for 2009-10 because a pilot test was administered to field-test new writing items for future writing tests.

Fall 2010 - Beginning of Grade 5 NECAP Tests
Grade 4 Students in 2009-2010
Disaggregated Writing Results

School: Village Elementary School-Gorh
District: Gorham School Department
State: Maine
Code: 1065-1251

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				**183**	**24**	**13**	**89**	**49**	**58**	**32**	**12**	**7**	**544**	**183**	**13**	**49**	**32**	**7**	**544**	**13,435**	**8**	**35**	**47**	**10**	**539**
Gender																									
Male				95	5	5	41	43	39	41	10	11	540	95	5	43	41	11	540	6,855	4	27	54	14	537
Female				88	19	22	48	55	19	22	2	2	548	88	22	55	22	2	548	6,580	13	42	39	6	542
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						169	4	36	48	12	538
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						132	8	35	45	11	539
Asian				3										3						166	12	34	41	13	540
Black or African American				3										3						378	4	24	46	26	534
Native Hawaiian or Pacific Islander				0										0						16	13	38	44	6	541
White				175	24	14	84	48	55	31	12	7	544	175	14	48	31	7	544	12,469	9	35	47	9	540
Two or more races				0										0						105	8	23	53	16	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						359	3	23	45	29	533
Former LEP student - monitoring year 1				1										1						17	12	41	47	0	544
Former LEP student - monitoring year 2				1										1						7					
All Other Students				181	24	13	87	48	58	32	12	7	544	181	13	48	32	7	544	13,052	9	35	47	10	540
IEP																									
Students with an IEP				18	0	0	0	0	10	56	8	44	528	18	0	0	56	44	528	2,232	<1	9	57	34	530
All Other Students				165	24	15	89	54	48	29	4	2	545	165	15	54	29	2	545	11,203	10	40	45	5	541
SES																									
Economically Disadvantaged Students				40	2	5	18	45	17	43	3	8	541	40	5	45	43	8	541	6,037	4	27	54	16	536
All Other Students				143	22	15	71	50	41	29	9	6	545	143	15	50	29	6	545	7,398	12	40	41	6	542
Migrant																									
Migrant Students				0										0						3					
All Other Students				183	24	13	89	49	58	32	12	7	544	183	13	49	32	7	544	13,432	8	35	47	10	539
Title I																									
Students Receiving Title I Services				36	1	3	16	44	14	39	5	14	538	36	3	44	39	14	538	2,201	2	22	61	16	535
All Other Students				147	23	16	73	50	44	30	7	5	545	147	16	50	30	5	545	11,234	10	37	44	9	540
504 Plan																									
Students with a 504 Plan				0										0						239	4	26	60	10	537
All Other Students				183	24	13	89	49	58	32	12	7	544	183	13	49	32	7	544	13,196	9	35	47	10	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.