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 3
NECAP Tests

Grade 2 Students in 2009-2010

School Results

School: Jay Elementary School

District: Jay School Department

Code: 1080-1269

Fall 2010 - Beginning of Grade 3 NECAP Tests
Grade 2 Students in 2009-2010
Grade Level Summary Report

School: Jay Elementary School
District: Jay School Department
State: Maine
Code: 1080-1269

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				56	5	9	27	48	22	39	2	4	342	56	9	48	39	4	342	13,068	11	58	19	11	345
MATH				56	7	13	23	41	21	38	5	9	342	56	13	41	38	9	342	13,121	16	45	24	15	343
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 3 NECAP Tests
Grade 2 Students in 2009-2010
Reading Results

School: Jay Elementary School
District: Jay School Department
State: Maine
Code: 1080-1269

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.

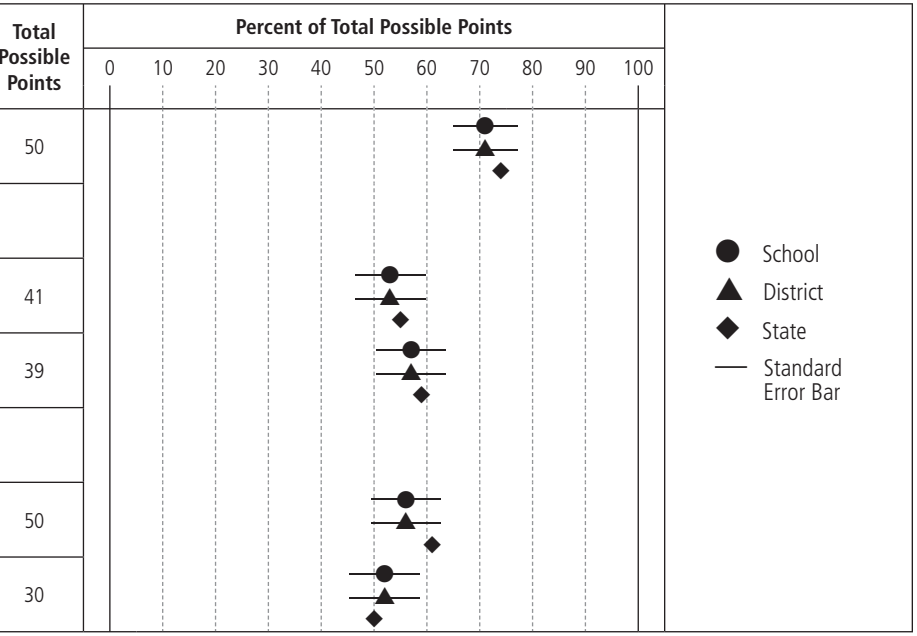
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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				51	6	12	28	55	13	25	4	8	344
2010-11				**56**	**5**	**9**	**27**	**48**	**22**	**39**	**2**	**4**	**342**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				51	6	12	28	55	13	25	4	8	344
2010-11				**56**	**5**	**9**	**27**	**48**	**22**	**39**	**2**	**4**	**342**
Cumulative Total													
STATE													
2008-09													
2009-10				13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11				**13,068**	**1,500**	**11**	**7,635**	**58**	**2,515**	**19**	**1,418**	**11**	**345**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	50
Type of Text	
Literary	41
Informational	39
Level of Comprehension	
Initial Understanding	50
Analysis & Interpretation	30



Fall 2010 - Beginning of Grade 3 NECAP Tests
Grade 2 Students in 2009-2010
Disaggregated Reading Results

School: Jay Elementary School
District: Jay School Department
State: Maine
Code: 1080-1269

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				**56**	**5**	**9**	**27**	**48**	**22**	**39**	**2**	**4**	**342**	**56**	**9**	**48**	**39**	**4**	**342**	**13,068**	**11**	**58**	**19**	**11**	**345**
Gender																									
Male				32	4	13	15	47	11	34	2	6	343	32	13	47	34	6	343	6,636	8	58	21	13	343
Female				24	1	4	12	50	11	46	0	0	342	24	4	50	46	0	342	6,432	15	59	17	9	346
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						197	8	52	23	16	342
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						144	15	51	24	10	345
Asian				0										0						173	19	51	21	9	347
Black or African American				1										1						394	4	39	27	30	336
Native Hawaiian or Pacific Islander				0										0						13	8	46	46	0	343
White				54	5	9	25	46	22	41	2	4	342	54	9	46	41	4	342	12,025	12	59	19	10	345
Two or more races				0										0						122	6	60	21	13	342
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						364	4	35	33	28	336
Former LEP student - monitoring year 1				0										0						2					
Former LEP student - monitoring year 2				0										0						0					
All Other Students				56	5	9	27	48	22	39	2	4	342	56	9	48	39	4	342	12,702	12	59	19	10	345
IEP																									
Students with an IEP				13	0	0	4	31	8	62	1	8	337	13	0	31	62	8	337	1,934	2	30	30	38	334
All Other Students				43	5	12	23	53	14	33	1	2	344	43	12	53	33	2	344	11,134	13	63	17	6	347
SES																									
Economically Disadvantaged Students				29	0	0	14	48	14	48	1	3	340	29	0	48	48	3	340	6,047	6	52	25	17	341
All Other Students				27	5	19	13	48	8	30	1	4	345	27	19	48	30	4	345	7,021	16	64	14	6	348
Migrant																									
Migrant Students				0										0						2					
All Other Students				56	5	9	27	48	22	39	2	4	342	56	9	48	39	4	342	13,066	11	58	19	11	345
Title I																									
Students Receiving Title I Services				0										0						2,635	2	42	33	23	337
All Other Students				56	5	9	27	48	22	39	2	4	342	56	9	48	39	4	342	10,433	14	63	16	8	347
504 Plan																									
Students with a 504 Plan				0										0						169	12	61	20	7	345
All Other Students				56	5	9	27	48	22	39	2	4	342	56	9	48	39	4	342	12,899	11	58	19	11	345

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 3 NECAP Tests
Grade 2 Students in 2009-2010
Mathematics Results

School: Jay Elementary School
District: Jay School Department
State: Maine
Code: 1080-1269

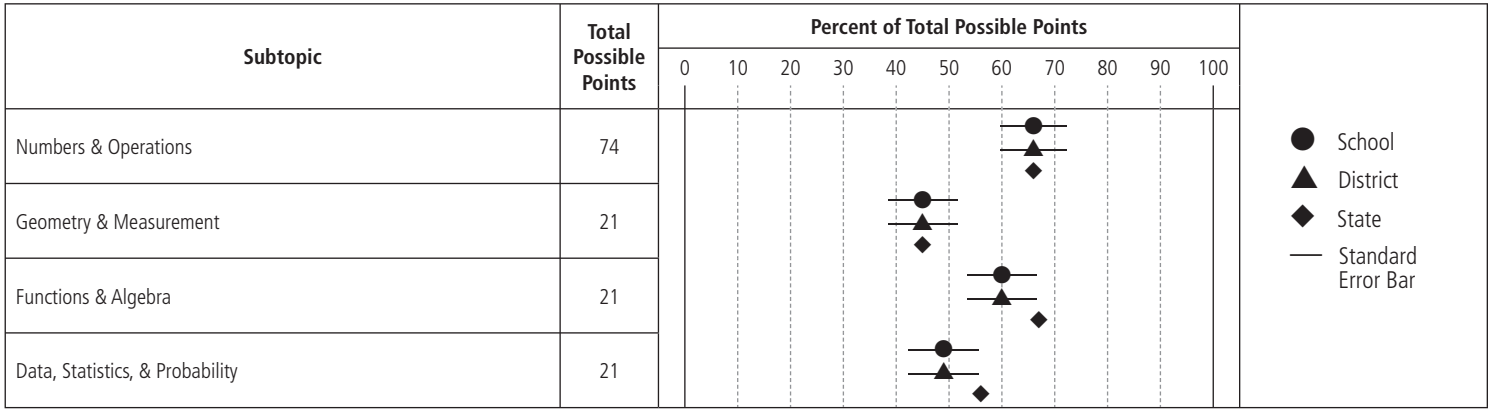
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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				51	6	12	29	57	13	25	3	6	344
2010-11				**56**	**7**	**13**	**23**	**41**	**21**	**38**	**5**	**9**	**342**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				51	6	12	29	57	13	25	3	6	344
2010-11				**56**	**7**	**13**	**23**	**41**	**21**	**38**	**5**	**9**	**342**
Cumulative Total													
STATE													
2008-09													
2009-10				13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11				**13,121**	**2,108**	**16**	**5,962**	**45**	**3,100**	**24**	**1,951**	**15**	**343**
Cumulative Total													



Fall 2010 - Beginning of Grade 3 NECAP Tests
Grade 2 Students in 2009-2010
Disaggregated Mathematics Results

School: Jay Elementary School
District: Jay School Department
State: Maine
Code: 1080-1269

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				**56**	**7**	**13**	**23**	**41**	**21**	**38**	**5**	**9**	**342**	**56**	**13**	**41**	**38**	**9**	**342**	**13,121**	**16**	**45**	**24**	**15**	**343**
Gender																									
Male				32	4	13	16	50	9	28	3	9	343	32	13	50	28	9	343	6,667	17	47	22	14	343
Female				24	3	13	7	29	12	50	2	8	341	24	13	29	50	8	341	6,454	15	44	25	16	342
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						201	12	37	27	24	339
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						145	17	43	26	15	342
Asian				0										0						181	19	45	25	12	344
Black or African American				1										1						412	2	28	30	40	333
Native Hawaiian or Pacific Islander				0										0						13	8	54	23	15	342
White				54	7	13	22	41	20	37	5	9	342	54	13	41	37	9	342	12,048	17	46	23	14	343
Two or more races				0										0						121	12	40	26	22	340
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						404	4	25	32	40	334
Former LEP student - monitoring year 1				0										0						2					
Former LEP student - monitoring year 2				0										0						0					
All Other Students				56	7	13	23	41	21	38	5	9	342	56	13	41	38	9	342	12,715	16	46	23	14	343
IEP																									
Students with an IEP				13	0	0	6	46	3	23	4	31	338	13	0	46	23	31	338	1,954	5	28	29	38	335
All Other Students				43	7	16	17	40	18	42	1	2	343	43	16	40	42	2	343	11,167	18	49	23	11	344
SES																									
Economically Disadvantaged Students				29	0	0	13	45	12	41	4	14	339	29	0	45	41	14	339	6,091	8	40	30	22	339
All Other Students				27	7	26	10	37	9	33	1	4	346	27	26	37	33	4	346	7,030	23	50	19	9	346
Migrant																									
Migrant Students				0										0						2					
All Other Students				56	7	13	23	41	21	38	5	9	342	56	13	41	38	9	342	13,119	16	45	24	15	343
Title I																									
Students Receiving Title I Services				0										0						2,645	4	34	35	28	337
All Other Students				56	7	13	23	41	21	38	5	9	342	56	13	41	38	9	342	10,476	19	48	21	12	344
504 Plan																									
Students with a 504 Plan				0										0						169	12	46	27	15	342
All Other Students				56	7	13	23	41	21	38	5	9	342	56	13	41	38	9	342	12,952	16	45	24	15	343

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.