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: Thomas J McMahon Elementary Sc

District: Lewiston School Department

Code: 1088-1284

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

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

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				70	9	13	38	54	14	20	9	13	543	334	13	46	23	18	542	13,460	15	55	21	8	545
MATH				69	11	16	17	25	22	32	19	28	541	345	11	33	19	37	537	13,524	15	45	20	19	543
WRITING				69	2	3	22	32	38	55	7	10	538	333	6	30	46	18	537	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: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

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.

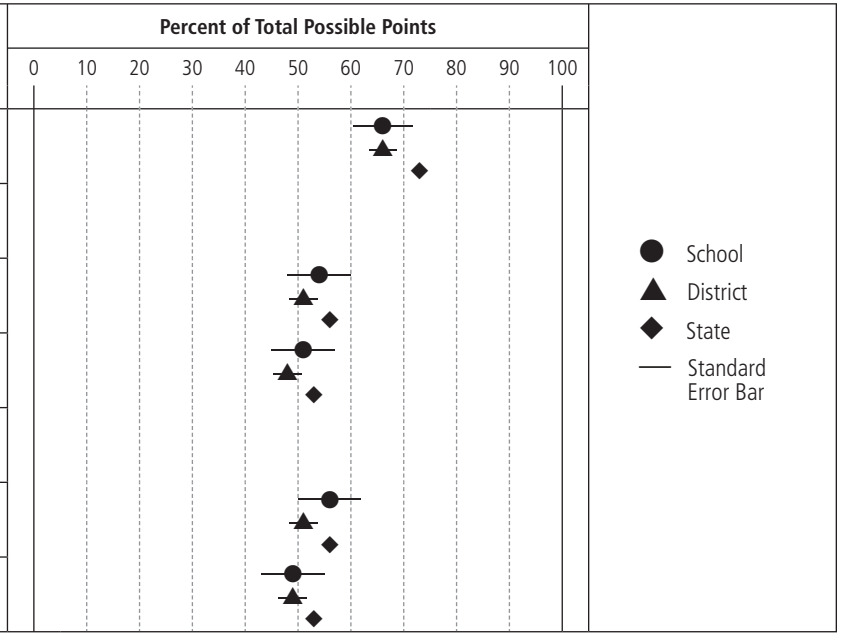
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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				66	10	15	35	53	13	20	8	12	545
2010-11				**70**	**9**	**13**	**38**	**54**	**14**	**20**	**9**	**13**	**543**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				371	41	11	182	49	90	24	58	16	543
2010-11				**334**	**42**	**13**	**155**	**46**	**76**	**23**	**61**	**18**	**542**
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: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

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				**70**	**9**	**13**	**38**	**54**	**14**	**20**	**9**	**13**	**543**	**334**	**13**	**46**	**23**	**18**	**542**	**13,460**	**15**	**55**	**21**	**8**	**545**
Gender																									
Male				32	4	13	14	44	7	22	7	22	539	166	10	46	23	20	540	6,873	11	55	24	11	543
Female				38	5	13	24	63	7	18	2	5	547	168	15	46	23	16	543	6,587	20	55	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										9						171	14	51	25	10	544
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						132	12	54	23	11	544
Asian				0										3						165	18	48	21	13	545
Black or African American				15	0	0	4	27	4	27	7	47	531	78	3	24	22	51	531	377	7	40	27	26	538
Native Hawaiian or Pacific Islander				0										0						16	13	75	6	6	545
White				54	9	17	34	63	9	17	2	4	547	243	16	53	22	9	545	12,494	16	56	21	8	545
Two or more races				0										1						105	17	50	22	10	544
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				13	0	0	2	15	5	38	6	46	529	67	0	16	27	57	528	359	5	37	29	29	537
Former LEP student - monitoring year 1				0										0						17	29	65	6	0	551
Former LEP student - monitoring year 2				0										0						7					
All Other Students				57	9	16	36	63	9	16	3	5	546	267	16	54	22	9	545	13,077	16	55	21	8	545
IEP																									
Students with an IEP				14	0	0	7	50	4	29	3	21	537	55	2	27	36	35	533	2,240	2	28	38	33	534
All Other Students				56	9	16	31	55	10	18	6	11	545	279	15	50	20	15	543	11,220	18	60	18	4	547
SES																									
Economically Disadvantaged Students				47	3	6	23	49	12	26	9	19	540	220	6	40	29	26	538	6,053	8	51	28	13	542
All Other Students				23	6	26	15	65	2	9	0	0	551	114	25	60	11	4	549	7,407	21	58	16	4	548
Migrant																									
Migrant Students				0										0						3					
All Other Students				70	9	13	38	54	14	20	9	13	543	334	13	46	23	18	542	13,457	15	55	21	8	545
Title I																									
Students Receiving Title I Services				19	0	0	12	63	7	37	0	0	543	89	2	40	38	19	538	2,208	3	44	39	14	539
All Other Students				51	9	18	26	51	7	14	9	18	543	245	16	49	17	18	543	11,252	18	57	18	7	546
504 Plan																									
Students with a 504 Plan				3										10	10	40	50	0	543	239	10	59	23	8	544
All Other Students				67	8	12	37	55	13	19	9	13	543	324	13	47	22	19	541	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: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

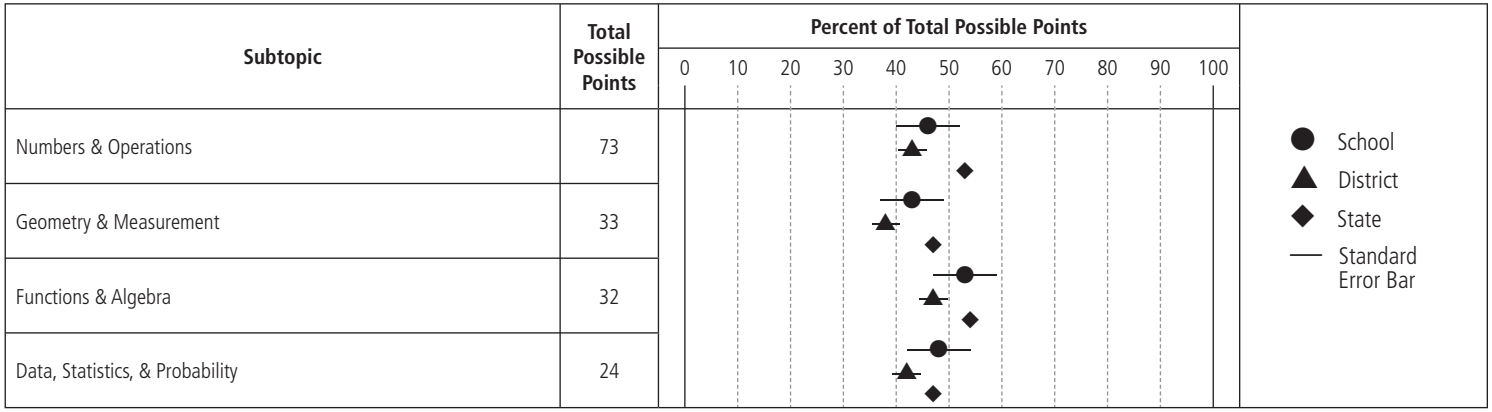
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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				66	6	9	36	55	13	20	11	17	542
2010-11				**69**	**11**	**16**	**17**	**25**	**22**	**32**	**19**	**28**	**541**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				378	31	8	147	39	88	23	112	30	539
2010-11				**345**	**39**	**11**	**114**	**33**	**64**	**19**	**128**	**37**	**537**
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: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

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				**69**	**11**	**16**	**17**	**25**	**22**	**32**	**19**	**28**	**541**	**345**	**11**	**33**	**19**	**37**	**537**	**13,524**	**15**	**45**	**20**	**19**	**543**
Gender																									
Male				31	3	10	8	26	9	29	11	35	538	170	12	36	19	33	538	6,910	16	45	20	19	543
Female				38	8	21	9	24	13	34	8	21	542	175	11	30	18	41	536	6,614	15	46	20	20	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										9						174	6	42	26	26	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						133	18	43	18	21	542
Asian				0										3						174	21	39	17	24	543
Black or African American				15	0	0	2	13	2	13	11	73	528	90	1	13	16	70	525	407	4	28	21	47	533
Native Hawaiian or Pacific Islander				0										0						16	19	38	25	19	542
White				53	11	21	14	26	20	38	8	15	544	242	16	39	20	25	542	12,514	16	46	20	18	543
Two or more races				0										1						106	14	40	21	25	541
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				13	0	0	1	8	2	15	10	77	527	79	0	8	16	76	523	415	5	26	22	47	532
Former LEP student - monitoring year 1				0										0						17	35	53	12	0	550
Former LEP student - monitoring year 2				0										0						7					
All Other Students				56	11	20	16	29	20	36	9	16	544	266	15	41	19	26	541	13,085	16	46	20	18	543
IEP																									
Students with an IEP				13	0	0	4	31	4	31	5	38	538	54	4	20	19	57	533	2,249	3	23	26	48	534
All Other Students				56	11	20	13	23	18	32	14	25	541	291	13	35	19	33	538	11,275	18	50	19	14	545
SES																									
Economically Disadvantaged Students				47	1	2	15	32	13	28	18	38	537	232	6	28	19	47	534	6,105	8	39	25	28	539
All Other Students				22	10	45	2	9	9	41	1	5	548	113	23	42	19	16	545	7,419	22	51	15	12	546
Migrant																									
Migrant Students				0										0						3					
All Other Students				69	11	16	17	25	22	32	19	28	541	345	11	33	19	37	537	13,521	15	45	20	19	543
Title I																									
Students Receiving Title I Services				19	0	0	6	32	7	37	6	32	536	90	0	23	29	48	533	2,226	3	30	30	37	536
All Other Students				50	11	22	11	22	15	30	13	26	542	255	15	36	15	33	539	11,298	18	49	18	16	544
504 Plan																									
Students with a 504 Plan				3										10	10	20	20	50	535	239	15	43	23	19	543
All Other Students				66	10	15	17	26	20	30	19	29	540	335	11	33	19	37	537	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: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

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.

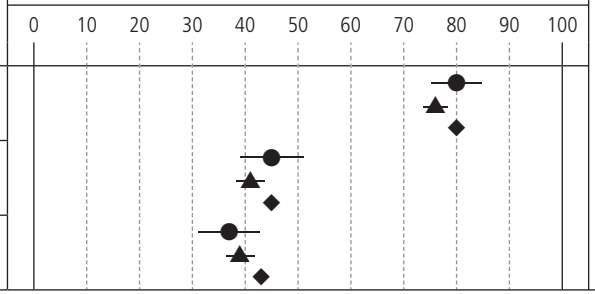
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures 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				**69**	**2**	**3**	**22**	**32**	**38**	**55**	**7**	**10**	**538**
Cumulative Total													
DISTRICT													
2008-09													
2009-10													
2010-11				**333**	**21**	**6**	**100**	**30**	**152**	**46**	**60**	**18**	**537**
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													

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



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: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

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				**69**	**2**	**3**	**22**	**32**	**38**	**55**	**7**	**10**	**538**	**333**	**6**	**30**	**46**	**18**	**537**	**13,435**	**8**	**35**	**47**	**10**	**539**
Gender																									
Male				31	0	0	7	23	18	58	6	19	533	165	4	25	51	21	535	6,855	4	27	54	14	537
Female				38	2	5	15	39	20	53	1	3	541	168	9	35	40	15	539	6,580	13	42	39	6	542
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										9						169	4	36	48	12	538
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						132	8	35	45	11	539
Asian				0										3						166	12	34	41	13	540
Black or African American				15	0	0	3	20	9	60	3	20	533	78	4	13	37	46	529	378	4	24	46	26	534
Native Hawaiian or Pacific Islander				0										0						16	13	38	44	6	541
White				53	2	4	19	36	28	53	4	8	539	242	7	36	48	10	539	12,469	9	35	47	9	540
Two or more races				0										1						105	8	23	53	16	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				13	0	0	2	15	9	69	2	15	533	67	1	7	42	49	527	359	3	23	45	29	533
Former LEP student - monitoring year 1				0										0						17	12	41	47	0	544
Former LEP student - monitoring year 2				0										0						7					
All Other Students				56	2	4	20	36	29	52	5	9	538	266	8	36	47	10	539	13,052	9	35	47	10	540
IEP																									
Students with an IEP				13	0	0	1	8	7	54	5	38	527	54	0	9	56	35	528	2,232	<1	9	57	34	530
All Other Students				56	2	4	21	38	31	55	2	4	540	279	8	34	44	15	538	11,203	10	40	45	5	541
SES																									
Economically Disadvantaged Students				46	0	0	13	28	27	59	6	13	535	219	3	23	49	25	533	6,037	4	27	54	16	536
All Other Students				23	2	9	9	39	11	48	1	4	543	114	13	43	39	5	543	7,398	12	40	41	6	542
Migrant																									
Migrant Students				0										0						3					
All Other Students				69	2	3	22	32	38	55	7	10	538	333	6	30	46	18	537	13,432	8	35	47	10	539
Title I																									
Students Receiving Title I Services				19	0	0	3	16	16	84	0	0	537	89	1	16	69	15	534	2,201	2	22	61	16	535
All Other Students				50	2	4	19	38	22	44	7	14	538	244	8	35	37	19	538	11,234	10	37	44	9	540
504 Plan																									
Students with a 504 Plan				3										10	0	20	60	20	534	239	4	26	60	10	537
All Other Students				66	2	3	21	32	36	55	7	11	537	323	7	30	45	18	537	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.