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 6
NECAP Tests

Grade 5 Students in 2009-2010

School Results

School: Thomaston Grammar School

District: RSU 13

Code: 3161-1683

Fall 2010 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2009-2010
Grade Level Summary Report

School: Thomaston Grammar School
District: RSU 13
State: Maine
Code: 3161-1683

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				46	3	7	31	67	12	26	0	0	646	151	6	55	30	9	642	13,659	14	58	20	8	646
MATH				46	3	7	22	48	13	28	8	17	641	151	17	37	25	21	642	13,705	21	42	19	18	643
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 6 NECAP Tests
Grade 5 Students in 2009-2010
Reading Results

School: Thomaston Grammar School
District: RSU 13
State: Maine
Code: 3161-1683

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.

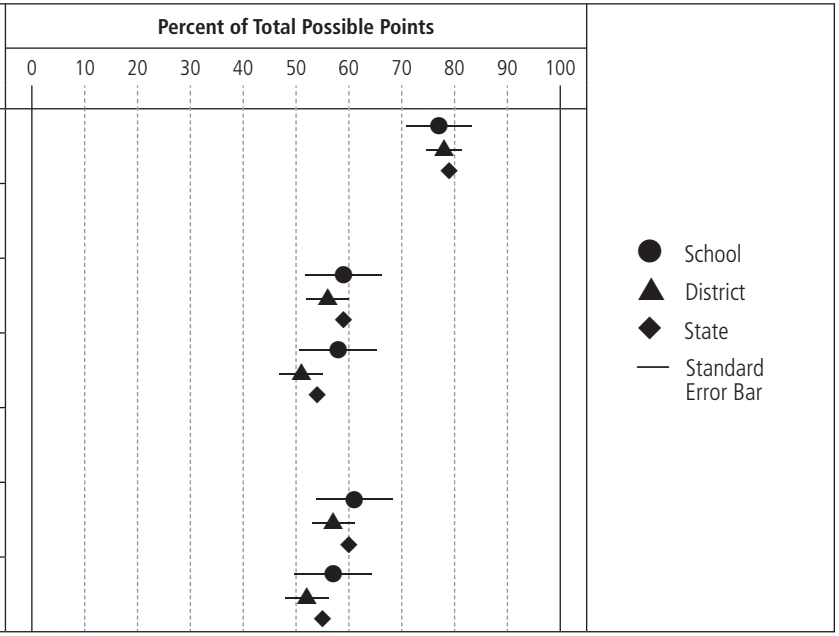
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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				40	6	15	21	53	12	30	1	3	647
2010-11				**46**	**3**	**7**	**31**	**67**	**12**	**26**	**0**	**0**	**646**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				144	12	8	86	60	40	28	6	4	645
2010-11				**151**	**9**	**6**	**83**	**55**	**46**	**30**	**13**	**9**	**642**
Cumulative Total													
STATE													
2008-09													
2009-10				13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11				**13,659**	**1,870**	**14**	**7,912**	**58**	**2,799**	**20**	**1,078**	**8**	**646**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	24
Type of Text	
Literary	56
Informational	50
Level of Comprehension	
Initial Understanding	43
Analysis & Interpretation	63



Fall 2010 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2009-2010
Disaggregated Reading Results

School: Thomaston Grammar School
District: RSU 13
State: Maine
Code: 3161-1683

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				**46**	**3**	**7**	**31**	**67**	**12**	**26**	**0**	**0**	**646**	**151**	**6**	**55**	**30**	**9**	**642**	**13,659**	**14**	**58**	**20**	**8**	**646**
Gender																									
Male				26	1	4	14	54	11	42	0	0	642	79	3	51	34	13	640	7,049	9	58	23	9	644
Female				20	2	10	17	85	1	5	0	0	650	72	10	60	26	4	645	6,609	18	57	18	6	648
Not Reported				0										0						1					
Race/Ethnicity																									
Hispanic or Latino				0										1						177	10	57	24	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						146	12	52	27	8	645
Asian				1										2						172	19	47	23	11	646
Black or African American				2										3						366	3	49	27	22	639
Native Hawaiian or Pacific Islander				0										0						11	18	64	9	9	648
White				43	2	5	30	70	11	26	0	0	645	144	5	56	31	9	642	12,666	14	58	20	7	646
Two or more races				0										1						120	8	58	28	8	644
No Race/Ethnicity Reported				0										0						1					
LEP Status																									
Current LEP student				0										0						316	4	35	34	26	637
Former LEP student - monitoring year 1				0										0						23	35	65	0	0	658
Former LEP student - monitoring year 2				0										0						11	27	64	9	0	653
All Other Students				46	3	7	31	67	12	26	0	0	646	151	6	55	30	9	642	13,309	14	58	20	7	646
IEP																									
Students with an IEP				10	0	0	4	40	6	60	0	0	639	29	0	17	48	34	632	2,173	1	27	40	32	634
All Other Students				36	3	8	27	75	6	17	0	0	647	122	7	64	26	2	645	11,486	16	64	17	3	648
SES																									
Economically Disadvantaged Students				21	0	0	16	76	5	24	0	0	645	77	0	55	32	13	640	6,124	6	53	28	13	642
All Other Students				25	3	12	15	60	7	28	0	0	646	74	12	55	28	4	645	7,535	20	62	14	4	649
Migrant																									
Migrant Students				0										0						4					
All Other Students				46	3	7	31	67	12	26	0	0	646	151	6	55	30	9	642	13,655	14	58	20	8	646
Title I																									
Students Receiving Title I Services				10	0	0	9	90	1	10	0	0	648	30	0	43	47	10	638	1,932	3	46	38	14	639
All Other Students				36	3	8	22	61	11	31	0	0	645	121	7	58	26	8	643	11,727	16	60	18	7	647
504 Plan																									
Students with a 504 Plan				1										1						274	8	62	23	7	644
All Other Students				45	3	7	30	67	12	27	0	0	646	150	6	55	31	9	642	13,385	14	58	20	8	646

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

School: Thomaston Grammar School
District: RSU 13
State: Maine
Code: 3161-1683

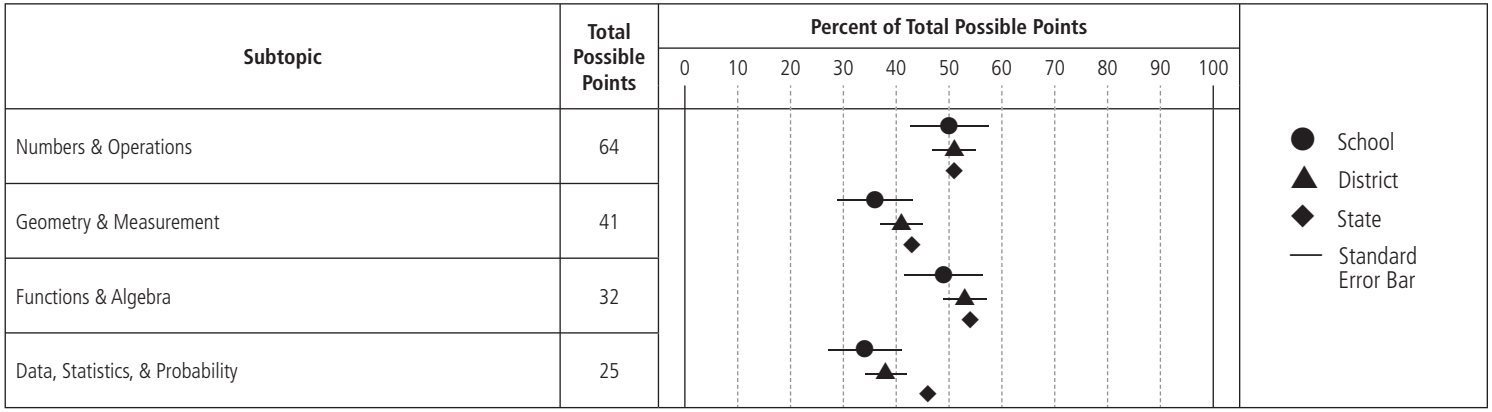
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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				40	5	13	19	48	8	20	8	20	642
2010-11				**46**	**3**	**7**	**22**	**48**	**13**	**28**	**8**	**17**	**641**
Cumulative Total													
DISTRICT													
2008-09													
2009-10				144	24	17	73	51	21	15	26	18	644
2010-11				**151**	**26**	**17**	**56**	**37**	**38**	**25**	**31**	**21**	**642**
Cumulative Total													
STATE													
2008-09													
2009-10				13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11				**13,705**	**2,893**	**21**	**5,811**	**42**	**2,600**	**19**	**2,401**	**18**	**643**
Cumulative Total													



Fall 2010 - Beginning of Grade 6 NECAP Tests
Grade 5 Students in 2009-2010
Disaggregated Mathematics Results

School: Thomaston Grammar School
District: RSU 13
State: Maine
Code: 3161-1683

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				**46**	**3**	**7**	**22**	**48**	**13**	**28**	**8**	**17**	**641**	**151**	**17**	**37**	**25**	**21**	**642**	**13,705**	**21**	**42**	**19**	**18**	**643**
Gender																									
Male				26	2	8	11	42	8	31	5	19	640	79	19	37	24	20	642	7,069	22	42	19	17	644
Female				20	1	5	11	55	5	25	3	15	641	72	15	38	26	21	641	6,635	20	43	19	18	643
Not Reported				0										0						1					
Race/Ethnicity																									
Hispanic or Latino				0										1						180	13	43	25	18	640
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						149	16	43	21	20	642
Asian				1										2						180	31	34	19	17	645
Black or African American				2										3						391	8	28	18	46	634
Native Hawaiian or Pacific Islander				0										0						11	45	36	9	9	650
White				43	2	5	21	49	13	30	7	16	640	144	16	38	26	20	642	12,673	22	43	19	17	644
Two or more races				0										1						120	13	43	24	20	641
No Race/Ethnicity Reported				0										0						1					
LEP Status																									
Current LEP student				0										0						361	8	26	18	48	634
Former LEP student - monitoring year 1				0										0						23	65	30	4	0	655
Former LEP student - monitoring year 2				0										0						11	36	45	9	9	648
All Other Students				46	3	7	22	48	13	28	8	17	641	151	17	37	25	21	642	13,310	21	43	19	17	644
IEP																									
Students with an IEP				10	0	0	1	10	3	30	6	60	633	29	0	7	31	62	630	2,184	4	21	22	53	632
All Other Students				36	3	8	21	58	10	28	2	6	643	122	21	44	24	11	645	11,521	24	46	18	11	646
SES																									
Economically Disadvantaged Students				21	1	5	9	43	7	33	4	19	639	77	12	32	29	27	639	6,163	11	39	23	27	639
All Other Students				25	2	8	13	52	6	24	4	16	642	74	23	42	22	14	645	7,542	30	45	15	10	647
Migrant																									
Migrant Students				0										0						4					
All Other Students				46	3	7	22	48	13	28	8	17	641	151	17	37	25	21	642	13,701	21	42	19	18	643
Title I																									
Students Receiving Title I Services				10	0	0	5	50	3	30	2	20	639	30	0	23	43	33	635	1,948	4	31	32	33	637
All Other Students				36	3	8	17	47	10	28	6	17	641	121	21	40	21	17	644	11,757	24	44	17	15	645
504 Plan																									
Students with a 504 Plan				1										1						273	16	37	25	22	641
All Other Students				45	3	7	22	49	12	27	8	18	641	150	17	37	25	21	642	13,432	21	43	19	17	643

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