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 3 Students in 2010-2011

School Results

School: Village Elementary School-Gorh

District: Gorham School Department

Code: 1065-1251

Fall 2010 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2010-2011
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	198			198			13,431			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	**196**	**196**		**196**	**196**		**13,068**	**13,121**		**99**	**99**		**99**	**99**		**97**	**98**	
With an approved accommodation	36	41		36	41		2,400	2,492		18	21		18	21		18	19	
Current LEP Students	0	0		0	0		364	404		0	0		0	0		3	3	
With an approved accommodation	0	0		0	0		152	180								42	45	
IEP Students	20	20		20	20		1,934	1,954		10	10		10	10		15	15	
With an approved accommodation	17	17		17	17		1,396	1,420		85	85		85	85		72	73	
Students not tested in NECAP	**2**	**2**		**2**	**2**		**363**	**310**		**1**	**1**		**1**	**1**		**3**	**2**	
State Approved	0	0		0	0		249	190		0	0		0	0		69	61	
Alternate Assessment	0	0		0	0		187	167								75	88	
First Year LEP	0	0		0	0		41	0								16	0	
Withdrew After October 1	0	0		0	0		0	0								0	0	
Enrolled After October 1	0	0		0	0		0	0								0	0	
Special Consideration	0	0		0	0		21	23								8	12	
Other	2	2		2	2		114	120		100	100		100	100		31	39	

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	198	0	2	196	22	11	135	69	27	14	12	6	346	196	11	69	14	6	346	13,068	11	58	19	11	345
MATH	198	0	2	196	30	15	114	58	39	20	13	7	345	196	15	58	20	7	345	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 3 Students in 2010-2011
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.

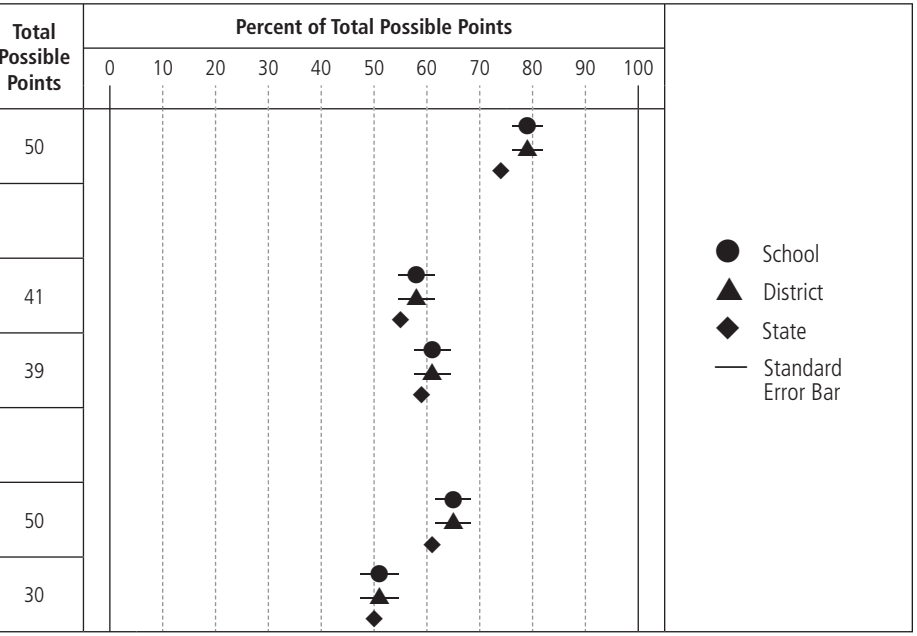
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth 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	190	0	4	186	22	12	123	66	30	16	11	6	346
2010-11	**198**	**0**	**2**	**196**	**22**	**11**	**135**	**69**	**27**	**14**	**12**	**6**	**346**
Cumulative Total													
DISTRICT													
2008-09													
2009-10	190	0	4	186	22	12	123	66	30	16	11	6	346
2010-11	**198**	**0**	**2**	**196**	**22**	**11**	**135**	**69**	**27**	**14**	**12**	**6**	**346**
Cumulative Total													
STATE													
2008-09													
2009-10	13,688	108	165	13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11	**13,431**	**249**	**114**	**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 3 Students in 2010-2011
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	**198**	**0**	**2**	**196**	**22**	**11**	**135**	**69**	**27**	**14**	**12**	**6**	**346**	**196**	**11**	**69**	**14**	**6**	**346**	**13,068**	**11**	**58**	**19**	**11**	**345**
Gender																									
Male	101	0	0	101	10	10	66	65	17	17	8	8	344	101	10	65	17	8	344	6,636	8	58	21	13	343
Female	97	0	2	95	12	13	69	73	10	11	4	4	348	95	13	73	11	4	348	6,432	15	59	17	9	346
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						197	8	52	23	16	342
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						144	15	51	24	10	345
Asian	2	0	0	2										2						173	19	51	21	9	347
Black or African American	2	0	0	2										2						394	4	39	27	30	336
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	46	46	0	343
White	190	0	2	188	22	12	130	69	24	13	12	6	346	188	12	69	13	6	346	12,025	12	59	19	10	345
Two or more races	1	0	0	1										1						122	6	60	21	13	342
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						364	4	35	33	28	336
Former LEP student - monitoring year 1	0	0	0	0										0						2					
Former LEP student - monitoring year 2	0	0	0	0										0						0					
All Other Students	198	0	2	196	22	11	135	69	27	14	12	6	346	196	11	69	14	6	346	12,702	12	59	19	10	345
IEP																									
Students with an IEP	20	0	0	20	0	0	8	40	3	15	9	45	333	20	0	40	15	45	333	1,934	2	30	30	38	334
All Other Students	178	0	2	176	22	13	127	72	24	14	3	2	348	176	13	72	14	2	348	11,134	13	63	17	6	347
SES																									
Economically Disadvantaged Students	30	0	0	30	1	3	14	47	9	30	6	20	339	30	3	47	30	20	339	6,047	6	52	25	17	341
All Other Students	168	0	2	166	21	13	121	73	18	11	6	4	347	166	13	73	11	4	347	7,021	16	64	14	6	348
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	198	0	2	196	22	11	135	69	27	14	12	6	346	196	11	69	14	6	346	13,066	11	58	19	11	345
Title I																									
Students Receiving Title I Services	44	0	0	44	0	0	19	43	15	34	10	23	336	44	0	43	34	23	336	2,635	2	42	33	23	337
All Other Students	154	0	2	152	22	14	116	76	12	8	2	1	349	152	14	76	8	1	349	10,433	14	63	16	8	347
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						169	12	61	20	7	345
All Other Students	196	0	2	194	22	11	133	69	27	14	12	6	346	194	11	69	14	6	346	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 3 Students in 2010-2011
Mathematics Results

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

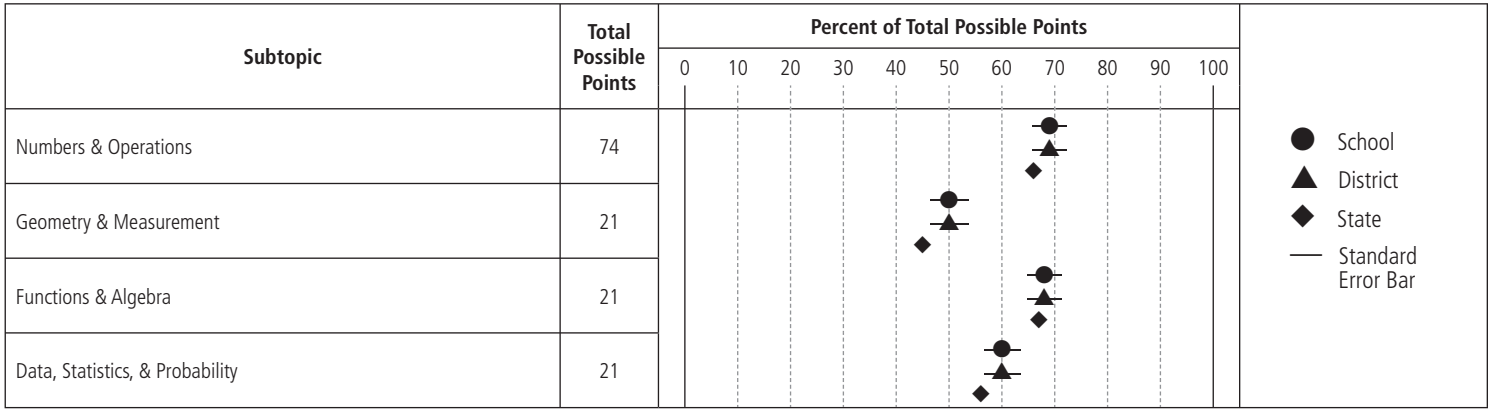
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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	190	0	3	187	28	15	92	49	44	24	23	12	344
2010-11	**198**	**0**	**2**	**196**	**30**	**15**	**114**	**58**	**39**	**20**	**13**	**7**	**345**
Cumulative Total													
DISTRICT													
2008-09													
2009-10	190	0	3	187	28	15	92	49	44	24	23	12	344
2010-11	**198**	**0**	**2**	**196**	**30**	**15**	**114**	**58**	**39**	**20**	**13**	**7**	**345**
Cumulative Total													
STATE													
2008-09													
2009-10	13,688	111	151	13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11	**13,431**	**190**	**120**	**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 3 Students in 2010-2011
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	**198**	**0**	**2**	**196**	**30**	**15**	**114**	**58**	**39**	**20**	**13**	**7**	**345**	**196**	**15**	**58**	**20**	**7**	**345**	**13,121**	**16**	**45**	**24**	**15**	**343**
Gender																									
Male	101	0	0	101	12	12	60	59	22	22	7	7	344	101	12	59	22	7	344	6,667	17	47	22	14	343
Female	97	0	2	95	18	19	54	57	17	18	6	6	345	95	19	57	18	6	345	6,454	15	44	25	16	342
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						201	12	37	27	24	339
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						145	17	43	26	15	342
Asian	2	0	0	2										2						181	19	45	25	12	344
Black or African American	2	0	0	2										2						412	2	28	30	40	333
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	54	23	15	342
White	190	0	2	188	30	16	110	59	35	19	13	7	345	188	16	59	19	7	345	12,048	17	46	23	14	343
Two or more races	1	0	0	1										1						121	12	40	26	22	340
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						404	4	25	32	40	334
Former LEP student - monitoring year 1	0	0	0	0										0						2					
Former LEP student - monitoring year 2	0	0	0	0										0						0					
All Other Students	198	0	2	196	30	15	114	58	39	20	13	7	345	196	15	58	20	7	345	12,715	16	46	23	14	343
IEP																									
Students with an IEP	20	0	0	20	0	0	3	15	9	45	8	40	332	20	0	15	45	40	332	1,954	5	28	29	38	335
All Other Students	178	0	2	176	30	17	111	63	30	17	5	3	346	176	17	63	17	3	346	11,167	18	49	23	11	344
SES																									
Economically Disadvantaged Students	30	0	0	30	0	0	13	43	12	40	5	17	338	30	0	43	40	17	338	6,091	8	40	30	22	339
All Other Students	168	0	2	166	30	18	101	61	27	16	8	5	346	166	18	61	16	5	346	7,030	23	50	19	9	346
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	198	0	2	196	30	15	114	58	39	20	13	7	345	196	15	58	20	7	345	13,119	16	45	24	15	343
Title I																									
Students Receiving Title I Services	44	0	0	44	0	0	18	41	19	43	7	16	338	44	0	41	43	16	338	2,645	4	34	35	28	337
All Other Students	154	0	2	152	30	20	96	63	20	13	6	4	347	152	20	63	13	4	347	10,476	19	48	21	12	344
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						169	12	46	27	15	342
All Other Students	196	0	2	194	30	15	112	58	39	20	13	7	345	194	15	58	20	7	345	12,952	16	45	24	15	343

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.