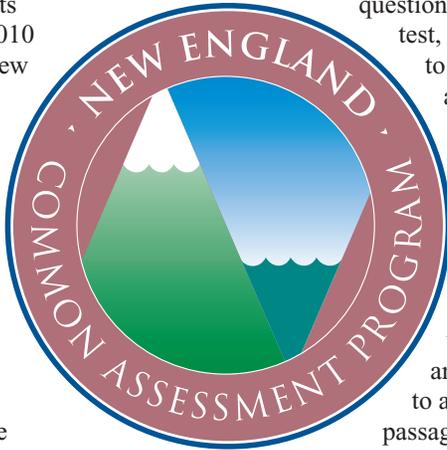


About The New England Common Assessment Program



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 5 Students in 2010-2011

School Results

School: Riverton School

District: Portland Public Schools

Code: 1134-1359



Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

Grade Level Summary Report

School:	Riverton School
District:	Portland Public Schools
State:	Maine
Code:	1134-1359

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	72			515			13,877			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	67	67	66	479	501	477	13,460	13,524	13,435	93	93	92	93	97	93	97	97	97
Current LEP Students	35	36	35	133	155	133	359	415	359	52	54	53	28	31	28	3	3	3
With an approved accommodation	14	15	14	50	71	48	150	200	136	40	42	40	38	46	36	42	48	38
IEP Students	11	11	11	85	86	85	2,240	2,249	2,232	16	16	17	18	17	18	17	17	17
With an approved accommodation	7	7	7	61	62	59	1,846	1,863	1,807	64	64	64	72	72	69	82	83	81
Students not tested in NECAP	5	5	6	36	14	38	417	353	442	7	7	8	7	3	7	3	3	3
State Approved	4	3	4	33	10	32	317	246	309	80	60	67	92	71	84	76	70	70
Alternate Assessment	3	3	3	11	10	10	238	225	227	75	100	75	33	100	31	75	91	73
First Year LEP	1	0	1	22	0	22	58	0	58	25	0	25	67	0	69	18	0	19
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	21	21	24	0	0	0	0	0	0	7	9	8
Other	1	2	2	3	4	6	100	107	133	20	40	33	8	29	16	24	30	30

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	72	4	1	67	3	4	21	31	22	33	21	31	537	479	18	46	21	15	544	13,460	15	55	21	8	545
MATH	72	3	2	67	4	6	18	27	15	22	30	45	534	501	11	39	18	32	539	13,524	15	45	20	19	543
WRITING	72	4	2	66	0	0	12	18	29	44	25	38	532	477	12	33	38	17	539	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 5 Students in 2010-2011

Reading Results

School:	Riverton School
District:	Portland Public Schools
State:	Maine
Code:	1134-1359

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.

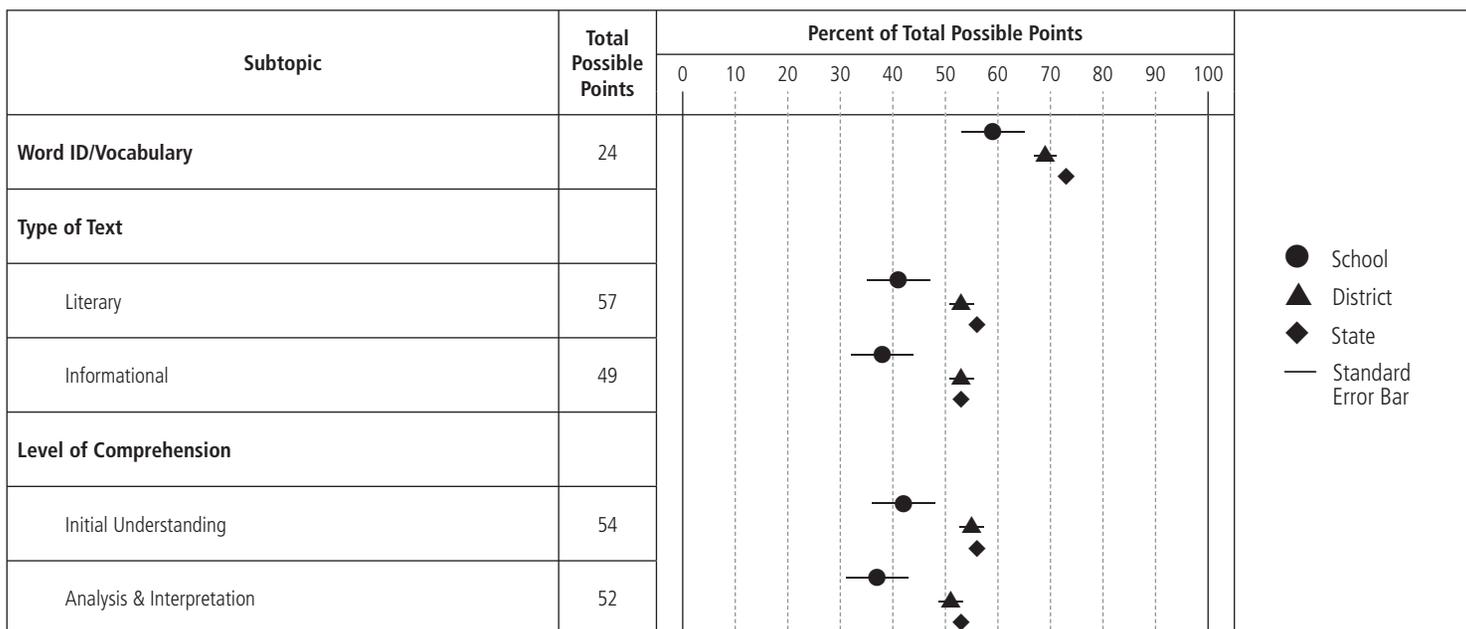
Partially Proficient (Level 2)

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					8	13	28	45	14	23	12	19	542
2009-10	66	3	1	62	3	4	21	31	22	33	21	31	537
2010-11	72	4	1	67	3	4	21	31	22	33	21	31	537
Cumulative Total													
DISTRICT													
2008-09					100	21	254	52	84	17	46	10	547
2009-10	497	8	5	484	84	18	222	46	99	21	74	15	544
2010-11	515	33	3	479	84	18	222	46	99	21	74	15	544
Cumulative Total													
STATE													
2008-09					2,058	15	7,796	57	2,776	20	1,011	7	546
2009-10	13,920	196	83	13,641	2,072	15	7,399	55	2,860	21	1,129	8	545
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
Cumulative Total													





Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2010-2011

Disaggregated Reading Results

School:	Riverton School
District:	Portland Public Schools
State:	Maine
Code:	1134-1359

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	72	4	1	67	3	4	21	31	22	33	21	31	537	479	18	46	21	15	544	13,460	15	55	21	8	545
Gender																									
Male	33	0	1	32	1	3	12	38	7	22	12	38	536	230	13	49	24	14	543	6,873	11	55	24	11	543
Female	39	4	0	35	2	6	9	26	15	43	9	26	537	249	22	44	17	16	545	6,587	20	55	19	6	547
Not Reported	0	0	0	0									0	0					0	0					0
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2									28	11	43	32	14	542	171	14	51	25	10	544	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						132	12	54	23	11	544	
Asian	11	0	0	11	0	0	3	27	2	18	6	55	534	43	12	35	23	30	539	165	18	48	21	13	545
Black or African American	29	1	0	28	2	7	6	21	11	39	9	32	535	107	6	31	28	36	536	377	7	40	27	26	538
Native Hawaiian or Pacific Islander	0	0	0	0									0						16	13	75	6	6	545	
White	30	3	1	26	1	4	12	46	8	31	5	19	540	301	23	54	17	6	548	12,494	16	56	21	8	545
Two or more races	0	0	0	0									0						105	17	50	22	10	544	
No Race/Ethnicity Reported	0	0	0	0									0						0	0					0
LEP Status																									
Current LEP student	37	2	0	35	2	6	6	17	11	31	16	46	534	133	6	29	28	37	536	359	5	37	29	29	537
Former LEP student - monitoring year 1	0	0	0	0									5						17	29	65	6	0	551	
Former LEP student - monitoring year 2	0	0	0	0									4						7						
All Other Students	35	2	1	32	1	3	15	47	11	34	5	16	540	337	22	53	18	7	547	13,077	16	55	21	8	545
IEP																									
Students with an IEP	14	3	0	11	0	0	3	27	4	36	4	36	533	85	2	32	31	35	534	2,240	2	28	38	33	534
All Other Students	58	1	1	56	3	5	18	32	18	32	17	30	537	394	21	49	19	11	546	11,220	18	60	18	4	547
SES																									
Economically Disadvantaged Students	52	4	1	47	2	4	10	21	17	36	18	38	534	246	7	39	28	26	538	6,053	8	51	28	13	542
All Other Students	20	0	0	20	1	5	11	55	5	25	3	15	543	233	29	54	13	4	550	7,407	21	58	16	4	548
Migrant																									
Migrant Students	0	0	0	0									0						3						
All Other Students	72	4	1	67	3	4	21	31	22	33	21	31	537	479	18	46	21	15	544	13,457	15	55	21	8	545
Title I																									
Students Receiving Title I Services	71	4	1	66	2	3	21	32	22	33	21	32	536	218	9	42	24	25	540	2,208	3	44	39	14	539
All Other Students	1	0	0	1									261	25	50	18	7	548	11,252	18	57	18	7	546	
504 Plan																									
Students with a 504 Plan	2	0	0	2									7						239						
All Other Students	70	4	1	65	3	5	20	31	21	32	21	32	537	472	18	46	20	16	544	13,221	15	59	23	8	544

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 5 Students in 2010-2011

Mathematics Results

School: Riverton School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1359

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.

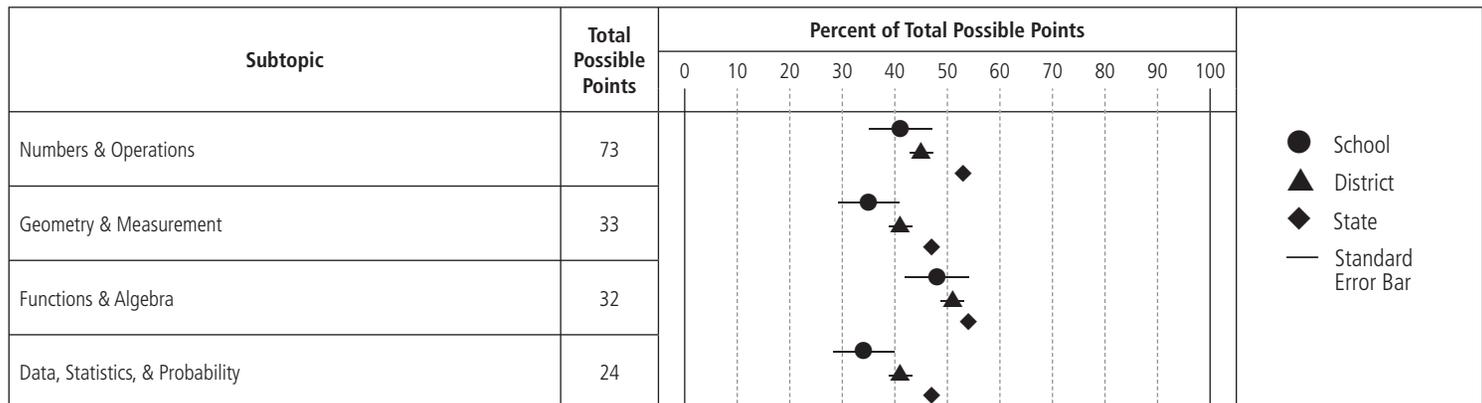
Partially Proficient (Level 2)

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	3	0	63	3	5	17	27	13	21	30	48	533
2010-11	72	3	2	67	4	6	18	27	15	22	30	45	534
Cumulative Total													
DISTRICT													
2008-09													
2009-10	497	9	1	487	81	17	191	39	82	17	133	27	541
2010-11	515	10	4	501	55	11	197	39	90	18	159	32	539
Cumulative Total													
STATE													
2008-09													
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11	13,877	246	107	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 5 Students in 2010-2011

Disaggregated Mathematics Results

School:	Riverton School
District:	Portland Public Schools
State:	Maine
Code:	1134-1359

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	72	3	2	67	4	6	18	27	15	22	30	45	534	501	11	39	18	32	539	13,524	15	45	20	19	543
Gender																									
Male	33	0	1	32	3	9	11	34	6	19	12	38	536	242	13	41	16	30	539	6,910	16	45	20	19	543
Female	39	3	1	35	1	3	7	20	9	26	18	51	532	259	9	38	20	33	538	6,614	15	46	20	20	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										29	7	14	34	45	533	174	6	42	26	26	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						133	18	43	18	21	542
Asian	11	0	0	11	1	9	2	18	2	18	6	55	533	45	9	33	16	42	536	174	21	39	17	24	543
Black or African American	29	1	0	28	0	0	7	25	6	21	15	54	531	122	1	21	20	58	529	407	4	28	21	47	533
Native Hawaiian or Pacific Islander	0	0	0	0										0						16	19	38	25	19	542
White	30	2	2	26	3	12	9	35	6	23	8	31	538	305	16	50	16	18	543	12,514	16	46	20	18	543
Two or more races	0	0	0	0										0						106	14	40	21	25	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	37	1	0	36	1	3	6	17	8	22	21	58	530	155	3	21	21	56	530	415	5	26	22	47	532
Former LEP student - monitoring year 1	0	0	0	0										5						17	35	53	12	0	550
Former LEP student - monitoring year 2	0	0	0	0										4						7					
All Other Students	35	2	2	31	3	10	12	39	7	23	9	29	539	337	15	47	17	21	543	13,085	16	46	20	18	543
IEP																									
Students with an IEP	14	3	0	11	0	0	4	36	2	18	5	45	530	86	3	27	17	52	531	2,249	3	23	26	48	534
All Other Students	58	0	2	56	4	7	14	25	13	23	25	45	535	415	13	42	18	27	540	11,275	18	50	19	14	545
SES																									
Economically Disadvantaged Students	52	3	2	47	1	2	10	21	12	26	24	51	532	268	4	26	22	49	533	6,105	8	39	25	28	539
All Other Students	20	0	0	20	3	15	8	40	3	15	6	30	538	233	19	55	13	12	545	7,419	22	51	15	12	546
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	72	3	2	67	4	6	18	27	15	22	30	45	534	501	11	39	18	32	539	13,521	15	45	20	19	543
Title I																									
Students Receiving Title I Services	71	3	2	66	3	5	18	27	15	23	30	45	534	233	7	26	22	45	534	2,226	3	30	30	37	536
All Other Students	1	0	0	1										268	15	51	14	21	543	11,298	18	49	18	16	544
504 Plan																									
Students with a 504 Plan	2	0	0	2										7						239	15	43	23	19	543
All Other Students	70	3	2	65	4	6	17	26	15	23	29	45	534	494	11	39	18	31	539	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 5 Students in 2010-2011

Disaggregated Writing Results

School: Riverton School
District: Portland Public Schools
State: Maine
Code: 1134-1359

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	72	4	2	66	0	0	12	18	29	44	25	38	532	477	12	33	38	17	539	13,435	8	35	47	10	539
Gender																									
Male	33	0	1	32	0	0	5	16	13	41	14	44	530	230	7	28	46	19	537	6,855	4	27	54	14	537
Female	39	4	1	34	0	0	7	21	16	47	11	32	533	247	16	38	31	15	541	6,580	13	42	39	6	542
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										27	4	26	44	26	534	169	4	36	48	12	538
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						132	8	35	45	11	539
Asian	11	0	0	11	0	0	1	9	5	45	5	45	530	43	9	16	49	26	536	166	12	34	41	13	540
Black or African American	29	1	0	28	0	0	4	14	11	39	13	46	531	108	3	23	38	36	533	378	4	24	46	26	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						16	13	38	44	6	541
White	30	3	2	25	0	0	7	28	11	44	7	28	533	299	16	40	36	8	542	12,469	9	35	47	9	540
Two or more races	0	0	0	0										0						105	8	23	53	16	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	37	2	0	35	0	0	5	14	14	40	16	46	530	133	2	21	39	38	532	359	3	23	45	29	533
Former LEP student - monitoring year 1	0	0	0	0										5						17	12	41	47	0	544
Former LEP student - monitoring year 2	0	0	0	0										4						7					
All Other Students	35	2	2	31	0	0	7	23	15	48	9	29	533	335	15	38	37	10	542	13,052	9	35	47	10	540
IEP																									
Students with an IEP	14	3	0	11	0	0	1	9	5	45	5	45	526	85	0	12	49	39	528	2,232	<1	9	57	34	530
All Other Students	58	1	2	55	0	0	11	20	24	44	20	36	533	392	14	38	35	13	542	11,203	10	40	45	5	541
SES																									
Economically Disadvantaged Students	52	4	2	46	0	0	6	13	18	39	22	48	530	245	2	23	45	30	533	6,037	4	27	54	16	536
All Other Students	20	0	0	20	0	0	6	30	11	55	3	15	536	232	21	44	31	4	545	7,398	12	40	41	6	542
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	72	4	2	66	0	0	12	18	29	44	25	38	532	477	12	33	38	17	539	13,432	8	35	47	10	539
Title I																									
Students Receiving Title I Services	71	4	2	65	0	0	11	17	29	45	25	38	531	216	3	25	46	26	534	2,201	2	22	61	16	535
All Other Students	1	0	0	1										261	19	40	31	10	543	11,234	10	37	44	9	540
504 Plan																									
Students with a 504 Plan	2	0	0	2										7						239	4	26	60	10	537
All Other Students	70	4	2	64	0	0	12	19	28	44	24	38	532	470	12	33	38	17	539	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.