

# 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 8 NECAP Tests

**Grade 8 Students in 2010-2011**

## School Results

**School:** Livermore Falls Middle School

**District:** RSU 36/MSAD 36

**Code:** 1230-1614



# Fall 2010 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2010-2011

# Grade Level Summary Report

<b>School:</b>	Livermore Falls Middle School
<b>District:</b>	RSU 36/MSAD 36
<b>State:</b>	Maine
<b>Code:</b>	1230-1614

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>83</b>			<b>83</b>			<b>14,368</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	81	81	80	81	81	80	13,958	13,983	13,904	98	98	96	98	98	96	97	97	97
Current LEP Students	24	24	23	24	24	23	2,067	2,100	2,026	30	30	29	30	30	29	15	15	15
With an approved accommodation	0	0	0	0	0	0	290	317	289	0	0	0	0	0	0	2	2	2
IEP Students	0	0	0	0	0	0	111	149	126	0	0	0	0	0	0	38	47	44
With an approved accommodation	10	10	10	10	10	10	2,141	2,145	2,124	12	12	13	12	12	13	15	15	15
Other	10	10	10	10	10	10	1,681	1,689	1,650	100	100	100	100	100	100	79	79	78
<b>Students not tested in NECAP</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>410</b>	<b>385</b>	<b>464</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>
State Approved	2	2	2	2	2	2	263	223	254	100	100	67	100	100	67	64	58	55
Alternate Assessment	2	2	2	2	2	2	201	190	189	100	100	100	100	100	100	76	85	74
First Year LEP	0	0	0	0	0	0	29	0	29	0	0	0	0	0	0	11	0	11
Withdraw 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	33	33	36	0	0	0	0	0	0	13	15	14
Other	0	0	1	0	0	1	147	162	210	0	0	33	0	0	33	36	42	45

### 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	83	2	0	81	9	11	50	62	17	21	5	6	847	81	11	62	21	6	847	13,958	17	56	22	5	847
MATH	83	2	0	81	7	9	45	56	21	26	8	10	843	81	9	56	26	10	843	13,983	17	42	22	20	842
WRITING	83	2	1	80	0	0	44	55	32	40	4	5	840	80	0	55	40	5	840	13,904	7	46	37	10	840

**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 8 NECAP Tests

## Grade 8 Students in 2010-2011

# Disaggregated Reading Results

<b>School:</b>	Livermore Falls Middle School
<b>District:</b>	RSU 36/MSAD 36
<b>State:</b>	Maine
<b>Code:</b>	1230-1614

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	%	%	%	%	
<b>All Students</b>	83	2	0	81	9	11	50	62	17	21	5	6	847	81	11	62	21	6	847	13,958	17	56	22	5	847
<b>Gender</b>																									
Male	46	2	0	44	4	9	26	59	10	23	4	9	846	44	9	59	23	9	846	7,260	12	56	26	7	845
Female	37	0	0	37	5	14	24	65	7	19	1	3	849	37	14	65	19	3	849	6,698	22	55	18	4	849
Not Reported	0	0	0	0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1									1						188	10	57	22	12	844	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						155	14	53	26	6	846	
Asian	1	0	0	1									1						158	27	58	14	2	852	
Black or African American	0	0	0	0									0						373	10	42	36	12	842	
Native Hawaiian or Pacific Islander	0	0	0	0									0						12	33	50	8	8	851	
White	81	2	0	79	9	11	48	61	17	22	5	6	847	79	11	61	22	6	847	12,977	17	56	22	5	847
Two or more races	0	0	0	0									0						95	12	63	24	1	847	
No Race/Ethnicity Reported	0	0	0	0									0						0						
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0						290	3	40	42	15	838	
Former LEP student - monitoring year 1	0	0	0	0									0						14	50	50	0	0	858	
Former LEP student - monitoring year 2	0	0	0	0									0						19	37	63	0	0	857	
All Other Students	83	2	0	81	9	11	50	62	17	21	5	6	847	81	11	62	21	6	847	13,635	17	56	22	5	847
<b>IEP</b>																									
Students with an IEP	12	2	0	10	0	0	2	20	4	40	4	40	834	10	0	20	40	40	834	2,141	2	27	47	25	835
All Other Students	71	0	0	71	9	13	48	68	13	18	1	1	849	71	13	68	18	1	849	11,817	20	61	18	2	849
<b>SES</b>																									
Economically Disadvantaged Students	47	2	0	45	4	9	24	53	12	27	5	11	844	45	9	53	27	11	844	5,870	9	52	31	9	843
All Other Students	36	0	0	36	5	14	26	72	5	14	0	0	852	36	14	72	14	0	852	8,088	23	58	16	3	850
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						3						
All Other Students	83	2	0	81	9	11	50	62	17	21	5	6	847	81	11	62	21	6	847	13,955	17	56	22	5	847
<b>Title I</b>																									
Students Receiving Title I Services	1	0	0	1									1						1,078	6	47	39	8	842	
All Other Students	82	2	0	80	9	11	50	63	17	21	4	5	847	80	11	63	21	5	847	12,880	18	56	21	5	848
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2									2						331	12	59	26	3	846	
All Other Students	81	2	0	79	9	11	49	62	16	20	5	6	848	79	11	62	20	6	848	13,627	17	56	22	5	847

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 8 NECAP Tests

## Grade 8 Students in 2010-2011

# Mathematics Results

School: Livermore Falls Middle School  
 District: RSU 36/MSAD 36  
 State: Maine  
 Code: 1230-1614

### 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.

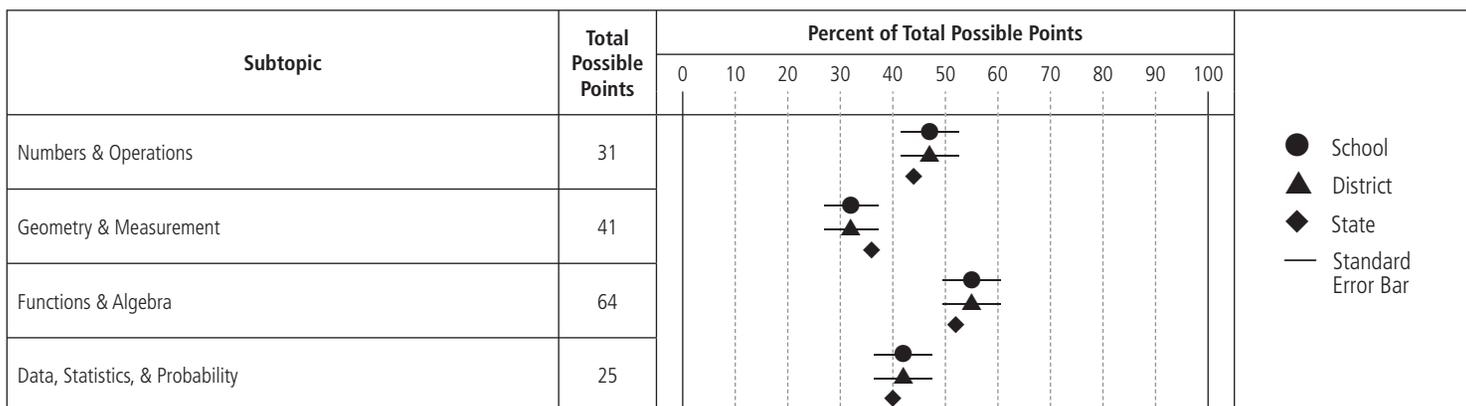
### Partially Proficient (Level 2)

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	%	
<b>SCHOOL</b>													
2008-09					5	8	32	51	11	17	15	24	841
2009-10	64	1	0	63	7	9	45	56	21	26	8	10	843
<b>2010-11</b>	<b>83</b>	<b>2</b>	<b>0</b>	<b>81</b>	<b>7</b>	<b>9</b>	<b>45</b>	<b>56</b>	<b>21</b>	<b>26</b>	<b>8</b>	<b>10</b>	<b>843</b>
Cumulative Total													
<b>DISTRICT</b>													
2008-09					5	8	32	51	11	17	15	24	841
2009-10	64	1	0	63	7	9	45	56	21	26	8	10	843
<b>2010-11</b>	<b>83</b>	<b>2</b>	<b>0</b>	<b>81</b>	<b>7</b>	<b>9</b>	<b>45</b>	<b>56</b>	<b>21</b>	<b>26</b>	<b>8</b>	<b>10</b>	<b>843</b>
Cumulative Total													
<b>STATE</b>													
2008-09					2,283	16	6,119	43	3,019	21	2,694	19	842
2009-10	14,466	236	115	14,115	2,310	17	5,894	42	3,048	22	2,731	20	842
<b>2010-11</b>	<b>14,368</b>	<b>223</b>	<b>162</b>	<b>13,983</b>	<b>2,310</b>	<b>17</b>	<b>5,894</b>	<b>42</b>	<b>3,048</b>	<b>22</b>	<b>2,731</b>	<b>20</b>	<b>842</b>
Cumulative Total													





# Fall 2010 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2010-2011

# Disaggregated Mathematics Results

**School:** Livermore Falls Middle School  
**District:** RSU 36/MSAD 36  
**State:** Maine  
**Code:** 1230-1614

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	%	%	%	%	
<b>All Students</b>	83	2	0	81	7	9	45	56	21	26	8	10	843	81	9	56	26	10	843	13,983	17	42	22	20	842
<b>Gender</b>																									
Male	46	2	0	44	4	9	24	55	11	25	5	11	843	44	9	55	25	11	843	7,279	17	42	21	20	842
Female	37	0	0	37	3	8	21	57	10	27	3	8	843	37	8	57	27	8	843	6,704	15	42	23	19	842
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										1						189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						156	15	37	23	25	840
Asian	1	0	0	1										1						160	27	43	18	13	845
Black or African American	0	0	0	0										0						389	5	26	25	44	835
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	8	67	25	0	844
White	81	2	0	79	7	9	43	54	21	27	8	10	843	79	9	54	27	10	843	12,982	17	43	22	19	842
Two or more races	0	0	0	0										0						95	8	44	19	28	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						317	3	24	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						14	43	36	14	7	847
Former LEP student - monitoring year 2	0	0	0	0										0						19	37	37	26	0	847
All Other Students	83	2	0	81	7	9	45	56	21	26	8	10	843	81	9	56	26	10	843	13,633	17	43	22	19	842
<b>IEP</b>																									
Students with an IEP	12	2	0	10	0	0	1	10	5	50	4	40	836	10	0	10	50	40	836	2,145	2	15	23	60	831
All Other Students	71	0	0	71	7	10	44	62	16	23	4	6	844	71	10	62	23	6	844	11,838	19	47	22	12	844
<b>SES</b>																									
Economically Disadvantaged Students	47	2	0	45	2	4	18	40	18	40	7	16	840	45	4	40	40	16	840	5,888	7	37	27	29	838
All Other Students	36	0	0	36	5	14	27	75	3	8	1	3	847	36	14	75	8	3	847	8,095	23	46	18	12	844
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						2					
All Other Students	83	2	0	81	7	9	45	56	21	26	8	10	843	81	9	56	26	10	843	13,981	17	42	22	20	842
<b>Title I</b>																									
Students Receiving Title I Services	1	0	0	1										1						1,086	5	28	34	34	837
All Other Students	82	2	0	80	7	9	45	56	21	26	7	9	843	80	9	56	26	9	843	12,897	18	43	21	18	842
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2										2						331	14	45	24	17	842
All Other Students	81	2	0	79	7	9	45	57	20	25	7	9	843	79	9	57	25	9	843	13,652	17	42	22	20	842

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 8 NECAP Tests

## Grade 8 Students in 2010-2011

### Writing Results

School: Livermore Falls Middle School  
 District: RSU 36/MSAD 36  
 State: Maine  
 Code: 1230-1614

#### 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.

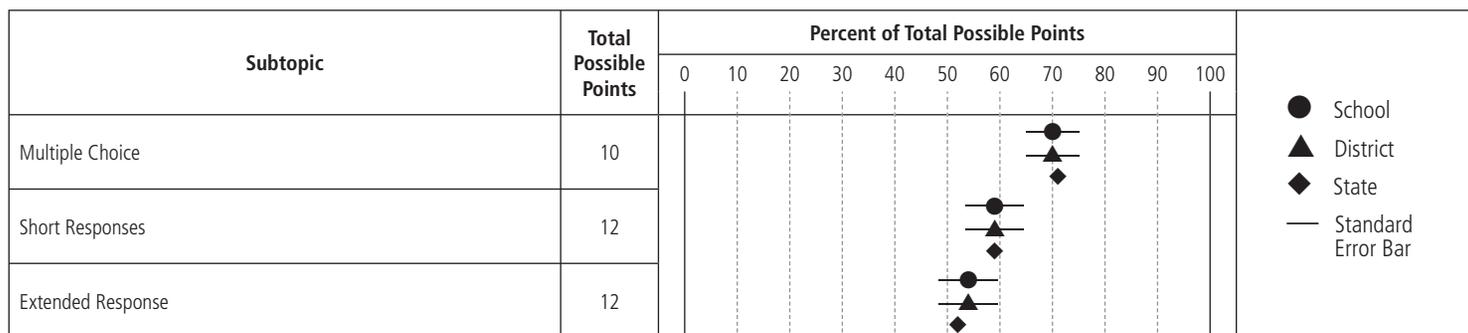
#### Partially Proficient (Level 2)

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	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	83	2	1	80	0	0	44	55	32	40	4	5	840
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	83	2	1	80	0	0	44	55	32	40	4	5	840
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





# Fall 2010 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2010-2011

# Disaggregated Writing Results

<b>School:</b>	Livermore Falls Middle School
<b>District:</b>	RSU 36/MSAD 36
<b>State:</b>	Maine
<b>Code:</b>	1230-1614

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	%	%	%	%	
<b>All Students</b>	83	2	1	80	0	0	44	55	32	40	4	5	840	80	0	55	40	5	840	13,904	7	46	37	10	840
<b>Gender</b>																									
Male	46	2	0	44	0	0	17	39	23	52	4	9	836	44	0	39	52	9	836	7,227	3	36	45	15	836
Female	37	0	1	36	0	0	27	75	9	25	0	0	844	36	0	75	25	0	844	6,677	12	55	29	4	843
Not Reported	0	0	0	0									0						0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1									1						186	7	40	40	13	838	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						155	5	43	39	13	838	
Asian	1	0	0	1									1						158	17	49	32	2	845	
Black or African American	0	0	0	0									0						373	2	33	49	16	836	
Native Hawaiian or Pacific Islander	0	0	0	0									0						12	17	58	17	8	844	
White	81	2	1	78	0	0	43	55	31	40	4	5	840	78	0	55	40	5	840	12,926	8	46	37	10	840
Two or more races	0	0	0	0									0						94	3	47	38	12	839	
No Race/Ethnicity Reported	0	0	0	0									0						0						
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0						289	1	29	55	15	834	
Former LEP student - monitoring year 1	0	0	0	0									0						14	29	50	21	0	849	
Former LEP student - monitoring year 2	0	0	0	0									0						19	21	53	26	0	848	
All Other Students	83	2	1	80	0	0	44	55	32	40	4	5	840	80	0	55	40	5	840	13,582	8	46	37	10	840
<b>IEP</b>																									
Students with an IEP	12	2	0	10	0	0	0	0	7	70	3	30	827	10	0	0	70	30	827	2,124	<1	11	50	39	829
All Other Students	71	0	1	70	0	0	44	63	25	36	1	1	841	70	0	63	36	1	841	11,780	9	52	35	5	842
<b>SES</b>																									
Economically Disadvantaged Students	47	2	1	44	0	0	21	48	19	43	4	9	838	44	0	48	43	9	838	5,828	3	36	45	15	836
All Other Students	36	0	0	36	0	0	23	64	13	36	0	0	842	36	0	64	36	0	842	8,076	11	52	31	6	842
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						3						
All Other Students	83	2	1	80	0	0	44	55	32	40	4	5	840	80	0	55	40	5	840	13,901	7	46	37	10	840
<b>Title I</b>																									
Students Receiving Title I Services	1	0	0	1									1						1,073	4	30	53	13	836	
All Other Students	82	2	1	79	0	0	44	56	31	39	4	5	840	79	0	56	39	5	840	12,831	8	47	36	10	840
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	1	1									1						328	3	39	48	11	837	
All Other Students	81	2	0	79	0	0	44	56	32	41	3	4	840	79	0	56	41	4	840	13,576	8	46	37	10	840

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.