

About The New England Common Assessment Program



This report highlights results from the Fall 2011 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 2011 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Lillian Parks Hussey School

District: Augusta Public Schools

Code: 1008-1148



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Lillian Parks Hussey School
District: Augusta Public Schools
State: Maine
Code: 1008-1148

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	20			167			13,739			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	20	20	20	156	156	155	13,422	13,440	13,395	100	100	100	93	93	93	98	98	97
With an approved accommodation	4	4	4	53	49	49	2,707	2,743	2,599	20	20	20	34	31	32	20	20	19
Current LEP Students	0	0	0	4	4	4	436	449	434	0	0	0	3	3	3	3	3	3
With an approved accommodation	0	0	0	3	3	3	196	212	185				75	75	75	45	47	43
IEP Students	0	0	0	30	30	30	2,123	2,131	2,111	0	0	0	19	19	19	16	16	16
With an approved accommodation	0	0	0	26	26	26	1,751	1,755	1,694				87	87	87	82	82	80
Students not tested in NECAP	0	0	0	11	11	12	317	299	344	0	0	0	7	7	7	2	2	3
State Approved	0	0	0	10	10	9	243	229	234				91	91	75	77	77	68
Alternate Assessment	0	0	0	7	7	6	219	212	210				70	70	67	90	93	90
First Year LEP	0	0	0	0	0	0	5	0	5				0	0	0	2	0	2
Withdrew After October 1	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
Special Consideration	0	0	0	3	3	3	19	17	19				30	30	33	8	7	8
Other	0	0	0	1	1	3	74	70	110				9	9	25	23	23	32

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	%	%	%	%	N	N	%	%	%	%	N
READING	20	0	0	20	6	30	9	45	4	20	1	5	550	156	16	54	22	8	545	13,422	15	53	23	9	545
MATH	20	0	0	20	3	15	12	60	2	10	3	15	544	156	13	43	21	23	541	13,440	16	48	18	18	543
WRITING	20	0	0	20	5	25	10	50	4	20	1	5	546	155	6	41	41	12	539	13,395	6	35	45	14	538

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 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Lillian Parks Hussey School
 District: Augusta Public Schools
 State: Maine
 Code: 1008-1148

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	%	%	%	%	N	N	%	%	%	%	N
All Students	20	0	0	20	6	30	9	45	4	20	1	5	550	156	16	54	22	8	545	13,422	15	53	23	9	545
Gender																									
Male	10	0	0	10	2	20	5	50	2	20	1	10	546	80	9	61	23	8	544	6,936	10	52	26	11	543
Female	10	0	0	10	4	40	4	40	2	20	0	0	553	76	24	46	22	8	547	6,486	21	54	19	6	547
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										1						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						117	6	40	38	15	539
Asian	1	0	0	1										4						239	21	55	15	9	547
Black or African American	1	0	0	1										4						387	5	35	29	30	537
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	38	38	8	15	549
White	18	0	0	18	6	33	8	44	3	17	1	6	551	147	16	54	22	7	545	12,290	16	54	23	8	545
Two or more races	0	0	0	0										0						155	13	53	24	10	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										4						436	5	34	32	29	537
Former LEP student - monitoring year 1	0	0	0	0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2	0	0	0	0										0						15	60	33	7	0	557
All Other Students	20	0	0	20	6	30	9	45	4	20	1	5	550	152	16	54	22	7	545	12,950	16	54	23	8	545
IEP																									
Students with an IEP	0	0	0	0										30	3	43	27	27	536	2,123	1	25	39	35	534
All Other Students	20	0	0	20	6	30	9	45	4	20	1	5	550	126	19	56	21	3	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students	11	0	0	11	1	9	5	45	4	36	1	9	544	107	7	55	27	10	542	6,165	8	48	29	14	541
All Other Students	9	0	0	9										49	35	51	12	2	552	7,257	22	57	17	4	548
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	20	0	0	20	6	30	9	45	4	20	1	5	550	156	16	54	22	8	545	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services	5	0	0	5										37	0	46	35	19	537	2,638	5	41	40	14	540
All Other Students	15	0	0	15	6	40	7	47	2	13	0	0	553	119	21	56	18	4	548	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan	0	0	0	0										1						300	9	52	30	9	543
All Other Students	20	0	0	20	6	30	9	45	4	20	1	5	550	155	16	54	22	8	545	13,122	15	53	23	9	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 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Lillian Parks Hussey School
 District: Augusta Public Schools
 State: Maine
 Code: 1008-1148

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.

(Scaled Score 554–580)

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.

(Scaled Score 540–553)

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.

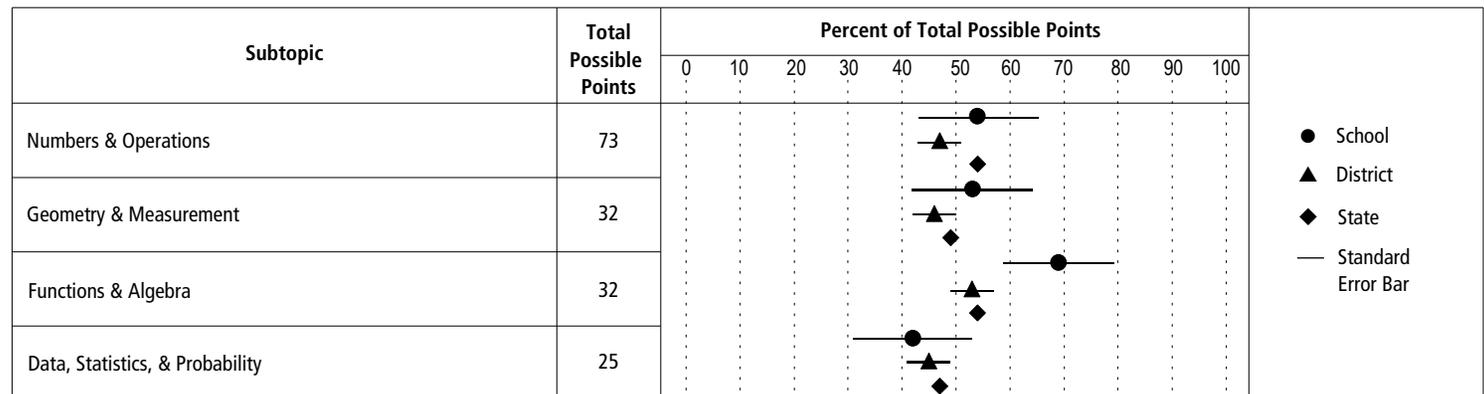
(Scaled Score 533–539)

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.

(Scaled Score 500–532)

	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													
2009-10	23	0	0	23	3	13	12	52	6	26	2	9	543
2010-11	22	0	0	22	4	18	11	50	3	14	4	18	545
2011-12	20	0	0	20	3	15	12	60	2	10	3	15	544
Cumulative Total	65	0	0	65	10	15	35	54	11	17	9	14	544
District													
2009-10	147	3	0	144	18	13	58	40	42	29	26	18	542
2010-11	152	3	2	147	12	8	66	45	30	20	39	27	540
2011-12	167	10	1	156	20	13	67	43	33	21	36	23	541
Cumulative Total	466	16	3	447	50	11	191	43	105	23	101	23	541
State													
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
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total	41,536	643	254	40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School:	Lillian Parks Hussey School
District:	Augusta Public Schools
State:	Maine
Code:	1008-1148

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	20	0	0	20	3	15	12	60	2	10	3	15	544	156	13	43	21	23	541	13,440	16	48	18	18	543
Gender																									
Male	10	0	0	10	1	10	6	60	2	20	1	10	543	80	11	49	20	20	542	6,949	17	47	18	18	543
Female	10	0	0	10	2	20	6	60	0	0	2	20	545	76	14	37	22	26	540	6,491	16	49	18	17	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										1						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						119	7	47	24	23	540
Asian	1	0	0	1										4						242	23	48	14	15	546
Black or African American	1	0	0	1										4						392	4	31	21	44	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	23	54	8	15	546
White	18	0	0	18	3	17	12	67	0	0	3	17	545	147	13	43	20	24	541	12,295	17	49	18	16	543
Two or more races	0	0	0	0										0						155	19	45	18	18	543
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										4						449	3	32	20	44	534
Former LEP student - monitoring year 1	0	0	0	0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2	0	0	0	0										0						15	47	33	7	13	555
All Other Students	20	0	0	20	3	15	12	60	2	10	3	15	544	152	13	43	21	24	541	12,955	17	48	18	17	543
IEP																									
Students with an IEP	0	0	0	0										30	0	27	13	60	530	2,131	3	24	24	49	532
All Other Students	20	0	0	20	3	15	12	60	2	10	3	15	544	126	16	47	23	14	543	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students	11	0	0	11	1	9	6	55	1	9	3	27	540	107	4	43	23	30	537	6,181	8	43	23	26	539
All Other Students	9	0	0	9										49	33	43	16	8	548	7,259	23	52	14	10	546
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	20	0	0	20	3	15	12	60	2	10	3	15	544	156	13	43	21	23	541	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services	5	0	0	5										37	3	46	16	35	535	2,644	3	36	30	32	537
All Other Students	15	0	0	15	3	20	10	67	1	7	1	7	548	119	16	42	23	19	542	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan	0	0	0	0										1						300	10	45	24	20	541
All Other Students	20	0	0	20	3	15	12	60	2	10	3	15	544	155	13	43	21	23	541	13,140	17	48	18	17	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 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Writing Results

School: Lillian Parks Hussey School
 District: Augusta Public Schools
 State: Maine
 Code: 1008-1148

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.

(Scaled Score 555–580)

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.

(Scaled Score 540–554)

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.

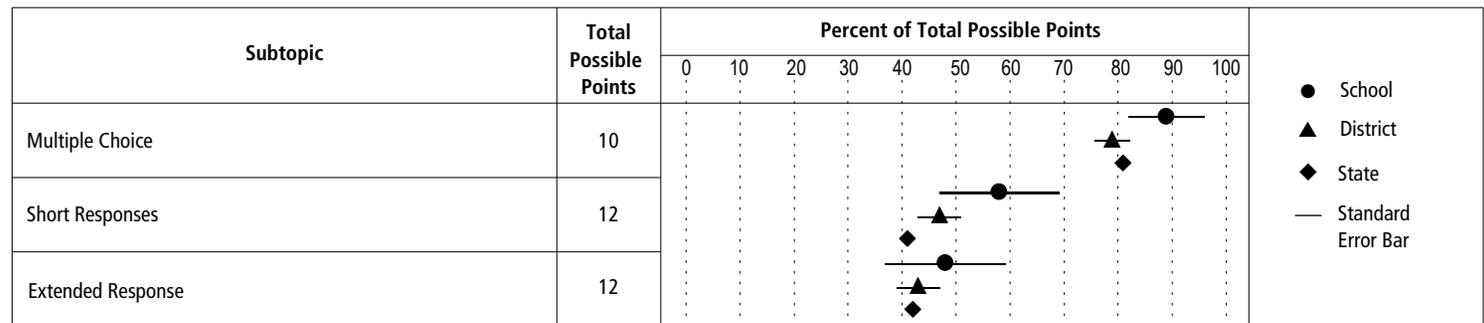
(Scaled Score 527–539)

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.

(Scaled Score 500–526)

	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																	
2009-10																	
2010-11	22		0		0		22		9	41	8	36	5	23	0	0	553
2011-12	20		0		0		20		5	25	10	50	4	20	1	5	546
Cumulative Total	42		0		0		42		14	33	18	43	9	21	1	2	550
District																	
2009-10																	
2010-11	152		3		3		146		15	10	44	30	66	45	21	14	539
2011-12	167		9		3		155		9	6	64	41	63	41	19	12	539
Cumulative Total	319		12		6		301		24	8	108	36	129	43	40	13	539
State																	
2009-10																	
2010-11	13,877		309		133		13,435		1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739		234		110		13,395		771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total	27,616		543		243		26,830		1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Writing Results

School:	Lillian Parks Hussey School
District:	Augusta Public Schools
State:	Maine
Code:	1008-1148

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	%	%	%	%	N	N	%	%	%	%	N
All Students	20	0	0	20	5	25	10	50	4	20	1	5	546	155	6	41	41	12	539	13,395	6	35	45	14	538
Gender																									
Male	10	0	0	10	2	20	5	50	2	20	1	10	544	80	4	36	43	18	537	6,914	3	28	50	19	535
Female	10	0	0	10	3	30	5	50	2	20	0	0	549	75	8	47	39	7	541	6,481	9	42	41	9	541
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										1						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						117	1	21	50	29	532
Asian	1	0	0	1										4						238	8	40	39	13	540
Black or African American	1	0	0	1										4						384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	15	62	8	15	545
White	18	0	0	18	5	28	8	44	4	22	1	6	546	146	6	40	40	13	539	12,269	6	35	46	14	538
Two or more races	0	0	0	0										0						155	5	34	42	19	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										4						434	4	24	42	30	533
Former LEP student - monitoring year 1	0	0	0	0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2	0	0	0	0										0						15	20	53	27	0	546
All Other Students	20	0	0	20	5	25	10	50	4	20	1	5	546	151	6	41	41	12	539	12,926	6	35	45	14	538
IEP																									
Students with an IEP	0	0	0	0										30	0	10	53	37	530	2,111	<1	8	43	48	527
All Other Students	20	0	0	20	5	25	10	50	4	20	1	5	546	125	7	49	38	6	541	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students	11	0	0	11	2	18	4	36	4	36	1	9	542	106	2	34	46	18	536	6,149	3	26	50	21	535
All Other Students	9	0	0	9										49	14	57	29	0	546	7,246	8	42	41	9	540
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	20	0	0	20	5	25	10	50	4	20	1	5	546	155	6	41	41	12	539	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services	5	0	0	5										36	0	19	61	19	533	2,633	2	20	55	23	534
All Other Students	15	0	0	15	5	33	7	47	2	13	1	7	548	119	8	48	34	10	541	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan	0	0	0	0										1						299	2	24	57	17	535
All Other Students	20	0	0	20	5	25	10	50	4	20	1	5	546	154	6	42	41	12	539	13,096	6	35	45	14	538

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.