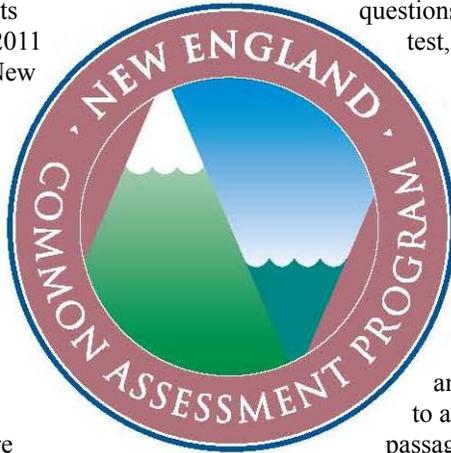


# About The New England Common Assessment Program



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 7 NECAP Tests

Grade 7 Students in 2011-2012

## School Results

**School:** Harmony Elementary

**District:** Harmony School Department

**Code:** 1073-1261



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Harmony Elementary
<b>District:</b>	Harmony School Department
<b>State:</b>	Maine
<b>Code:</b>	1073-1261

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	17			17			14,129			100			100			100		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	17	17		17	17		13,789	13,820		100	100		100	100		98	98	
With an approved accommodation	1	1		1	1		2,191	2,213		6	6		6	6		16	16	
Current LEP Students	0	0		0	0		343	364		0	0		0	0		2	3	
With an approved accommodation	0	0		0	0		128	151								37	41	
IEP Students	4	4		4	4		2,190	2,201		24	24		24	24		16	16	
With an approved accommodation	1	1		1	1		1,777	1,778		25	25		25	25		81	81	
<b>Students not tested in NECAP</b>	0	0		0	0		340	309		0	0		0	0		2	2	
State Approved	0	0		0	0		244	218								72	71	
Alternate Assessment	0	0		0	0		218	203								89	93	
First Year LEP	0	0		0	0		10	0								4	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		16	15								7	7	
Other	0	0		0	0		96	91								28	29	

### 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
<b>READING</b>	17	0	0	17	1	6	7	41	5	29	4	24	740	17	6	41	29	24	740	13,789	13	57	21	9	746
<b>MATH</b>	17	0	0	17	1	6	8	47	2	12	6	35	739	17	6	47	12	35	739	13,820	21	40	19	20	743
<b>WRITING</b>																									

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 7 NECAP Tests

## Grade 7 Students in 2011-2012

### Disaggregated Reading Results

School: Harmony Elementary  
 District: Harmony School Department  
 State: Maine  
 Code: 1073-1261

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>	17	0	0	17	1	6	7	41	5	29	4	24	740	17	6	41	29	24	740	13,789	13	57	21	9	746
<b>Gender</b>																									
Male	7	0	0	7					4		2		740	7					740	7,120	8	57	23	12	744
Female	10	0	0	10	1	10	3	30	4	40	2	20	740	10	10	30	40	20	740	6,669	18	57	18	7	749
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						184	8	57	24	11	744
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						118	5	53	31	10	742
Asian	1	0	0	1										1						200	22	51	23	4	750
Black or African American	0	0	0	0										0						378	7	45	25	24	740
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	73	18	9	746
White	15	0	0	15	1	7	6	40	4	27	4	27	739	15	7	40	27	27	739	12,735	13	57	21	9	746
Two or more races	1	0	0	1										1						163	11	60	20	9	745
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						343	3	38	30	28	737
Former LEP student - monitoring year 1	0	0	0	0										0						37	24	73	3	0	754
Former LEP student - monitoring year 2	0	0	0	0										0						24	21	79	0	0	757
All Other Students	17	0	0	17	1	6	7	41	5	29	4	24	740	17	6	41	29	24	740	13,385	13	57	21	9	746
<b>IEP</b>																									
Students with an IEP	4	0	0	4										4						2,190	1	24	38	37	732
All Other Students	13	0	0	13	1	8	6	46	5	38	1	8	743	13	8	46	38	8	743	11,599	15	63	17	4	749
<b>SES</b>																									
Economically Disadvantaged Students	8	0	0	8										8						6,251	6	52	28	15	742
All Other Students	9	0	0	9										9						7,538	19	61	15	5	750
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						5					
All Other Students	17	0	0	17	1	6	7	41	5	29	4	24	740	17	6	41	29	24	740	13,784	13	57	21	9	746
<b>Title I</b>																									
Students Receiving Title I Services	5	0	0	5										5						1,957	5	43	38	14	740
All Other Students	12	0	0	12	1	8	5	42	3	25	3	25	741	12	8	42	25	25	741	11,832	15	59	18	8	747
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						387	7	59	26	8	744
All Other Students	17	0	0	17	1	6	7	41	5	29	4	24	740	17	6	41	29	24	740	13,402	13	57	21	9	746

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 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Mathematics Results

School: Harmony Elementary  
 District: Harmony School Department  
 State: Maine  
 Code: 1073-1261

### 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 752–780)

### 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 740–751)

### 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.

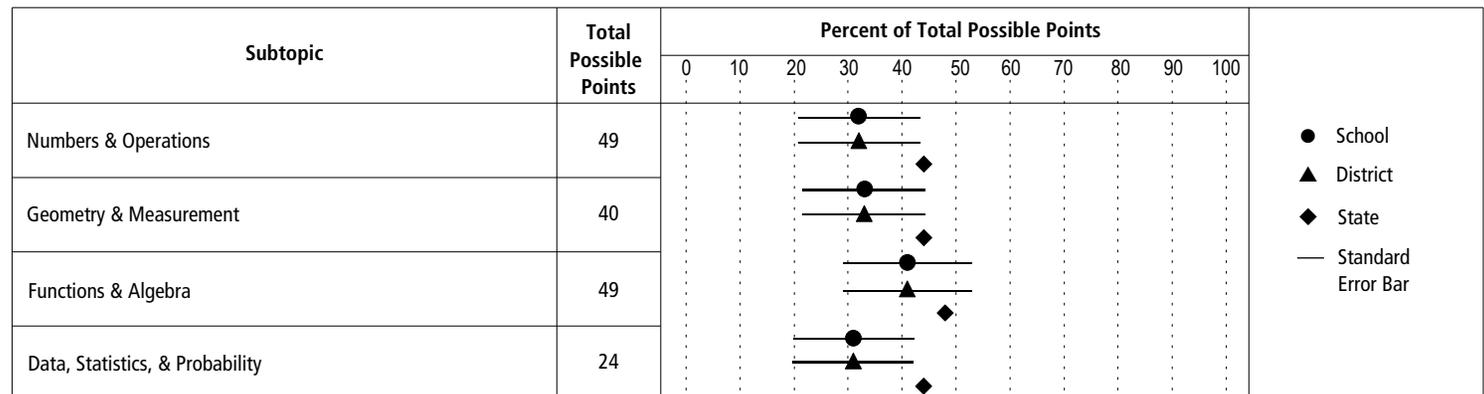
(Scaled Score 734–739)

### 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 700–733)

	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>													
2009-10	14	0	1	13	0	0	5	38	5	38	3	23	739
2010-11	10	0	0	10	1	10	4	40	1	10	4	40	736
2011-12	17	0	0	17	1	6	8	47	2	12	6	35	739
Cumulative Total	41	0	1	40	2	5	17	43	8	20	13	33	738
<b>District</b>													
2009-10	14	0	1	13	0	0	5	38	5	38	3	23	739
2010-11	10	0	0	10	1	10	4	40	1	10	4	40	736
2011-12	17	0	0	17	1	6	8	47	2	12	6	35	739
Cumulative Total	41	0	1	40	2	5	17	43	8	20	13	33	738
<b>State</b>													
2009-10	14,367	212	116	14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
Cumulative Total	42,916	677	336	41,903	7,782	19	17,119	41	8,482	20	8,520	20	742





# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Disaggregated Mathematics Results

<b>School:</b>	Harmony Elementary
<b>District:</b>	Harmony School Department
<b>State:</b>	Maine
<b>Code:</b>	1073-1261

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
<b>All Students</b>	17	0	0	17	1	6	8	47	2	12	6	35	739	17	6	47	12	35	739	13,820	21	40	19	20	743
<b>Gender</b>																									
Male	7	0	0	7										7						7,138	21	40	19	20	743
Female	10	0	0	10	1	10	4	40	1	10	4	40	739	10	10	40	10	40	739	6,682	20	40	20	20	742
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										0						186	16	36	24	24	740
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						117	7	40	26	27	738
Asian	1	0	0	1										1						205	28	37	16	19	745
Black or African American	0	0	0	0										0						390	7	26	22	45	734
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	45	18	9	27	748
White	15	0	0	15	0	0	8	53	1	7	6	40	739	15	0	53	7	40	739	12,749	21	40	19	19	743
Two or more races	1	0	0	1										1						162	22	35	22	22	742
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						364	4	25	21	50	733
Former LEP student - monitoring year 1	0	0	0	0										0						37	24	62	11	3	747
Former LEP student - monitoring year 2	0	0	0	0										0						24	50	38	13	0	751
All Other Students	17	0	0	17	1	6	8	47	2	12	6	35	739	17	6	47	12	35	739	13,395	21	40	19	19	743
<b>IEP</b>																									
Students with an IEP	4	0	0	4										4						2,201	3	18	19	60	731
All Other Students	13	0	0	13	1	8	7	54	2	15	3	23	742	13	8	54	15	23	742	11,619	24	44	19	13	745
<b>SES</b>																									
Economically Disadvantaged Students	8	0	0	8										8						6,273	10	36	24	29	739
All Other Students	9	0	0	9										9						7,547	29	43	15	12	746
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						6					
All Other Students	17	0	0	17	1	6	8	47	2	12	6	35	739	17	6	47	12	35	739	13,814	21	40	19	20	743
<b>Title I</b>																									
Students Receiving Title I Services	5	0	0	5										5						1,963	5	28	30	37	737
All Other Students	12	0	0	12	1	8	6	50	2	17	3	25	740	12	8	50	17	25	740	11,857	23	42	18	17	744
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						388	16	38	22	24	741
All Other Students	17	0	0	17	1	6	8	47	2	12	6	35	739	17	6	47	12	35	739	13,432	21	40	19	20	743

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.