

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: Carl J Lamb School

District: Sanford School Department

Code: 1148-1385



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School:	Carl J Lamb School
District:	Sanford School Department
State:	Maine
Code:	1148-1385

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	82			233			13,739			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	75	76	75	223	224	223	13,422	13,440	13,395	91	93	91	96	96	96	98	98	97
Current LEP Students	26	27	27	71	72	72	2,707	2,743	2,599	35	36	36	32	32	32	20	20	19
With an approved accommodation	4	5	4	16	17	16	436	449	434	5	7	5	7	8	7	3	3	3
IEP Students	2	3	2	5	6	5	196	212	185	50	60	50	31	35	31	45	47	43
With an approved accommodation	18	18	18	44	44	44	2,123	2,131	2,111	24	24	24	20	20	20	16	16	16
Other	18	18	18	43	43	43	1,751	1,755	1,694	100	100	100	98	98	98	82	82	80
Students not tested in NECAP	7	6	7	10	9	10	317	299	344	9	7	9	4	4	4	2	2	3
State Approved	6	6	6	8	8	8	243	229	234	86	100	86	80	89	80	77	77	68
Alternate Assessment	6	6	6	8	8	8	219	212	210	100	100	100	100	100	100	90	93	90
First Year LEP	0	0	0	0	0	0	5	0	5	0	0	0	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	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	19	17	19	0	0	0	0	0	0	8	7	8
Other	1	0	1	2	1	2	74	70	110	14	0	14	20	11	20	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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	82	6	1	75	16	21	32	43	22	29	5	7	545	223	15	50	28	7	544	13,422	15	53	23	9	545
MATH	82	6	0	76	11	14	31	41	19	25	15	20	541	224	15	45	24	17	542	13,440	16	48	18	18	543
WRITING	82	6	1	75	5	7	27	36	29	39	14	19	538	223	4	33	46	16	537	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: Carl J Lamb School
District: Sanford School Department
State: Maine
Code: 1148-1385

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	82	6	1	75	16	21	32	43	22	29	5	7	545	223	15	50	28	7	544	13,422	15	53	23	9	545
Gender																									
Male	40	4	1	35	4	11	13	37	15	43	3	9	542	111	12	52	27	9	544	6,936	10	52	26	11	543
Female	42	2	0	40	12	30	19	48	7	18	2	5	548	112	18	48	29	5	545	6,486	21	54	19	6	547
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	5	0	1	4									7						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	2	0	0	2									12	25	58	17	0	550	239	21	55	15	9	547	
Black or African American	0	0	0	0									4						387	5	35	29	30	537	
Native Hawaiian or Pacific Islander	0	0	0	0									0						13	38	38	8	15	549	
White	74	6	0	68	15	22	30	44	19	28	4	6	546	197	14	51	28	7	544	12,290	16	54	23	8	545
Two or more races	1	0	0	1									3						155	13	53	24	10	545	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	5	0	1	4										16	19	50	31	0	546	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									1						15	60	33	7	0	557	
All Other Students	77	6	0	71	15	21	31	44	20	28	5	7	546	206	14	50	28	8	544	12,950	16	54	23	8	545
IEP																									
Students with an IEP	24	6	0	18	0	0	3	17	12	67	3	17	535	44	2	25	55	18	536	2,123	1	25	39	35	534
All Other Students	58	0	1	57	16	28	29	51	10	18	2	4	549	179	18	56	21	4	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students	51	6	1	44	4	9	21	48	16	36	3	7	543	143	10	48	34	9	543	6,165	8	48	29	14	541
All Other Students	31	0	0	31	12	39	11	35	6	19	2	6	549	80	24	55	18	4	548	7,257	22	57	17	4	548
Migrant																									
Migrant Students	0	0	0	0									0						7						
All Other Students	82	6	1	75	16	21	32	43	22	29	5	7	545	223	15	50	28	7	544	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	8	50	6	38	2	13	539	50	0	38	46	16	538	2,638	5	41	40	14	540
All Other Students	66	6	1	59	16	27	24	41	16	27	3	5	547	173	19	54	23	5	546	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan	4	0	0	4									18	6	56	33	6	542	300	9	52	30	9	543	
All Other Students	78	6	1	71	15	21	30	42	21	30	5	7	545	205	16	50	27	7	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: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

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.

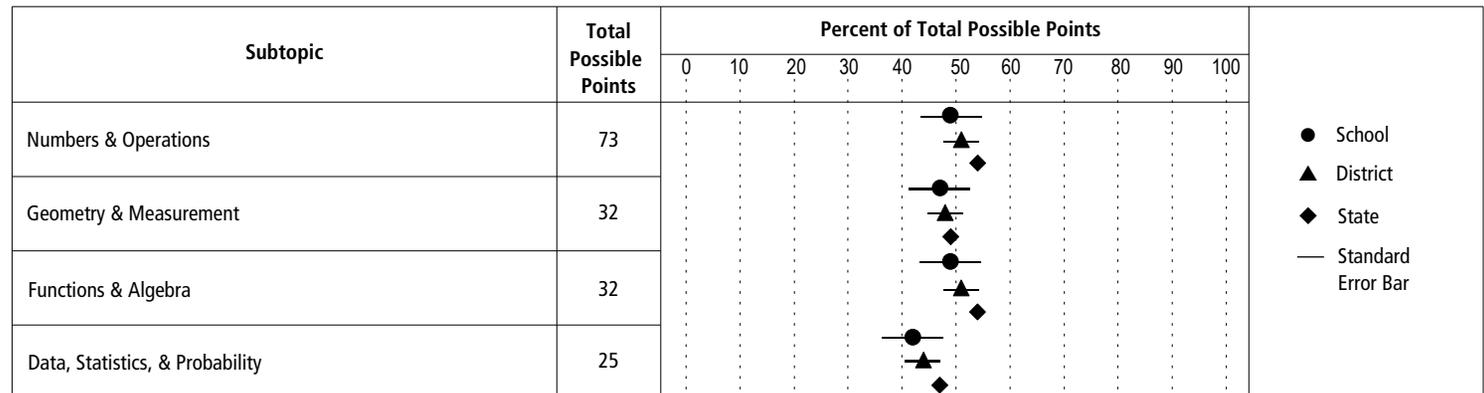
(Scaled Score 533–539)

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	87	5	0	82	22	27	38	46	15	18	7	9	546
2010-11	67	8	0	59	6	10	32	54	13	22	8	14	544
2011-12	82	6	0	76	11	14	31	41	19	25	15	20	541
Cumulative Total	236	19	0	217	39	18	101	47	47	22	30	14	544
District													
2009-10	239	6	2	231	54	23	109	47	36	16	32	14	545
2010-11	215	11	1	203	31	15	100	49	45	22	27	13	544
2011-12	233	8	1	224	34	15	100	45	53	24	37	17	542
Cumulative Total	687	25	4	658	119	18	309	47	134	20	96	15	544
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: Carl J Lamb School
District: Sanford School Department
State: Maine
Code: 1148-1385

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	82	6	0	76	11	14	31	41	19	25	15	20	541	224	15	45	24	17	542	13,440	16	48	18	18	543
Gender																									
Male	40	4	0	36	4	11	15	42	10	28	7	19	541	112	18	43	22	17	544	6,949	17	47	18	18	543
Female	42	2	0	40	7	18	16	40	9	23	8	20	541	112	13	46	25	16	541	6,491	16	49	18	17	543
Not Reported	0	0	0	0									0						0	0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5									8						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	2	0	0	2									12	25	42	25	8	549	242	23	48	14	15	546	
Black or African American	0	0	0	0									4						392	4	31	21	44	534	
Native Hawaiian or Pacific Islander	0	0	0	0									0						13	23	54	8	15	546	
White	74	6	0	68	11	16	28	41	18	26	11	16	542	197	15	45	24	15	543	12,295	17	49	18	16	543
Two or more races	1	0	0	1									3						155	19	45	18	18	543	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	5	0	0	5										17	12	35	35	18	542	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									1						15	47	33	7	13	555	
All Other Students	77	6	0	71	11	15	29	41	18	25	13	18	542	206	15	46	23	17	542	12,955	17	48	18	17	543
IEP																									
Students with an IEP	24	6	0	18	0	0	2	11	6	33	10	56	530	44	2	16	34	48	532	2,131	3	24	24	49	532
All Other Students	58	0	0	58	11	19	29	50	13	22	5	9	545	180	18	52	21	9	545	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students	51	6	0	45	3	7	20	44	12	27	10	22	539	144	10	44	27	19	541	6,181	8	43	23	26	539
All Other Students	31	0	0	31	8	26	11	35	7	23	5	16	544	80	25	46	18	11	545	7,259	23	52	14	10	546
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	82	6	0	76	11	14	31	41	19	25	15	20	541	224	15	45	24	17	542	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services	16	0	0	16	1	6	6	38	6	38	3	19	539	50	2	38	36	24	538	2,644	3	36	30	32	537
All Other Students	66	6	0	60	10	17	25	42	13	22	12	20	542	174	19	47	20	14	544	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan	4	0	0	4										18	6	56	22	17	542	300	10	45	24	20	541
All Other Students	78	6	0	72	10	14	29	40	18	25	15	21	541	206	16	44	24	17	542	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: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

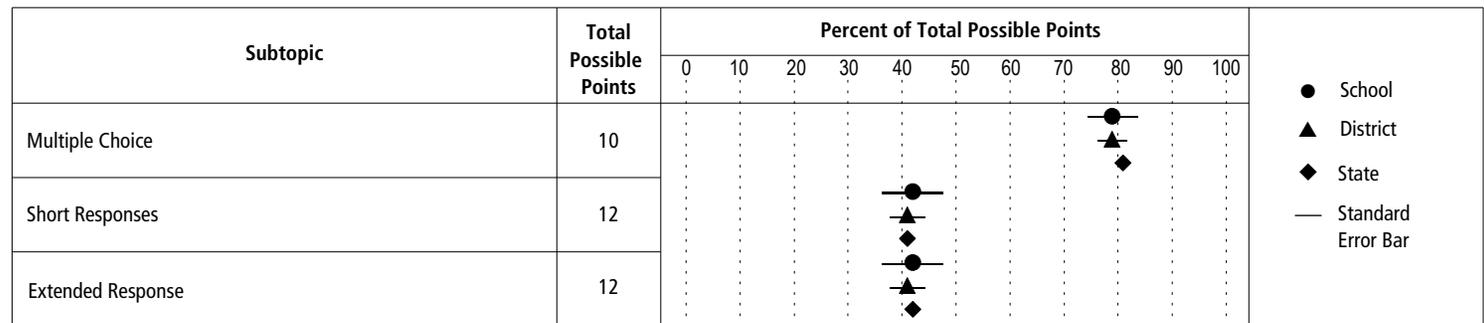
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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	67		8		0		59		4	7	15	25	35	59	5	8	538
2011-12	82		6		1		75		5	7	27	36	29	39	14	19	538
Cumulative Total	149		14		1		134		9	7	42	31	64	48	19	14	538
District																	
2009-10																	
2010-11	215		12		1		202		15	7	71	35	106	52	10	5	540
2011-12	233		8		2		223		10	4	74	33	103	46	36	16	537
Cumulative Total	448		20		3		425		25	6	145	34	209	49	46	11	538
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: Carl J Lamb School
District: Sanford School Department
State: Maine
Code: 1148-1385

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	82	6	1	75	5	7	27	36	29	39	14	19	538	223	4	33	46	16	537	13,395	6	35	45	14	538
Gender																									
Male	40	4	1	35	1	3	9	26	17	49	8	23	534	111	3	32	47	19	536	6,914	3	28	50	19	535
Female	42	2	0	40	4	10	18	45	12	30	6	15	540	112	6	35	46	13	538	6,481	9	42	41	9	541
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	1	4										7						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	2	0	0	2										12	17	50	33	0	545	238	8	40	39	13	540
Black or African American	0	0	0	0										4						384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	15	62	8	15	545
White	74	6	0	68	5	7	25	37	24	35	14	21	537	197	4	33	47	17	537	12,269	6	35	46	14	538
Two or more races	1	0	0	1										3						155	5	34	42	19	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	5	0	1	4										16	13	38	50	0	542	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										1						15	20	53	27	0	546
All Other Students	77	6	0	71	5	7	25	35	27	38	14	20	537	206	4	33	46	17	536	12,926	6	35	45	14	538
IEP																									
Students with an IEP	24	6	0	18	0	0	0	0	8	44	10	56	526	44	0	2	45	52	527	2,111	<1	8	43	48	527
All Other Students	58	0	1	57	5	9	27	47	21	37	4	7	541	179	6	41	46	7	539	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students	51	6	1	44	1	2	12	27	23	52	8	18	536	143	3	27	52	17	536	6,149	3	26	50	21	535
All Other Students	31	0	0	31	4	13	15	48	6	19	6	19	540	80	6	45	35	14	539	7,246	8	42	41	9	540
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	82	6	1	75	5	7	27	36	29	39	14	19	538	223	4	33	46	16	537	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	5	31	7	44	4	25	535	50	0	16	62	22	533	2,633	2	20	55	23	534
All Other Students	66	6	1	59	5	8	22	37	22	37	10	17	538	173	6	38	42	14	538	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan	4	0	0	4										18	0	17	61	22	534	299	2	24	57	17	535
All Other Students	78	6	1	71	5	7	26	37	26	37	14	20	538	205	5	35	45	16	537	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.