

# 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:** Leeds Central School

**District:** RSU 52/MSAD 52

**Code:** 1246-1691



# Fall 2011 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Leeds Central School
<b>District:</b>	RSU 52/MSAD 52
<b>State:</b>	Maine
<b>Code:</b>	1246-1691

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	30			159			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
Students tested	29	30	30	154	154	155	13,422	13,440	13,395	97	100	100	97	97	97	98	98	97
With an approved accommodation	8	9	9	32	30	32	2,707	2,743	2,599	28	30	30	21	19	21	20	20	19
Current LEP Students	1	1	1	5	5	5	436	449	434	3	3	3	3	3	3	3	3	3
With an approved accommodation	1	1	1	1	1	1	196	212	185	100	100	100	20	20	20	45	47	43
IEP Students	9	10	10	37	37	38	2,123	2,131	2,111	31	33	33	24	24	25	16	16	16
With an approved accommodation	8	9	9	28	26	28	1,751	1,755	1,694	89	90	90	76	70	74	82	82	80
Students not tested in NECAP	1	0	0	5	5	4	317	299	344	3	0	0	3	3	3	2	2	3
State Approved	0	0	0	3	4	2	243	229	234	0			60	80	50	77	77	68
Alternate Assessment	0	0	0	3	4	2	219	212	210				100	100	100	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	0	0	0	19	17	19				0	0	0	8	7	8
Other	1	0	0	2	1	2	74	70	110	100			40	20	50	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	30	0	1	29	9	31	10	34	6	21	4	14	547	154	16	51	23	9	545	13,422	15	53	23	9	545
MATH	30	0	0	30	5	17	17	57	1	3	7	23	543	154	18	50	17	16	544	13,440	16	48	18	18	543
WRITING	30	0	0	30	3	10	7	23	10	33	10	33	535	155	10	30	46	14	538	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:** Leeds Central School  
**District:** RSU 52/MSAD 52  
**State:** Maine  
**Code:** 1246-1691

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>	30	0	1	29	9	31	10	34	6	21	4	14	547	154	16	51	23	9	545	13,422	15	53	23	9	545
<b>Gender</b>																									
Male	17	0	0	17	3	18	7	41	5	29	2	12	544	96	7	51	33	8	542	6,936	10	52	26	11	543
Female	13	0	1	12	6	50	3	25	1	8	2	17	550	58	31	52	7	10	550	6,486	21	54	19	6	547
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										5						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	0	0	0	0										0						239	21	55	15	9	547
Black or African American	0	0	0	0										3						387	5	35	29	30	537
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	38	38	8	15	549
White	29	0	1	28	9	32	10	36	6	21	3	11	547	145	16	52	23	9	545	12,290	16	54	23	8	545
Two or more races	0	0	0	0										1						155	13	53	24	10	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	1	0	0	1										5						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	29	0	1	28	9	32	10	36	6	21	3	11	547	149	15	52	23	9	545	12,950	16	54	23	8	545
<b>IEP</b>																									
Students with an IEP	10	0	1	9										37	0	24	38	38	533	2,123	1	25	39	35	534
All Other Students	20	0	0	20	9	45	9	45	2	10	0	0	553	117	21	60	19	0	549	11,299	18	58	20	4	547
<b>SES</b>																									
Economically Disadvantaged Students	14	0	1	13	5	38	2	15	5	38	1	8	546	61	16	41	31	11	542	6,165	8	48	29	14	541
All Other Students	16	0	0	16	4	25	8	50	1	6	3	19	547	93	16	58	18	8	547	7,257	22	57	17	4	548
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						7					
All Other Students	30	0	1	29	9	31	10	34	6	21	4	14	547	154	16	51	23	9	545	13,415	15	53	23	9	545
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,638	5	41	40	14	540
All Other Students	30	0	1	29	9	31	10	34	6	21	4	14	547	154	16	51	23	9	545	10,784	18	56	19	8	546
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						300	9	52	30	9	543
All Other Students	30	0	1	29	9	31	10	34	6	21	4	14	547	154	16	51	23	9	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: Leeds Central School  
 District: RSU 52/MSAD 52  
 State: Maine  
 Code: 1246-1691

#### 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.

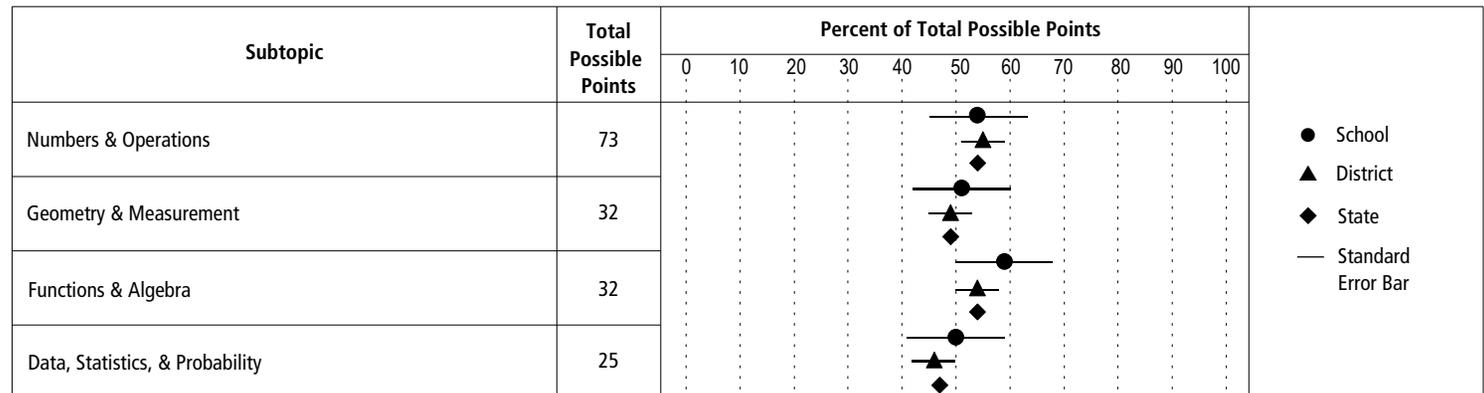
(Scaled Score 533–539)

#### 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	%	
<b>School</b>													
2009-10	32	0	0	32	8	25	12	38	8	25	4	13	544
2010-11	20	0	0	20	3	15	8	40	3	15	6	30	542
2011-12	30	0	0	30	5	17	17	57	1	3	7	23	543
Cumulative Total	82	0	0	82	16	20	37	45	12	15	17	21	543
<b>District</b>													
2009-10	147	2	1	144	26	18	71	49	28	19	19	13	544
2010-11	141	2	0	139	27	19	57	41	28	20	27	19	543
2011-12	159	4	1	154	27	18	77	50	26	17	24	16	544
Cumulative Total	447	8	2	437	80	18	205	47	82	19	70	16	544
<b>State</b>													
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

<b>School:</b>	Leeds Central School
<b>District:</b>	RSU 52/MSAD 52
<b>State:</b>	Maine
<b>Code:</b>	1246-1691

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>	30	0	0	30	5	17	17	57	1	3	7	23	543	154	18	50	17	16	544	13,440	16	48	18	18	543
<b>Gender</b>																									
Male	17	0	0	17	3	18	10	59	1	6	3	18	545	95	15	55	15	16	543	6,949	17	47	18	18	543
Female	13	0	0	13	2	15	7	54	0	0	4	31	541	59	22	42	20	15	544	6,491	16	49	18	17	543
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										5						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						119	7	47	24	23	540
Asian	0	0	0	0										0						242	23	48	14	15	546
Black or African American	0	0	0	0										3						392	4	31	21	44	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	23	54	8	15	546
White	29	0	0	29	5	17	17	59	1	3	6	21	544	144	19	50	17	14	544	12,295	17	49	18	16	543
Two or more races	0	0	0	0										1						155	19	45	18	18	543
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	1	0	0	1										5						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	29	0	0	29	5	17	17	59	1	3	6	21	544	149	18	50	17	15	544	12,955	17	48	18	17	543
<b>IEP</b>																									
Students with an IEP	10	0	0	10	0	0	4	40	1	10	5	50	533	37	3	32	19	46	534	2,131	3	24	24	49	532
All Other Students	20	0	0	20	5	25	13	65	0	0	2	10	548	117	22	56	16	6	546	11,309	19	52	17	12	545
<b>SES</b>																									
Economically Disadvantaged Students	14	0	0	14	2	14	8	57	0	0	4	29	540	62	11	50	13	26	540	6,181	8	43	23	26	539
All Other Students	16	0	0	16	3	19	9	56	1	6	3	19	546	92	22	50	20	9	546	7,259	23	52	14	10	546
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						7					
All Other Students	30	0	0	30	5	17	17	57	1	3	7	23	543	154	18	50	17	16	544	13,433	16	48	18	18	543
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,644	3	36	30	32	537
All Other Students	30	0	0	30	5	17	17	57	1	3	7	23	543	154	18	50	17	16	544	10,796	20	51	15	14	545
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						300	10	45	24	20	541
All Other Students	30	0	0	30	5	17	17	57	1	3	7	23	543	154	18	50	17	16	544	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: Leeds Central School  
 District: RSU 52/MSAD 52  
 State: Maine  
 Code: 1246-1691

#### 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)**

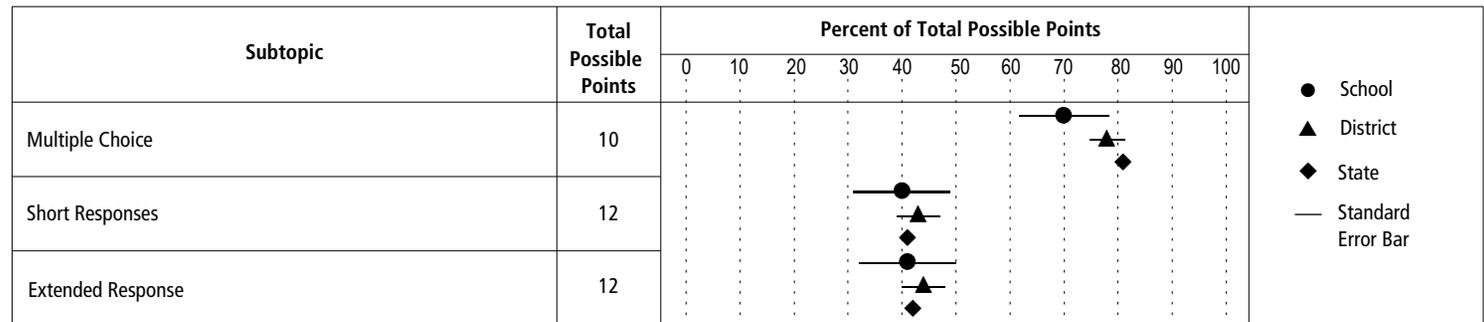
#### Partially Proficient (Level 2)

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	%	
<b>School</b>													
2009-10													
2010-11	20	0	0	20	1	5	9	45	9	45	1	5	540
2011-12	30	0	0	30	3	10	7	23	10	33	10	33	535
Cumulative Total	50	0	0	50	4	8	16	32	19	38	11	22	537
<b>District</b>													
2009-10													
2010-11	141	2	0	139	20	14	55	40	53	38	11	8	542
2011-12	159	2	2	155	15	10	47	30	71	46	22	14	538
Cumulative Total	300	4	2	294	35	12	102	35	124	42	33	11	540
<b>State</b>													
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:** Leeds Central School  
**District:** RSU 52/MSAD 52  
**State:** Maine  
**Code:** 1246-1691

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>	30	0	0	30	3	10	7	23	10	33	10	33	535	155	10	30	46	14	538	13,395	6	35	45	14	538
<b>Gender</b>																									
Male	17	0	0	17	2	12	3	18	5	29	7	41	534	95	5	24	54	17	535	6,914	3	28	50	19	535
Female	13	0	0	13	1	8	4	31	5	38	3	23	537	60	17	40	33	10	543	6,481	9	42	41	9	541
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										5						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						117	1	21	50	29	532
Asian	0	0	0	0										0						238	8	40	39	13	540
Black or African American	0	0	0	0										3						384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	15	62	8	15	545
White	29	0	0	29	3	10	7	24	10	34	9	31	535	145	9	30	47	14	538	12,269	6	35	46	14	538
Two or more races	0	0	0	0										1						155	5	34	42	19	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	1	0	0	1										5						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	29	0	0	29	3	10	7	24	10	34	9	31	535	150	9	31	46	14	538	12,926	6	35	45	14	538
<b>IEP</b>																									
Students with an IEP	10	0	0	10	0	0	0	0	2	20	8	80	525	38	0	11	42	47	528	2,111	<1	8	43	48	527
All Other Students	20	0	0	20	3	15	7	35	8	40	2	10	540	117	13	37	47	3	542	11,284	7	40	46	8	540
<b>SES</b>																									
Economically Disadvantaged Students	14	0	0	14	0	0	4	29	6	43	4	29	535	62	6	29	47	18	536	6,149	3	26	50	21	535
All Other Students	16	0	0	16	3	19	3	19	4	25	6	38	535	93	12	31	45	12	540	7,246	8	42	41	9	540
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						6					
All Other Students	30	0	0	30	3	10	7	23	10	33	10	33	535	155	10	30	46	14	538	13,389	6	35	45	14	538
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						2,633	2	20	55	23	534
All Other Students	30	0	0	30	3	10	7	23	10	33	10	33	535	155	10	30	46	14	538	10,762	7	38	43	12	539
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						299	2	24	57	17	535
All Other Students	30	0	0	30	3	10	7	23	10	33	10	33	535	155	10	30	46	14	538	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.