

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 3 NECAP Tests

Grade 3 Students in 2011-2012

School Results

School: Old Town Elementary School

District: RSU 34

Code: 3172-1859



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Grade Level Summary Report

School:	Old Town Elementary School
District:	RSU 34
State:	Maine
Code:	3172-1859

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	88			105			13,341			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	85	88		102	105		13,034	13,061		97	100		97	100		98	98	
Current LEP Students	24	27		31	32		2,594	2,642		28	31		30	30		20	20	
With an approved accommodation	2	3		2	3		391	405		2	3		2	3		3	3	
IEP Students	2	3		2	3		163	175		100	100		100	100		42	43	
With an approved accommodation	9	11		14	16		1,927	1,944		11	13		14	15		15	15	
Other	9	11		12	14		1,456	1,471		100	100		86	88		76	76	
Students not tested in NECAP	3	0		3	0		307	280		3	0		3	0		2	2	
State Approved	2	0		2	0		222	202		67			67			72	72	
Alternate Assessment	1	0		1	0		193	181		50			50			87	90	
First Year LEP	1	0		1	0		9	0		50			50			4	0	
Withdrew After October 1	0	0		0	0		0	0		0			0			0	0	
Enrolled After October 1	0	0		0	0		0	0		0			0			0	0	
Special Consideration	0	0		0	0		20	21		0			0			9	10	
Other	1	0		1	0		85	78		33			33			28	28	

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	88	2	1	85	25	29	35	41	21	25	4	5	349	102	25	44	24	7	348	13,034	18	54	18	10	346
MATH	88	0	0	88	20	23	44	50	20	23	4	5	346	105	22	47	23	9	345	13,061	18	46	21	15	343
WRITING																									

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 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Reading Results

School:	Old Town Elementary School
District:	RSU 34
State:	Maine
Code:	3172-1859

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	88	2	1	85	25	29	35	41	21	25	4	5	349	102	25	44	24	7	348	13,034	18	54	18	10	346
Gender																									
Male	42	2	1	39	11	28	15	38	10	26	3	8	348	47	23	43	23	11	346	6,733	14	53	20	13	344
Female	46	0	0	46	14	30	20	43	11	24	1	2	350	55	27	45	24	4	349	6,301	22	55	16	8	348
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						235	14	51	22	12	344
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										3						107	7	58	24	11	343
Asian	3	1	0	2										2						205	29	47	15	9	349
Black or African American	0	0	0	0										0						389	7	41	23	29	337
Native Hawaiian or Pacific Islander	0	0	0	0										0						15	20	67	13	0	350
White	74	1	1	72	19	26	30	42	19	26	4	6	348	88	23	44	25	8	347	11,933	19	55	17	9	346
Two or more races	9	0	0	9										9						150	16	51	20	13	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	1	0	2										2						391	9	37	27	27	338
Former LEP student - monitoring year 1	0	0	0	0										0						14	36	43	21	0	353
Former LEP student - monitoring year 2	0	0	0	0										0						1					
All Other Students	85	1	1	83	23	28	35	42	21	25	4	5	348	100	24	45	24	7	347	12,628	18	55	17	10	346
IEP																									
Students with an IEP	11	1	1	9										14	0	14	50	36	332	1,927	4	29	29	38	334
All Other Students	77	1	0	76	25	33	35	46	15	20	1	1	351	88	30	49	19	2	350	11,107	21	58	16	5	348
SES																									
Economically Disadvantaged Students	49	2	1	46	9	20	19	41	15	33	3	7	346	52	17	42	31	10	345	6,065	11	52	22	16	342
All Other Students	39	0	0	39	16	41	16	41	6	15	1	3	353	50	34	46	16	4	351	6,969	25	56	14	5	349
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	88	2	1	85	25	29	35	41	21	25	4	5	349	102	25	44	24	7	348	13,026	18	54	18	10	346
Title I																									
Students Receiving Title I Services	19	0	0	19	1	5	11	58	6	32	1	5	344	23	4	48	35	13	342	3,041	5	47	30	18	340
All Other Students	69	2	1	66	24	36	24	36	15	23	3	5	350	79	32	43	20	5	349	9,993	22	56	14	8	348
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						186	14	61	16	9	346
All Other Students	87	2	1	84	25	30	35	42	20	24	4	5	349	101	26	45	23	7	348	12,848	18	54	18	10	346

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 3 NECAP Tests

Grade 3 Students in 2011-2012

Mathematics Results

School: Old Town Elementary School
 District: RSU 34
 State: Maine
 Code: 3172-1859

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 353–380)

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 340–352)

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.

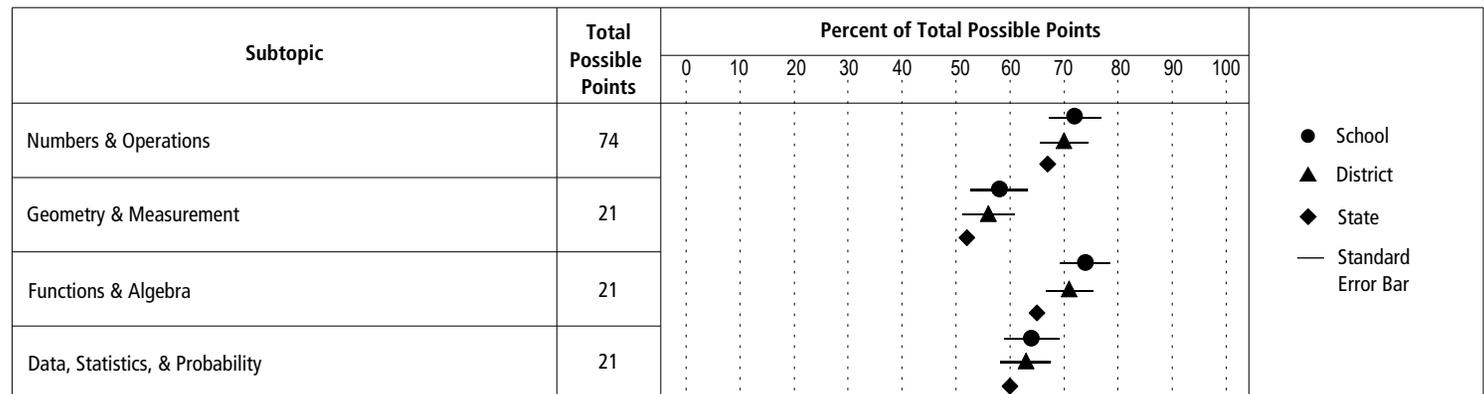
(Scaled Score 332–339)

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 300–331)

	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	82	0	2	80	16	20	42	53	14	18	8	10	346
2010-11	73	1	1	71	14	20	41	58	14	20	2	3	346
2011-12	88	0	0	88	20	23	44	50	20	23	4	5	346
Cumulative Total	243	1	3	239	50	21	127	53	48	20	14	6	346
District													
2009-10	103	1	2	100	23	23	48	48	19	19	10	10	347
2010-11	99	1	1	97	18	19	60	62	15	15	4	4	346
2011-12	105	0	0	105	23	22	49	47	24	23	9	9	345
Cumulative Total	307	2	3	302	64	21	157	52	58	19	23	8	346
State													
2009-10	13,688	111	151	13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
Cumulative Total	40,460	503	349	39,608	6,292	16	18,460	47	8,863	22	5,993	15	343





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Mathematics Results

School: Old Town Elementary School
District: RSU 34
State: Maine
Code: 3172-1859

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	88	0	0	88	20	23	44	50	20	23	4	5	346	105	22	47	23	9	345	13,061	18	46	21	15	343
Gender																									
Male	42	0	0	42	9	21	23	55	9	21	1	2	347	50	20	50	22	8	345	6,751	18	47	21	14	344
Female	46	0	0	46	11	24	21	46	11	24	3	7	346	55	24	44	24	9	345	6,310	17	46	21	16	343
Not Reported	0	0	0	0									0						0	0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0									0						0	236	10	41	28	21	341
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2									3						3	108	4	50	28	19	340
Asian	3	0	0	3									3						3	207	32	38	15	15	346
Black or African American	0	0	0	0									0						0	397	5	31	24	39	335
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	15	7	60	20	13	343
White	74	0	0	74	15	20	36	49	19	26	4	5	346	90	20	44	26	10	345	11,948	18	47	21	14	344
Two or more races	9	0	0	9									9						9	150	13	47	25	16	342
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
LEP Status																									
Current LEP student	3	0	0	3										3						405	7	28	26	39	336
Former LEP student - monitoring year 1	0	0	0	0									0						0	14	29	36	21	14	347
Former LEP student - monitoring year 2	0	0	0	0									0						0	1					
All Other Students	85	0	0	85	18	21	43	51	20	24	4	5	346	102	21	47	24	9	345	12,641	18	47	21	14	344
IEP																									
Students with an IEP	11	0	0	11	0	0	3	27	6	55	2	18	337	16	6	19	44	31	336	1,944	5	26	30	39	335
All Other Students	77	0	0	77	20	26	41	53	14	18	2	3	348	89	25	52	19	4	347	11,117	20	50	20	11	345
SES																									
Economically Disadvantaged Students	49	0	0	49	8	16	26	53	12	24	3	6	345	55	16	49	25	9	344	6,090	9	42	26	22	340
All Other Students	39	0	0	39	12	31	18	46	8	21	1	3	349	50	28	44	20	8	347	6,971	25	50	17	8	347
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	88	0	0	88	20	23	44	50	20	23	4	5	346	105	22	47	23	9	345	13,053	18	46	21	15	344
Title I																									
Students Receiving Title I Services	19	0	0	19	0	0	10	53	7	37	2	11	340	23	0	43	35	22	338	3,047	5	37	32	26	338
All Other Students	69	0	0	69	20	29	34	49	13	19	2	3	348	82	28	48	20	5	347	10,014	21	49	18	11	345
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						187	16	51	20	13	343
All Other Students	87	0	0	87	20	23	44	51	19	22	4	5	347	104	22	47	22	9	345	12,874	18	46	21	15	344

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.