

About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

School Results

School: River View Community School

District: RSU 11/MSAD 11

Code: 1205-1518



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Grade Level Summary Report

School: River View Community School
District: RSU 11/MSAD 11
State: Maine
Code: 1205-1518

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	63			150			13,380			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	62	62	62	145	144	144	13,086	13,103	13,053	98	98	98	97	96	96	98	98	98
Current LEP Students	16	16	14	43	43	28	2,777	2,782	2,621	26	26	23	30	30	19	21	21	20
With an approved accommodation	0	0	0	0	0	0	345	359	343	0	0	0	0	0	0	3	3	3
IEP Students	0	0	0	0	0	0	150	164	151				43	46	44			
With an approved accommodation	9	9	9	17	16	16	2,165	2,168	2,155	15	15	15	12	11	11	17	17	17
Other	8	8	7	15	15	12	1,832	1,821	1,761	89	89	78	88	94	75	85	84	82
Students not tested in NECAP	1	1	1	5	6	6	294	277	327	2	2	2	3	4	4	2	2	2
State Approved	1	1	1	4	4	4	230	216	221	100	100	100	80	67	67	78	78	68
Alternate Assessment	1	1	1	4	4	4	202	195	190	100	100	100	100	100	100	88	90	86
First Year LEP	0	0	0	0	0	0	9	0	9	0	0	0	0	0	0	4	0	4
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	21	22	0	0	0	0	0	0	8	10	10
Other	0	0	0	1	2	2	64	61	106	0	0	0	20	33	33	22	22	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	63	1	0	62	11	18	38	61	10	16	3	5	547	145	21	55	18	6	548	13,086	15	56	21	7	546
MATH	63	1	0	62	6	10	37	60	11	18	8	13	544	144	17	51	19	13	544	13,103	17	45	19	19	543
WRITING	63	1	0	62	2	3	20	32	22	35	18	29	536	144	14	35	33	17	540	13,053	10	35	42	14	539

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 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Reading Results

School: River View Community School
District: RSU 11/MSAD 11
State: Maine
Code: 1205-1518

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	63	1	0	62	11	18	38	61	10	16	3	5	547	145	21	55	18	6	548	13,086	15	56	21	7	546
Gender																									
Male	35	1	0	34	3	9	25	74	6	18	0	0	547	72	13	63	22	3	546	6,649	10	58	23	9	544
Female	28	0	0	28	8	29	13	46	4	14	3	11	548	73	30	48	14	8	550	6,437	21	54	19	6	548
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										2						236	13	50	26	11	544
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						110	3	47	36	14	540
Asian	0	0	0	0										1						186	30	52	16	3	551
Black or African American	0	0	0	0										0						378	6	43	30	21	539
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	82	18	0	547
White	58	1	0	57	10	18	37	65	7	12	3	5	548	135	21	56	16	6	548	11,983	16	57	21	7	546
Two or more races	5	0	0	5										7						182	12	56	27	5	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						345	3	38	33	26	537
Former LEP student - monitoring year 1	0	0	0	0										0						25	44	52	4	0	554
Former LEP student - monitoring year 2	0	0	0	0										0						16	38	50	0	13	552
All Other Students	63	1	0	62	11	18	38	61	10	16	3	5	547	145	21	55	18	6	548	12,700	16	56	21	7	546
IEP																									
Students with an IEP	10	1	0	9										17	6	29	47	18	536	2,165	2	28	40	30	535
All Other Students	53	0	0	53	11	21	34	64	6	11	2	4	549	128	23	59	14	4	549	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students	36	1	0	35	5	14	21	60	6	17	3	9	545	67	12	57	22	9	544	6,629	8	53	28	11	543
All Other Students	27	0	0	27	6	22	17	63	4	15	0	0	550	78	29	54	14	3	551	6,457	23	59	15	3	549
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	63	1	0	62	11	18	38	61	10	16	3	5	547	145	21	55	18	6	548	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services	11	0	0	11	0	0	3	27	6	55	2	18	534	35	3	34	51	11	537	3,550	8	49	33	11	542
All Other Students	52	1	0	51	11	22	35	69	4	8	1	2	550	110	27	62	7	4	551	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						321	8	64	22	6	545
All Other Students	60	1	0	59	11	19	37	63	9	15	2	3	548	142	22	56	18	5	548	12,765	16	56	21	7	546

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 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Mathematics Results

School: River View Community School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1518

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.

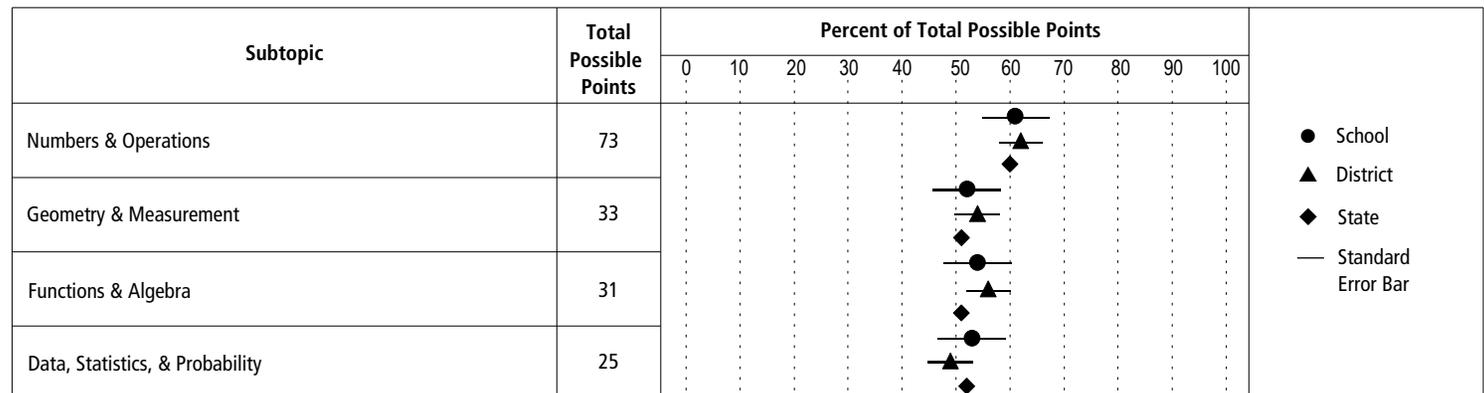
(Scaled Score 533–539)

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													
2010-11	73	3	1	69	5	7	28	41	13	19	23	33	539
2011-12	63	3	1	59	8	14	28	47	13	22	10	17	543
2012-13	63	1	0	62	6	10	37	60	11	18	8	13	544
Cumulative Total	199	7	2	190	19	10	93	49	37	19	41	22	542
District													
2010-11	179	6	2	171	17	10	75	44	35	20	44	26	541
2011-12	146	4	1	141	25	18	68	48	31	22	17	12	545
2012-13	150	4	2	144	24	17	73	51	28	19	19	13	544
Cumulative Total	475	14	5	456	66	14	216	47	94	21	80	18	543
State													
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
2012-13	13,380	216	61	13,103	2,225	17	5,928	45	2,463	19	2,487	19	543
Cumulative Total	40,996	691	238	40,067	6,525	16	18,516	46	7,569	19	7,457	19	543





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Mathematics Results

School: River View Community School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1518

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	%
All Students	63	1	0	62	6	10	37	60	11	18	8	13	544	144	17	51	19	13	544	13,103	17	45	19	19	543
Gender																									
Male	35	1	0	34	4	12	22	65	6	18	2	6	545	71	14	56	21	8	545	6,660	17	45	18	20	543
Female	28	0	0	28	2	7	15	54	5	18	6	21	542	73	19	45	18	18	544	6,443	17	45	19	18	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										2						235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	5	39	23	32	538
Asian	0	0	0	0										1						190	31	41	16	12	548
Black or African American	0	0	0	0										0						387	6	23	26	45	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	9	27	543
White	58	1	0	57	6	11	35	61	11	19	5	9	544	134	17	51	20	12	545	11,987	17	46	18	18	544
Two or more races	5	0	0	5										7						182	12	50	15	23	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						359	3	21	25	52	532
Former LEP student - monitoring year 1	0	0	0	0										0						24	50	42	0	8	551
Former LEP student - monitoring year 2	0	0	0	0										0						16	44	25	25	6	551
All Other Students	63	1	0	62	6	10	37	60	11	18	8	13	544	144	17	51	19	13	544	12,704	17	46	19	18	543
IEP																									
Students with an IEP	10	1	0	9										16	13	19	19	50	536	2,168	3	23	23	51	533
All Other Students	53	0	0	53	5	9	34	64	9	17	5	9	545	128	17	55	20	9	546	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students	36	1	0	35	2	6	18	51	8	23	7	20	540	66	5	47	27	21	540	6,646	8	41	23	28	539
All Other Students	27	0	0	27	4	15	19	70	3	11	1	4	548	78	27	54	13	6	548	6,457	26	49	15	10	547
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	63	1	0	62	6	10	37	60	11	18	8	13	544	144	17	51	19	13	544	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services	11	0	0	11	0	0	3	27	3	27	5	45	535	34	0	24	44	32	535	3,561	6	36	27	31	538
All Other Students	52	1	0	51	6	12	34	67	8	16	3	6	546	110	22	59	12	7	547	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						321	11	46	22	21	542
All Other Students	60	1	0	59	6	10	37	63	9	15	7	12	544	141	17	52	18	13	545	12,782	17	45	19	19	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 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Writing Results

School: River View Community School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1518

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.

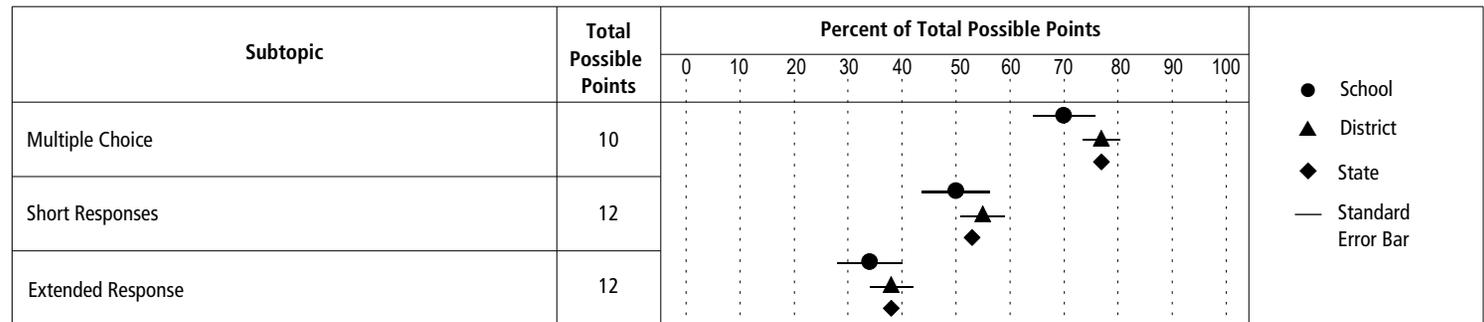
(Scaled Score 527–539)

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													
2010-11	73	2	1	70	2	3	17	24	40	57	11	16	535
2011-12	63	1	1	61	2	3	10	16	34	56	15	25	533
2012-13	63	1	0	62	2	3	20	32	22	35	18	29	536
Cumulative Total	199	4	2	193	6	3	47	24	96	50	44	23	535
District													
2010-11	179	5	2	172	7	4	59	34	86	50	20	12	537
2011-12	146	2	1	143	6	4	47	33	66	46	24	17	537
2012-13	150	4	2	144	20	14	51	35	48	33	25	17	540
Cumulative Total	475	11	5	459	33	7	157	34	200	44	69	15	538
State													
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
2012-13	13,380	221	106	13,053	1,264	10	4,546	35	5,418	42	1,825	14	539
Cumulative Total	40,996	764	349	39,883	3,172	8	13,827	35	17,789	45	5,095	13	539





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Writing Results

School:	River View Community School
District:	RSU 11/MSAD 11
State:	Maine
Code:	1205-1518

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	%	%	%	%	Score	N	%	%	%	%	Score
All Students	63	1	0	62	2	3	20	32	22	35	18	29	536	144	14	35	33	17	540	13,053	10	35	42	14	539
Gender																									
Male	35	1	0	34	0	0	8	24	15	44	11	32	533	71	7	28	42	23	537	6,633	5	28	48	19	536
Female	28	0	0	28	2	7	12	43	7	25	7	25	539	73	21	42	25	12	543	6,420	15	42	34	9	542
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										2						235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	4	24	45	27	533
Asian	0	0	0	0										1						188	20	44	29	6	545
Black or African American	0	0	0	0										0						378	6	24	45	25	535
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	27	9	541
White	58	1	0	57	2	4	19	33	20	35	16	28	536	134	14	37	32	17	540	11,948	10	35	41	14	539
Two or more races	5	0	0	5										7						182	10	30	41	19	538
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						343	4	22	47	27	534
Former LEP student - monitoring year 1	0	0	0	0										0						24	25	58	13	4	548
Former LEP student - monitoring year 2	0	0	0	0										0						16	13	56	25	6	544
All Other Students	63	1	0	62	2	3	20	32	22	35	18	29	536	144	14	35	33	17	540	12,670	10	35	41	14	539
IEP																									
Students with an IEP	10	1	0	9										16	0	6	38	56	526	2,155	1	9	44	46	528
All Other Students	53	0	0	53	2	4	20	38	19	36	12	23	537	128	16	39	33	13	542	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students	36	1	0	35	0	0	5	14	16	46	14	40	531	66	3	20	48	29	533	6,607	5	28	47	20	536
All Other Students	27	0	0	27	2	7	15	56	6	22	4	15	541	78	23	49	21	8	546	6,446	15	41	36	8	542
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	63	1	0	62	2	3	20	32	22	35	18	29	536	144	14	35	33	17	540	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services	11	0	0	11	0	0	0	0	4	36	7	64	526	34	3	18	50	29	532	3,542	5	25	50	21	535
All Other Students	52	1	0	51	2	4	20	39	18	35	11	22	538	110	17	41	28	14	542	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						320	4	31	51	14	537
All Other Students	60	1	0	59	2	3	20	34	21	36	16	27	536	141	14	36	33	16	540	12,733	10	35	41	14	539

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.