

About The New England Common Assessment Program



This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in 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.

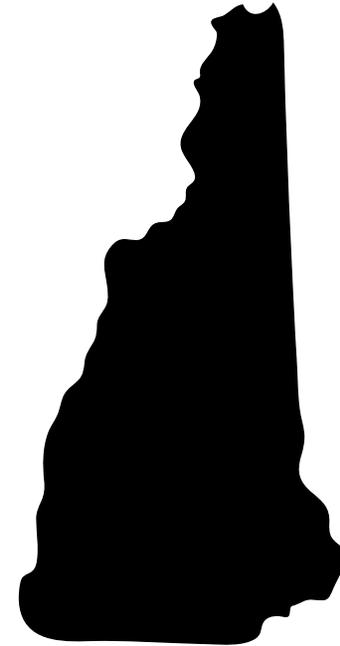
NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, 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 which 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 school's and district's evaluation of their ongoing improvement efforts.



Fall 2005 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2005-2006

State Results

State: New Hampshire



Fall 2005 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2005-2006

Grade Level Summary Report

State: New Hampshire

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled

in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage																										
	School			District			State			School			District			State																				
Students enrolled on or after October 1										17,276																		100								
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing									
							17,034	17,029	16,980										99	99	98															
Students not tested in NECAP																																				
State Approved										170	163	179										1	1	1												
Alternate Assessment										109	109	105										1	1	1												
First Year LEP										18	0	15										0	0	0												
Withdrew After October 1										27	36	40										0	0	0												
Enrolled After October 1										9	10	6										0	0	0												
Special Consideration										7	8	13										0	0	0												
Other										72	84	117										0	0	1												

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																			17,034	11	51	26	12	844	
MATH																			17,029	13	43	22	22	840	
WRITING																			16,980	6	43	35	17	838	

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.



Fall 2005 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2005-2006

Reading Results

State: New Hampshire

Proficient with Distinction

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

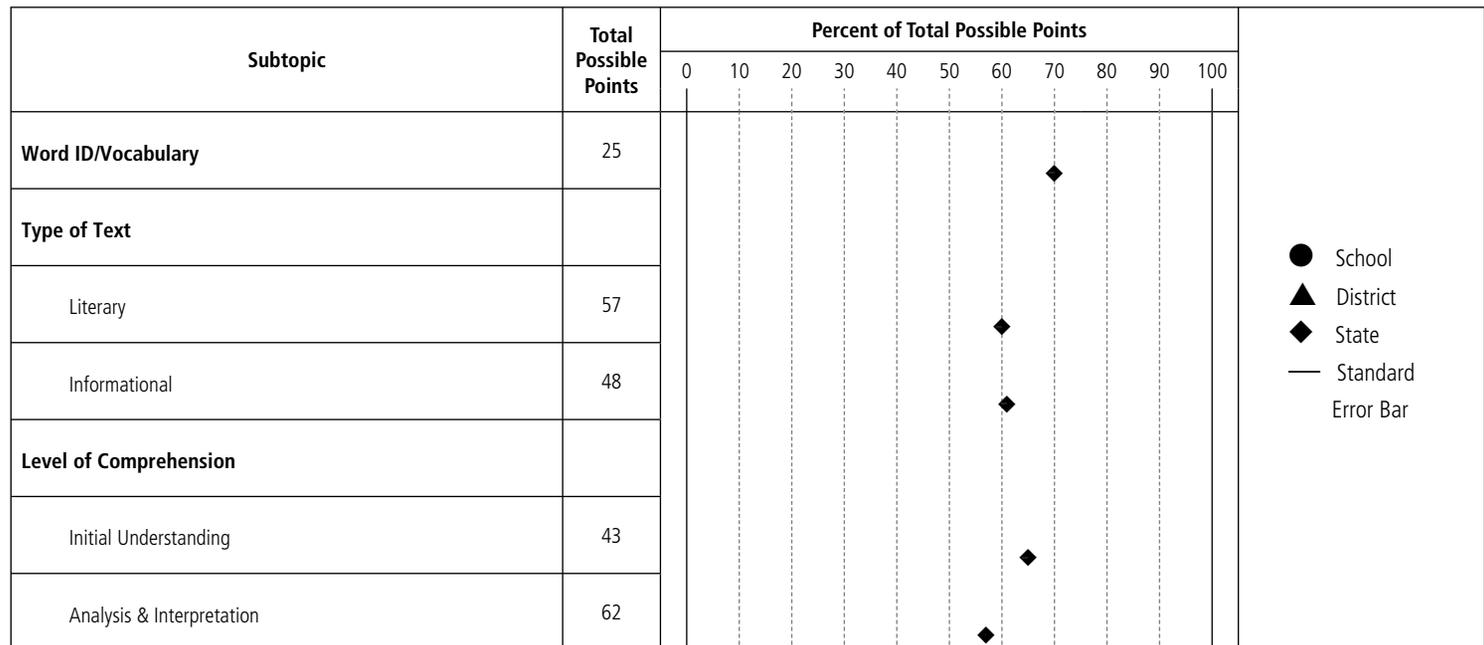
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 2007-08 Cumulative Average													
DISTRICT 2005-06 2006-07 2007-08 Cumulative Average													
STATE 2005-06 2006-07 2007-08 Cumulative Average	17,276	170	72	17,034	1,818	11	8,747	51	4,507	26	1,962	12	844

Partially Proficient

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.





Fall 2005 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2005-2006

Disaggregated Reading Results

State: New Hampshire

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																				17,034	11	51	26	12	844
Gender																									
Male																				8,638	7	49	30	15	841
Female																				8,396	15	54	23	8	846
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				48	2	35	35	27	837
Asian																				250	21	49	22	9	847
Black or African American																				234	4	41	31	24	838
Hispanic or Latino																				396	3	35	30	32	835
Native Hawaiian or Pacific Islander																				105	3	21	28	49	829
White (non-Hispanic)																				15,988	11	52	26	11	844
No Primary Race/Ethnicity Reported																				13	8	54	23	15	843
LEP Status																									
Currently receiving LEP services																				219	2	19	35	45	831
Former LEP student - monitoring year 1																				21	0	29	29	43	831
Former LEP student - monitoring year 2																				0					
All Other Students																				16,794	11	52	26	11	844
IEP																									
Students with an IEP																				2,612	0	20	37	43	830
All Other Students																				14,422	13	57	25	6	846
SES																									
Economically Disadvantaged Students																				2,965	3	35	35	26	836
All Other Students																				14,069	12	55	25	8	845
Migrant																									
Migrant Students																				3					
All Other Students																				17,031	11	51	26	12	844
Title I																									
Students Receiving Title I Services																				556	3	34	37	26	836
All Other Students																				16,478	11	52	26	11	844

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 2005 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2005-2006

Mathematics Results

State: New Hampshire

Proficient with Distinction

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.

Proficient

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.

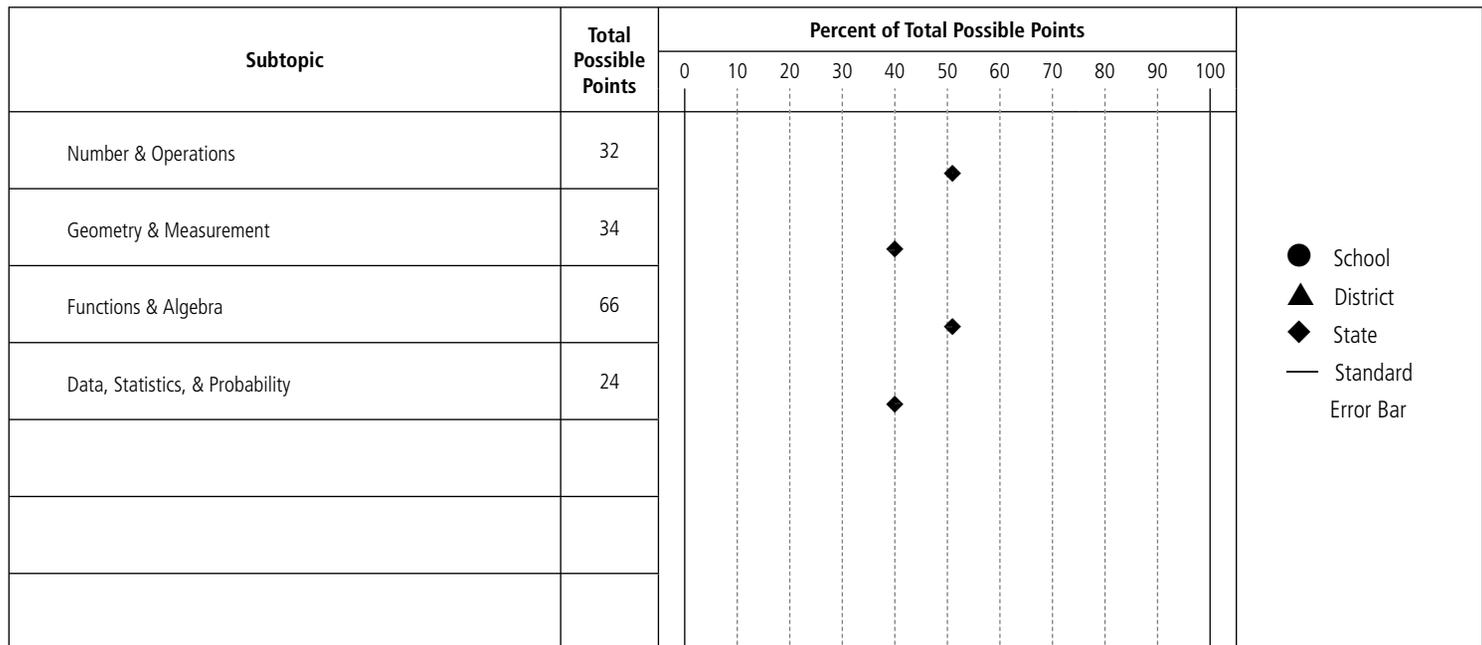
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 2007-08 Cumulative Average													
DISTRICT 2005-06 2006-07 2007-08 Cumulative Average													
STATE 2005-06 2006-07 2007-08 Cumulative Average	17,276	163	84	17,029	2,203	13	7,248	43	3,767	22	3,811	22	840

Partially Proficient

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.

Substantially Below Proficient

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.





Fall 2005 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2005-2006

Disaggregated Mathematics Results

State: New Hampshire

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																				17,029	13	43	22	22	840
Gender																									
Male																				8,635	13	41	22	24	840
Female																				8,394	12	45	22	21	841
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				48	6	31	19	44	836
Asian																				256	31	39	16	14	846
Black or African American																				235	6	37	20	37	836
Hispanic or Latino																				405	5	24	25	46	834
Native Hawaiian or Pacific Islander																				103	4	16	11	70	825
White (non-Hispanic)																				15,969	13	43	22	21	841
No Primary Race/Ethnicity Reported																				13	23	23	46	8	843
LEP Status																									
Currently receiving LEP services																				238	3	17	24	55	831
Former LEP student - monitoring year 1																				21	5	14	10	71	831
Former LEP student - monitoring year 2																				0					
All Other Students																				16,770	13	43	22	22	841
IEP																									
Students with an IEP																				2,605	1	13	21	66	828
All Other Students																				14,424	15	48	22	15	843
SES																									
Economically Disadvantaged Students																				2,968	3	29	25	43	834
All Other Students																				14,061	15	46	21	18	842
Migrant																									
Migrant Students																				3					
All Other Students																				17,026	13	43	22	22	840
Title I																									
Students Receiving Title I Services																				401	5	28	28	38	836
All Other Students																				16,628	13	43	22	22	841

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Fall 2005 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2005-2006

Disaggregated Writing Results

State: New Hampshire

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																				16,980	6	43	35	17	838
Gender																									
Male																				8,600	3	33	40	25	835
Female																				8,380	8	53	30	8	842
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				47	2	38	30	30	834
Asian																				252	13	47	30	9	843
Black or African American																				232	3	31	41	26	834
Hispanic or Latino																				393	2	29	38	32	833
Native Hawaiian or Pacific Islander																				99	4	9	27	60	823
White (non-Hispanic)																				15,945	6	43	35	16	838
No Primary Race/Ethnicity Reported																				12	8	25	42	25	837
LEP Status																									
Currently receiving LEP services																				220	1	18	38	43	829
Former LEP student - monitoring year 1																				21	0	24	48	29	833
Former LEP student - monitoring year 2																				0					
All Other Students																				16,739	6	43	35	17	838
IEP																									
Students with an IEP																				2,590	0	10	36	53	826
All Other Students																				14,390	7	49	34	10	840
SES																									
Economically Disadvantaged Students																				2,946	2	27	40	32	832
All Other Students																				14,034	6	46	34	14	839
Migrant																									
Migrant Students																				3					
All Other Students																				16,977	6	43	35	17	838
Title I																									
Students Receiving Title I Services																				555	1	26	43	30	833
All Other Students																				16,425	6	43	34	16	838

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