

About The New England Common Assessment Program



This report highlights results from the Fall 2010 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 2010 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2010-2011

School Results

School: William S. Cohen School

District: Bangor School Department

Code: 1011-1164



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2010-2011

Grade Level Summary Report

School:	William S. Cohen School
District:	Bangor School Department
State:	Maine
Code:	1011-1164

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	138			270			14,420			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	132	133		254	253		14,013	14,044		96	96		94	94		97	97	
Current LEP Students	18	19		38	37		2,161	2,197		14	14		15	15		15	16	
With an approved accommodation	3	4		4	5		316	361		2	3		2	2		2	3	
IEP Students	2	2		3	3		149	188		67	50		75	60		47	52	
With an approved accommodation	21	21		38	36		2,139	2,129		16	16		15	14		15	15	
Other	14	15		29	28		1,723	1,725		67	71		76	78		81	81	
Students not tested in NECAP	6	5		16	17		407	376		4	4		6	6		3	3	
State Approved	6	5		14	15		297	247		100	100		88	88		73	66	
Alternate Assessment	4	4		12	14		225	219		67	80		86	93		76	89	
First Year LEP	1	0		1	0		46	0		17	0		7	0		15	0	
Withdrew After October 1	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	
Special Consideration	1	1		1	1		26	28		17	20		7	7		9	11	
Other	0	0		2	2		110	129		0	0		13	12		27	34	

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	138	6	0	132	19	14	84	64	23	17	6	5	749	254	15	58	20	7	747	14,013	11	55	24	10	745
MATH	138	5	0	133	38	29	60	45	18	14	17	13	747	253	27	42	16	15	745	14,044	16	42	21	20	742
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 2010 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Reading Results

School:	William S. Cohen School
District:	Bangor School Department
State:	Maine
Code:	1011-1164

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	%	%	%	%	
All Students	138	6	0	132	19	14	84	64	23	17	6	5	749	254	15	58	20	7	747	14,013	11	55	24	10	745
Gender																									
Male	76	5	0	71	10	14	48	68	11	15	2	3	749	139	12	60	22	6	747	7,088	6	53	28	13	742
Female	62	1	0	61	9	15	36	59	12	20	4	7	748	115	18	56	17	9	748	6,924	15	58	20	7	747
Not Reported	0	0	0	0									0							1					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2									4							195	7	46	36	11	741
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									3							157	10	51	22	17	743
Asian	3	0	0	3									6							180	18	46	27	9	746
Black or African American	3	0	0	3									9							341	3	39	32	26	737
Native Hawaiian or Pacific Islander	0	0	0	0									0							7					
White	129	6	0	123	19	15	78	63	20	16	6	5	749	230	15	60	19	6	748	13,031	11	56	24	9	745
Two or more races	0	0	0	0									2							101	4	54	28	14	742
No Race/Ethnicity Reported	0	0	0	0									0							1					
LEP Status																									
Current LEP student	4	1	0	3									4							316	1	31	36	32	734
Former LEP student - monitoring year 1	1	0	0	1									1							25	16	80	4	0	753
Former LEP student - monitoring year 2	0	0	0	0									0							12	42	58	0	0	758
All Other Students	133	5	0	128	19	15	83	65	20	16	6	5	749	249	15	59	19	7	747	13,660	11	56	24	9	745
IEP																									
Students with an IEP	26	5	0	21	0	0	7	33	9	43	5	24	736	38	0	26	47	26	736	2,139	<1	20	41	39	732
All Other Students	112	1	0	111	19	17	77	69	14	13	1	1	751	216	17	64	15	4	749	11,874	12	62	21	5	747
SES																									
Economically Disadvantaged Students	47	4	0	43	1	2	24	56	14	33	4	9	742	120	5	53	32	11	742	6,016	4	47	32	16	740
All Other Students	91	2	0	89	18	20	60	67	9	10	2	2	752	134	23	63	10	4	752	7,997	15	62	18	5	748
Migrant																									
Migrant Students	0	0	0	0									0							6					
All Other Students	138	6	0	132	19	14	84	64	23	17	6	5	749	254	15	58	20	7	747	14,007	11	56	24	10	745
Title I																									
Students Receiving Title I Services	2	0	0	2									19	0	21	47	32	735	1,438	4	39	42	15	739	
All Other Students	136	6	0	130	19	15	84	65	21	16	6	5	749	235	16	61	18	5	748	12,575	11	57	22	9	745
504 Plan																									
Students with a 504 Plan	9	0	0	9									17	12	59	12	18	745	309	7	56	28	8	743	
All Other Students	129	6	0	123	17	14	77	63	23	19	6	5	748	237	15	58	21	6	747	13,704	11	55	24	10	745

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 2010 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2010-2011

Mathematics Results

School: William S. Cohen School
 District: Bangor School Department
 State: Maine
 Code: 1011-1164

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.

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.

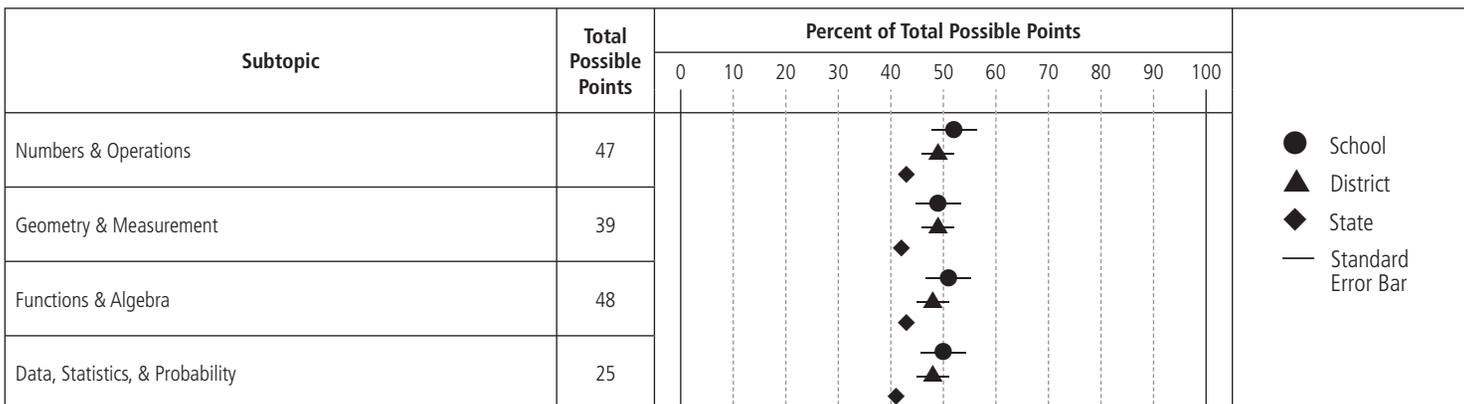
Partially Proficient (Level 2)

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.

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.

	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													
2008-09													
2009-10	120	5	1	114	45	39	49	43	9	8	11	10	749
2010-11	138	5	0	133	38	29	60	45	18	14	17	13	747
Cumulative Total													
DISTRICT													
2008-09													
2009-10	256	15	2	239	82	34	97	41	34	14	26	11	747
2010-11	270	15	2	253	68	27	107	42	40	16	38	15	745
Cumulative Total													
STATE													
2008-09													
2009-10	14,367	212	116	14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
Cumulative Total													





Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2010-2011

Disaggregated Mathematics Results

School:	William S. Cohen School
District:	Bangor School Department
State:	Maine
Code:	1011-1164

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	%	%	%	%	
All Students	138	5	0	133	38	29	60	45	18	14	17	13	747	253	27	42	16	15	745	14,044	16	42	21	20	742
Gender																									
Male	76	4	0	72	29	40	33	46	7	10	3	4	750	139	32	42	14	12	747	7,111	17	41	21	21	742
Female	62	1	0	61	9	15	27	44	11	18	14	23	743	114	20	42	18	19	744	6,932	16	43	22	20	742
Not Reported	0	0	0	0										0						1					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										4						202	10	35	24	32	738
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										3						157	16	35	23	26	740
Asian	3	0	0	3										6						186	18	45	19	18	743
Black or African American	3	0	0	3										9						364	6	22	23	49	733
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	129	5	0	124	36	29	56	45	17	14	15	12	747	229	28	43	17	13	746	13,026	17	43	21	19	742
Two or more races	0	0	0	0										2						101	14	35	18	34	739
No Race/Ethnicity Reported	0	0	0	0										0						1					
LEP Status																									
Current LEP student	4	0	0	4										5						361	3	25	20	52	733
Former LEP student - monitoring year 1	1	0	0	1										1						25	36	36	16	12	747
Former LEP student - monitoring year 2	0	0	0	0										0						12	25	67	8	0	748
All Other Students	133	5	0	128	37	29	58	45	16	13	17	13	747	247	27	43	15	15	746	13,646	17	42	21	20	742
IEP																									
Students with an IEP	26	5	0	21	1	5	7	33	4	19	9	43	736	36	6	28	17	50	734	2,129	2	16	23	59	731
All Other Students	112	0	0	112	37	33	53	47	14	13	8	7	749	217	30	45	16	9	747	11,915	19	47	21	13	744
SES																									
Economically Disadvantaged Students	47	4	0	43	6	14	20	47	7	16	10	23	741	118	14	45	19	22	741	6,044	8	36	26	31	738
All Other Students	91	1	0	90	32	36	40	44	11	12	7	8	749	135	39	40	13	9	749	8,000	23	47	18	12	745
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	138	5	0	133	38	29	60	45	18	14	17	13	747	253	27	42	16	15	745	14,038	16	42	21	20	742
Title I																									
Students Receiving Title I Services	2	0	0	2										19	0	32	21	47	733	1,455	5	29	32	35	737
All Other Students	136	5	0	131	38	29	60	46	17	13	16	12	747	234	29	43	15	12	746	12,589	18	43	20	19	742
504 Plan																									
Students with a 504 Plan	9	0	0	9										17	24	41	6	29	743	309	12	46	22	21	741
All Other Students	129	5	0	124	35	28	55	44	17	14	17	14	747	236	27	42	17	14	746	13,735	17	42	21	20	742

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