# 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 8
## NECAP Tests

### Grade 8 Students in 2010-2011

# School Results

**School:** Calais Middle/High School

**District:** Calais School Department

**Code:** 1028-1203

# Fall 2010 - Beginning of Grade 8 NECAP Tests
## Grade 8 Students in 2010-2011
# Grade Level Summary Report

**School:** Calais Middle/High School
**District:** Calais School Department
**State:** Maine
**Code:** 1028-1203

| PARTICIPATION in NECAP | Number | | | | | | | | | Percentage | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | | School | | | District | | | State | | |
| **Students enrolled on or after October 1** | 45 | | | 45 | | | 14,368 | | | 100 | | | 100 | | | 100 | | |
| | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing | Reading | Math | Writing |
| **Students tested** | **45** | **45** | **45** | **45** | **45** | **45** | **13,958** | **13,983** | **13,904** | **100** | **100** | **100** | **100** | **100** | **100** | **97** | **97** | **97** |
| With an approved accommodation | 4 | 4 | 4 | 4 | 4 | 4 | 2,067 | 2,100 | 2,026 | 9 | 9 | 9 | 9 | 9 | 9 | 15 | 15 | 15 |
| Current LEP Students | 0 | 0 | 0 | 0 | 0 | 0 | 290 | 317 | 289 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| With an approved accommodation | 0 | 0 | 0 | 0 | 0 | 0 | 111 | 149 | 126 | | | | | | | 38 | 47 | 44 |
| IEP Students | 7 | 7 | 7 | 7 | 7 | 7 | 2,141 | 2,145 | 2,124 | 16 | 16 | 16 | 16 | 16 | 16 | 15 | 15 | 15 |
| With an approved accommodation | 3 | 3 | 3 | 3 | 3 | 3 | 1,681 | 1,689 | 1,650 | 43 | 43 | 43 | 43 | 43 | 43 | 79 | 79 | 78 |
| **Students not tested in NECAP** | **0** | **0** | **0** | **0** | **0** | **0** | **410** | **385** | **464** | **0** | **0** | **0** | **0** | **0** | **0** | **3** | **3** | **3** |
| State Approved | 0 | 0 | 0 | 0 | 0 | 0 | 263 | 223 | 254 | | | | | | | 64 | 58 | 55 |
| Alternate Assessment | 0 | 0 | 0 | 0 | 0 | 0 | 201 | 190 | 189 | | | | | | | 76 | 85 | 74 |
| First Year LEP | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 0 | 29 | | | | | | | 11 | 0 | 11 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 33 | 36 | | | | | | | 13 | 15 | 14 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 162 | 210 | | | | | | | 36 | 42 | 45 |

## 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** | 45 | 0 | 0 | 45 | 3 | 7 | 30 | 67 | 10 | 22 | 2 | 4 | 845 | 45 | 7 | 67 | 22 | 4 | 845 | 13,958 | 17 | 56 | 22 | 5 | 847 |
| **MATH** | 45 | 0 | 0 | 45 | 3 | 7 | 12 | 27 | 12 | 27 | 18 | 40 | 837 | 45 | 7 | 27 | 27 | 40 | 837 | 13,983 | 17 | 42 | 22 | 20 | 842 |
| **WRITING** | 45 | 0 | 0 | 45 | 0 | 0 | 18 | 40 | 23 | 51 | 4 | 9 | 836 | 45 | 0 | 40 | 51 | 9 | 836 | 13,904 | 7 | 46 | 37 | 10 | 840 |

**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 8 NECAP Tests
## Grade 8 Students in 2010-2011
# Reading Results

**School:** Calais Middle/High School
**District:** Calais School Department
**State:** Maine
**Code:** 1028-1203

**Proficient with Distinction (Level 4)**
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.

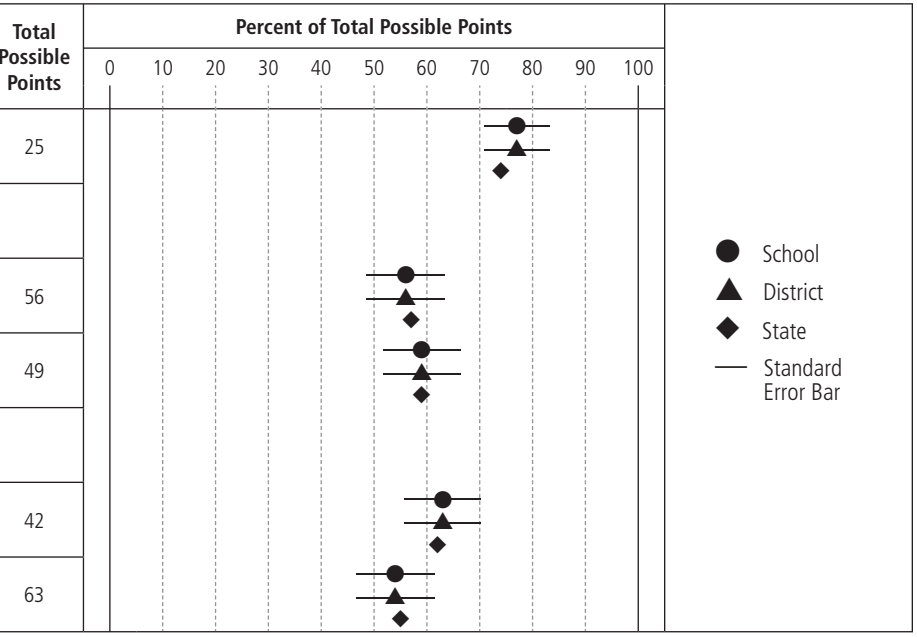
**Proficient (Level 3)**
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

**Partially Proficient (Level 2)**
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 (Level 1)**
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.

| | 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 | 44 | 0 | 2 | 42 | 4 | 10 | 18 | 43 | 15 | 36 | 5 | 12 | 841 |
| **2010-11** | **45** | **0** | **0** | **45** | **3** | **7** | **30** | **67** | **10** | **22** | **2** | **4** | **845** |
| Cumulative Total | | | | | | | | | | | | | |
| **DISTRICT** | | | | | | | | | | | | | |
| 2008-09 | | | | | | | | | | | | | |
| 2009-10 | 44 | 0 | 2 | 42 | 4 | 10 | 18 | 43 | 15 | 36 | 5 | 12 | 841 |
| **2010-11** | **45** | **0** | **0** | **45** | **3** | **7** | **30** | **67** | **10** | **22** | **2** | **4** | **845** |
| Cumulative Total | | | | | | | | | | | | | |
| **STATE** | | | | | | | | | | | | | |
| 2008-09 | | | | | | | | | | | | | |
| 2009-10 | 14,466 | 245 | 120 | 14,101 | 2,092 | 15 | 7,584 | 54 | 3,378 | 24 | 1,047 | 7 | 846 |
| **2010-11** | **14,368** | **263** | **147** | **13,958** | **2,341** | **17** | **7,783** | **56** | **3,096** | **22** | **738** | **5** | **847** |
| Cumulative Total | | | | | | | | | | | | | |

| Subtopic | Total Possible Points |
|---|---|
| **Word ID/Vocabulary** | 25 |
| **Type of Text** | |
| Literary | 56 |
| Informational | 49 |
| **Level of Comprehension** | |
| Initial Understanding | 42 |
| Analysis & Interpretation | 63 |



# Fall 2010 - Beginning of Grade 8 NECAP Tests
## Grade 8 Students in 2010-2011
# Disaggregated Reading Results

**School:** Calais Middle/High School
**District:** Calais School Department
**State:** Maine
**Code:** 1028-1203

| 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** | **45** | **0** | **0** | **45** | **3** | **7** | **30** | **67** | **10** | **22** | **2** | **4** | **845** | **45** | **7** | **67** | **22** | **4** | **845** | **13,958** | **17** | **56** | **22** | **5** | **847** |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 21 | 0 | 0 | 21 | 2 | 10 | 14 | 67 | 4 | 19 | 1 | 5 | 846 | 21 | 10 | 67 | 19 | 5 | 846 | 7,260 | 12 | 56 | 26 | 7 | 845 |
| Female | 24 | 0 | 0 | 24 | 1 | 4 | 16 | 67 | 6 | 25 | 1 | 4 | 845 | 24 | 4 | 67 | 25 | 4 | 845 | 6,698 | 22 | 55 | 18 | 4 | 849 |
| Not Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Race/Ethnicity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 188 | 10 | 57 | 22 | 12 | 844 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 155 | 14 | 53 | 26 | 6 | 846 |
| Asian | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 158 | 27 | 58 | 14 | 2 | 852 |
| Black or African American | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 373 | 10 | 42 | 36 | 12 | 842 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 12 | 33 | 50 | 8 | 8 | 851 |
| White | 43 | 0 | 0 | 43 | 3 | 7 | 29 | 67 | 9 | 21 | 2 | 5 | 845 | 43 | 7 | 67 | 21 | 5 | 845 | 12,977 | 17 | 56 | 22 | 5 | 847 |
| Two or more races | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 95 | 12 | 63 | 24 | 1 | 847 |
| No Race/Ethnicity Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **LEP Status** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Current LEP student | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 290 | 3 | 40 | 42 | 15 | 838 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 14 | 50 | 50 | 0 | 0 | 858 |
| Former LEP student - monitoring year 2 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 19 | 37 | 63 | 0 | 0 | 857 |
| All Other Students | 45 | 0 | 0 | 45 | 3 | 7 | 30 | 67 | 10 | 22 | 2 | 4 | 845 | 45 | 7 | 67 | 22 | 4 | 845 | 13,635 | 17 | 56 | 22 | 5 | 847 |
| **IEP** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 7 | 0 | 0 | 7 | | | | | | | | | | 7 | | | | | | 2,141 | 2 | 27 | 47 | 25 | 835 |
| All Other Students | 38 | 0 | 0 | 38 | 3 | 8 | 26 | 68 | 8 | 21 | 1 | 3 | 847 | 38 | 8 | 68 | 21 | 3 | 847 | 11,817 | 20 | 61 | 18 | 2 | 849 |
| **SES** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 27 | 0 | 0 | 27 | 3 | 11 | 17 | 63 | 5 | 19 | 2 | 7 | 846 | 27 | 11 | 63 | 19 | 7 | 846 | 5,870 | 9 | 52 | 31 | 9 | 843 |
| All Other Students | 18 | 0 | 0 | 18 | 0 | 0 | 13 | 72 | 5 | 28 | 0 | 0 | 845 | 18 | 0 | 72 | 28 | 0 | 845 | 8,088 | 23 | 58 | 16 | 3 | 850 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 3 | | | | | |
| All Other Students | 45 | 0 | 0 | 45 | 3 | 7 | 30 | 67 | 10 | 22 | 2 | 4 | 845 | 45 | 7 | 67 | 22 | 4 | 845 | 13,955 | 17 | 56 | 22 | 5 | 847 |
| **Title I** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 1,078 | 6 | 47 | 39 | 8 | 842 |
| All Other Students | 44 | 0 | 0 | 44 | 3 | 7 | 29 | 66 | 10 | 23 | 2 | 5 | 845 | 44 | 7 | 66 | 23 | 5 | 845 | 12,880 | 18 | 56 | 21 | 5 | 848 |
| **504 Plan** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 331 | 12 | 59 | 26 | 3 | 846 |
| All Other Students | 45 | 0 | 0 | 45 | 3 | 7 | 30 | 67 | 10 | 22 | 2 | 4 | 845 | 45 | 7 | 67 | 22 | 4 | 845 | 13,627 | 17 | 56 | 22 | 5 | 847 |

**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 8 NECAP Tests
## Grade 8 Students in 2010-2011
# Mathematics Results

**School:** Calais Middle/High School
**District:** Calais School Department
**State:** Maine
**Code:** 1028-1203

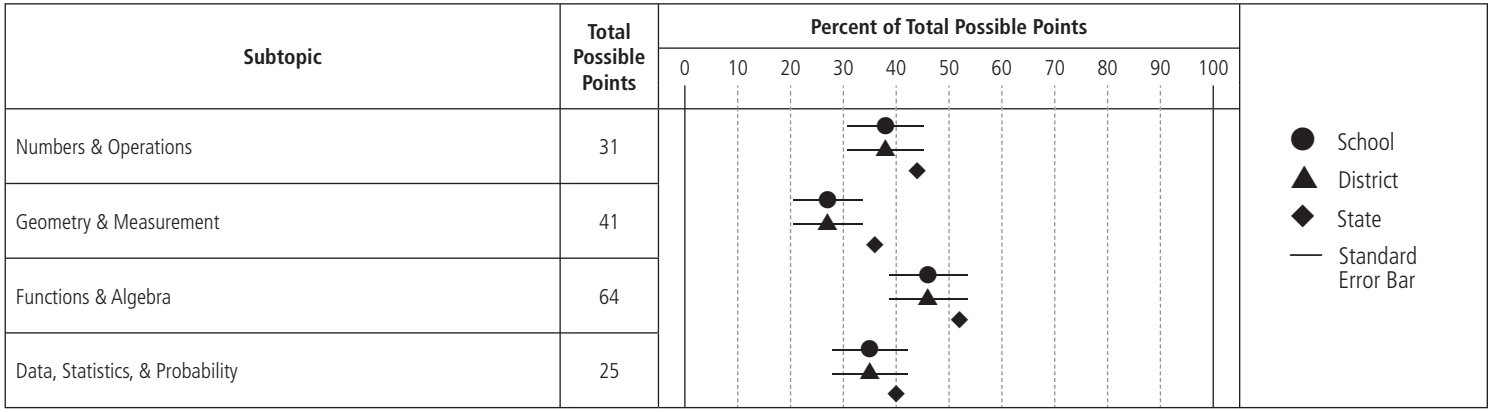
**Proficient with Distinction (Level 4)**
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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 | 44 | 0 | 2 | 42 | 3 | 7 | 13 | 31 | 12 | 29 | 14 | 33 | 837 |
| **2010-11** | **45** | **0** | **0** | **45** | **3** | **7** | **12** | **27** | **12** | **27** | **18** | **40** | **837** |
| Cumulative Total | | | | | | | | | | | | | |
| **DISTRICT** | | | | | | | | | | | | | |
| 2008-09 | | | | | | | | | | | | | |
| 2009-10 | 44 | 0 | 2 | 42 | 3 | 7 | 13 | 31 | 12 | 29 | 14 | 33 | 837 |
| **2010-11** | **45** | **0** | **0** | **45** | **3** | **7** | **12** | **27** | **12** | **27** | **18** | **40** | **837** |
| Cumulative Total | | | | | | | | | | | | | |
| **STATE** | | | | | | | | | | | | | |
| 2008-09 | | | | | | | | | | | | | |
| 2009-10 | 14,466 | 236 | 115 | 14,115 | 2,283 | 16 | 6,119 | 43 | 3,019 | 21 | 2,694 | 19 | 842 |
| **2010-11** | **14,368** | **223** | **162** | **13,983** | **2,310** | **17** | **5,894** | **42** | **3,048** | **22** | **2,731** | **20** | **842** |
| Cumulative Total | | | | | | | | | | | | | |



# Fall 2010 - Beginning of Grade 8 NECAP Tests
## Grade 8 Students in 2010-2011
# Disaggregated Mathematics Results

**School:** Calais Middle/High School
**District:** Calais School Department
**State:** Maine
**Code:** 1028-1203

| 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** | **45** | **0** | **0** | **45** | **3** | **7** | **12** | **27** | **12** | **27** | **18** | **40** | **837** | **45** | **7** | **27** | **27** | **40** | **837** | **13,983** | **17** | **42** | **22** | **20** | **842** |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 21 | 0 | 0 | 21 | 2 | 10 | 5 | 24 | 8 | 38 | 6 | 29 | 837 | 21 | 10 | 24 | 38 | 29 | 837 | 7,279 | 17 | 42 | 21 | 20 | 842 |
| Female | 24 | 0 | 0 | 24 | 1 | 4 | 7 | 29 | 4 | 17 | 12 | 50 | 837 | 24 | 4 | 29 | 17 | 50 | 837 | 6,704 | 15 | 42 | 23 | 19 | 842 |
| Not Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Race/Ethnicity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 189 | 8 | 41 | 22 | 29 | 839 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 156 | 15 | 37 | 23 | 25 | 840 |
| Asian | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 160 | 27 | 43 | 18 | 13 | 845 |
| Black or African American | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 389 | 5 | 26 | 25 | 44 | 835 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 12 | 8 | 67 | 25 | 0 | 844 |
| White | 43 | 0 | 0 | 43 | 2 | 5 | 12 | 28 | 12 | 28 | 17 | 40 | 837 | 43 | 5 | 28 | 28 | 40 | 837 | 12,982 | 17 | 43 | 22 | 19 | 842 |
| Two or more races | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 95 | 8 | 44 | 19 | 28 | 839 |
| No Race/Ethnicity Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **LEP Status** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Current LEP student | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 317 | 3 | 24 | 26 | 48 | 833 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 14 | 43 | 36 | 14 | 7 | 847 |
| Former LEP student - monitoring year 2 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 19 | 37 | 37 | 26 | 0 | 847 |
| All Other Students | 45 | 0 | 0 | 45 | 3 | 7 | 12 | 27 | 12 | 27 | 18 | 40 | 837 | 45 | 7 | 27 | 27 | 40 | 837 | 13,633 | 17 | 43 | 22 | 19 | 842 |
| **IEP** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 7 | 0 | 0 | 7 | | | | | | | | | | 7 | | | | | | 2,145 | 2 | 15 | 23 | 60 | 831 |
| All Other Students | 38 | 0 | 0 | 38 | 3 | 8 | 11 | 29 | 12 | 32 | 12 | 32 | 839 | 38 | 8 | 29 | 32 | 32 | 839 | 11,838 | 19 | 47 | 22 | 12 | 844 |
| **SES** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 27 | 0 | 0 | 27 | 3 | 11 | 6 | 22 | 7 | 26 | 11 | 41 | 837 | 27 | 11 | 22 | 26 | 41 | 837 | 5,888 | 7 | 37 | 27 | 29 | 838 |
| All Other Students | 18 | 0 | 0 | 18 | 0 | 0 | 6 | 33 | 5 | 28 | 7 | 39 | 837 | 18 | 0 | 33 | 28 | 39 | 837 | 8,095 | 23 | 46 | 18 | 12 | 844 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 2 | | | | | |
| All Other Students | 45 | 0 | 0 | 45 | 3 | 7 | 12 | 27 | 12 | 27 | 18 | 40 | 837 | 45 | 7 | 27 | 27 | 40 | 837 | 13,981 | 17 | 42 | 22 | 20 | 842 |
| **Title I** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 1,086 | 5 | 28 | 34 | 34 | 837 |
| All Other Students | 44 | 0 | 0 | 44 | 3 | 7 | 12 | 27 | 12 | 27 | 17 | 39 | 837 | 44 | 7 | 27 | 27 | 39 | 837 | 12,897 | 18 | 43 | 21 | 18 | 842 |
| **504 Plan** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 331 | 14 | 45 | 24 | 17 | 842 |
| All Other Students | 45 | 0 | 0 | 45 | 3 | 7 | 12 | 27 | 12 | 27 | 18 | 40 | 837 | 45 | 7 | 27 | 27 | 40 | 837 | 13,652 | 17 | 42 | 22 | 20 | 842 |

**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 8 NECAP Tests
## Grade 8 Students in 2010-2011
# Writing Results

**School:** Calais Middle/High School
**District:** Calais School Department
**State:** Maine
**Code:** 1028-1203

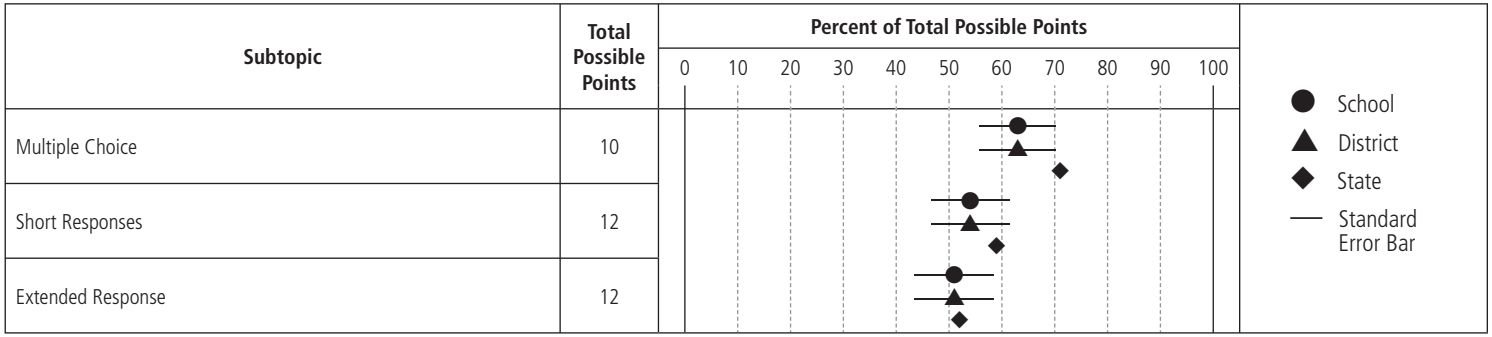
**Proficient with Distinction (Level 4)**
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

**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.

**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.

**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.

| | 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 | | | | | | | | | | | | | |
| **2010-11** | 45 | 0 | 0 | 45 | 0 | 0 | 18 | 40 | 23 | 51 | 4 | 9 | 836 |
| Cumulative Total | | | | | | | | | | | | | |
| **DISTRICT** | | | | | | | | | | | | | |
| 2008-09 | | | | | | | | | | | | | |
| 2009-10 | | | | | | | | | | | | | |
| **2010-11** | 45 | 0 | 0 | 45 | 0 | 0 | 18 | 40 | 23 | 51 | 4 | 9 | 836 |
| Cumulative Total | | | | | | | | | | | | | |
| **STATE** | | | | | | | | | | | | | |
| 2008-09 | | | | | | | | | | | | | |
| 2009-10 | | | | | | | | | | | | | |
| **2010-11** | 14,368 | 254 | 210 | 13,904 | 1,035 | 7 | 6,332 | 46 | 5,179 | 37 | 1,358 | 10 | 840 |
| Cumulative Total | | | | | | | | | | | | | |




No historical data is available for 2009-10 because a pilot test was administered to field-test new writing items for future writing tests.

# Fall 2010 - Beginning of Grade 8 NECAP Tests
## Grade 8 Students in 2010-2011
# Disaggregated Writing Results

**School:** Calais Middle/High School
**District:** Calais School Department
**State:** Maine
**Code:** 1028-1203

| 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** | **45** | **0** | **0** | **45** | **0** | **0** | **18** | **40** | **23** | **51** | **4** | **9** | **836** | **45** | **0** | **40** | **51** | **9** | **836** | **13,904** | **7** | **46** | **37** | **10** | **840** |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 21 | 0 | 0 | 21 | 0 | 0 | 7 | 33 | 10 | 48 | 4 | 19 | 833 | 21 | 0 | 33 | 48 | 19 | 833 | 7,227 | 3 | 36 | 45 | 15 | 836 |
| Female | 24 | 0 | 0 | 24 | 0 | 0 | 11 | 46 | 13 | 54 | 0 | 0 | 839 | 24 | 0 | 46 | 54 | 0 | 839 | 6,677 | 12 | 55 | 29 | 4 | 843 |
| Not Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Race/Ethnicity** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 186 | 7 | 40 | 40 | 13 | 838 |
| Not Hispanic or Latino | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 155 | 5 | 43 | 39 | 13 | 838 |
| Asian | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 158 | 17 | 49 | 32 | 2 | 845 |
| Black or African American | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 373 | 2 | 33 | 49 | 16 | 836 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 12 | 17 | 58 | 17 | 8 | 844 |
| White | 43 | 0 | 0 | 43 | 0 | 0 | 17 | 40 | 22 | 51 | 4 | 9 | 836 | 43 | 0 | 40 | 51 | 9 | 836 | 12,926 | 8 | 46 | 37 | 10 | 840 |
| Two or more races | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 94 | 3 | 47 | 38 | 12 | 839 |
| No Race/Ethnicity Reported | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **LEP Status** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Current LEP student | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 289 | 1 | 29 | 55 | 15 | 834 |
| Former LEP student - monitoring year 1 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 14 | 29 | 50 | 21 | 0 | 849 |
| Former LEP student - monitoring year 2 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 19 | 21 | 53 | 26 | 0 | 848 |
| All Other Students | 45 | 0 | 0 | 45 | 0 | 0 | 18 | 40 | 23 | 51 | 4 | 9 | 836 | 45 | 0 | 40 | 51 | 9 | 836 | 13,582 | 8 | 46 | 37 | 10 | 840 |
| **IEP** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | 7 | 0 | 0 | 7 | | | | | | | | | | 7 | | | | | | 2,124 | <1 | 11 | 50 | 39 | 829 |
| All Other Students | 38 | 0 | 0 | 38 | 0 | 0 | 17 | 45 | 21 | 55 | 0 | 0 | 839 | 38 | 0 | 45 | 55 | 0 | 839 | 11,780 | 9 | 52 | 35 | 5 | 842 |
| **SES** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | 27 | 0 | 0 | 27 | 0 | 0 | 11 | 41 | 12 | 44 | 4 | 15 | 835 | 27 | 0 | 41 | 44 | 15 | 835 | 5,828 | 3 | 36 | 45 | 15 | 836 |
| All Other Students | 18 | 0 | 0 | 18 | 0 | 0 | 7 | 39 | 11 | 61 | 0 | 0 | 838 | 18 | 0 | 39 | 61 | 0 | 838 | 8,076 | 11 | 52 | 31 | 6 | 842 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 3 | | | | | |
| All Other Students | 45 | 0 | 0 | 45 | 0 | 0 | 18 | 40 | 23 | 51 | 4 | 9 | 836 | 45 | 0 | 40 | 51 | 9 | 836 | 13,901 | 7 | 46 | 37 | 10 | 840 |
| **Title I** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title I Services | 1 | 0 | 0 | 1 | | | | | | | | | | 1 | | | | | | 1,073 | 4 | 30 | 53 | 13 | 836 |
| All Other Students | 44 | 0 | 0 | 44 | 0 | 0 | 18 | 41 | 23 | 52 | 3 | 7 | 837 | 44 | 0 | 41 | 52 | 7 | 837 | 12,831 | 8 | 47 | 36 | 10 | 840 |
| **504 Plan** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 Plan | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | | | | | | 328 | 3 | 39 | 48 | 11 | 837 |
| All Other Students | 45 | 0 | 0 | 45 | 0 | 0 | 18 | 40 | 23 | 51 | 4 | 9 | 836 | 45 | 0 | 40 | 51 | 9 | 836 | 13,576 | 8 | 46 | 37 | 10 | 840 |

**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.