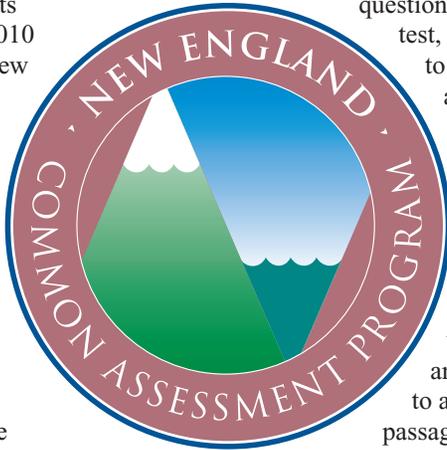


About The New England Common Assessment Program



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: Noble Middle School

District: RSU 60/MSAD 60

Code: 1254-1745



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2010-2011

Grade Level Summary Report

School:	Noble Middle School
District:	RSU 60/MSAD 60
State:	Maine
Code:	1254-1745

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	229			231			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	225	226		226	227		14,013	14,044		98	99		98	98		97	97	
Current LEP Students	49	52		50	53		2,161	2,197		22	23		22	23		15	16	
With an approved accommodation	1	1		1	1		316	361		<1	<1		<1	<1		2	3	
With an approved accommodation	0	0		0	0		149	188		0	0		0	0		47	52	
IEP Students	41	42		41	42		2,139	2,129		18	19		18	19		15	15	
With an approved accommodation	38	39		38	39		1,723	1,725		93	93		93	93		81	81	
Students not tested in NECAP	4	3		5	4		407	376		2	1		2	2		3	3	
State Approved	2	1		3	2		297	247		50	33		60	50		73	66	
Alternate Assessment	2	1		3	2		225	219		100	100		100	100		76	89	
First Year LEP	0	0		0	0		46	0		0	0		0	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	0	0		0	0		26	28		0	0		0	0		9	11	
Other	2	2		2	2		110	129		50	67		40	50		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	229	2	2	225	16	7	122	54	66	29	21	9	743	226	7	54	29	10	743	14,013	11	55	24	10	745
MATH	229	1	2	226	37	16	103	46	47	21	39	17	743	227	16	45	21	18	743	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:	Noble Middle School
District:	RSU 60/MSAD 60
State:	Maine
Code:	1254-1745

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	229	2	2	225	16	7	122	54	66	29	21	9	743	226	7	54	29	10	743	14,013	11	55	24	10	745
Gender																									
Male	115	2	2	111	7	6	49	44	39	35	16	14	741	112	6	44	35	15	741	7,088	6	53	28	13	742
Female	114	0	0	114	9	8	73	64	27	24	5	4	746	114	8	64	24	4	746	6,924	15	58	20	7	747
Not Reported	0	0	0	0									0	0					0	1					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5									5						195	7	46	36	11	741	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						157	10	51	22	17	743	
Asian	4	0	0	4									4						180	18	46	27	9	746	
Black or African American	2	0	0	2									2						341	3	39	32	26	737	
Native Hawaiian or Pacific Islander	0	0	0	0									0						7						
White	218	2	2	214	15	7	117	55	61	29	21	10	743	215	7	54	28	10	743	13,031	11	56	24	9	745
Two or more races	0	0	0	0									0						101	4	54	28	14	742	
No Race/Ethnicity Reported	0	0	0	0									0						1						
LEP Status																									
Current LEP student	1	0	0	1									1						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	2	0	0	2									2						12	42	58	0	0	758	
All Other Students	225	2	2	221	15	7	120	54	65	29	21	10	743	222	7	54	29	10	743	13,660	11	56	24	9	745
IEP																									
Students with an IEP	45	2	2	41	0	0	7	17	21	51	13	32	733	41	0	17	51	32	733	2,139	<1	20	41	39	732
All Other Students	184	0	0	184	16	9	115	63	45	24	8	4	746	185	9	62	24	5	746	11,874	12	62	21	5	747
SES																									
Economically Disadvantaged Students	86	2	0	84	1	1	37	44	31	37	15	18	739	84	1	44	37	18	739	6,016	4	47	32	16	740
All Other Students	143	0	2	141	15	11	85	60	35	25	6	4	746	142	11	60	25	5	746	7,997	15	62	18	5	748
Migrant																									
Migrant Students	0	0	0	0									0						6						
All Other Students	229	2	2	225	16	7	122	54	66	29	21	9	743	226	7	54	29	10	743	14,007	11	56	24	10	745
Title I																									
Students Receiving Title I Services	60	0	0	60	0	0	28	47	23	38	9	15	738	60	0	47	38	15	738	1,438	4	39	42	15	739
All Other Students	169	2	2	165	16	10	94	57	43	26	12	7	745	166	10	57	26	8	745	12,575	11	57	22	9	745
504 Plan																									
Students with a 504 Plan	11	0	0	11	1	9	8	73	2	18	0	0	746	11	9	73	18	0	746	309	7	56	28	8	743
All Other Students	218	2	2	214	15	7	114	53	64	30	21	10	743	215	7	53	30	10	743	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:	Noble Middle School
District:	RSU 60/MSAD 60
State:	Maine
Code:	1254-1745

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.

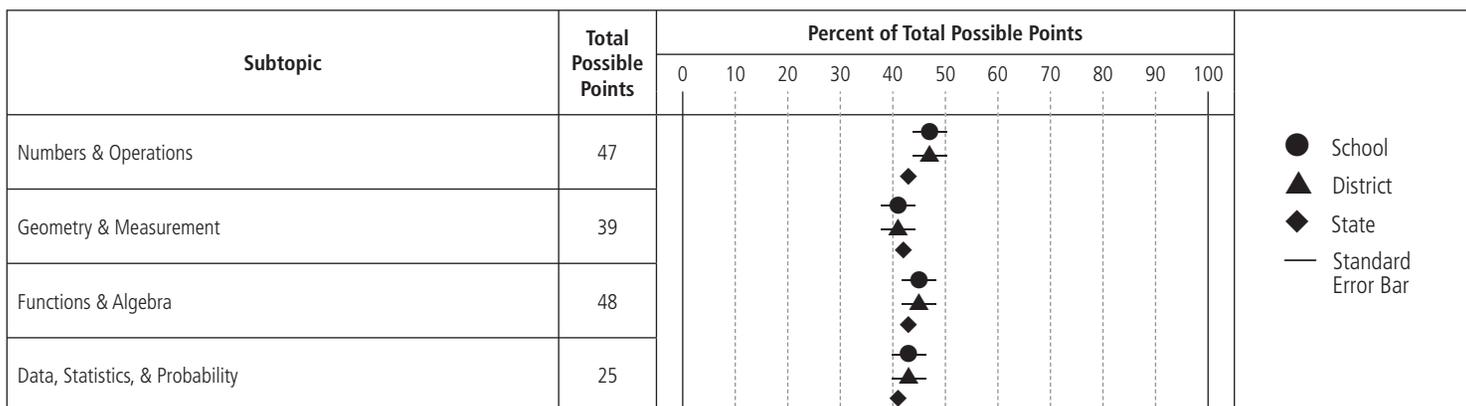
Partially Proficient (Level 2)

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					43	19	92	41	44	19	47	21	742
2009-10	228	1	1	226	37	16	103	46	47	21	39	17	743
2010-11	229	1	2	226	37	16	103	46	47	21	39	17	743
Cumulative Total													
DISTRICT													
2008-09					43	19	92	41	44	19	47	21	742
2009-10	228	1	1	226	37	16	103	45	47	21	40	18	743
2010-11	231	2	2	227	37	16	103	45	47	21	40	18	743
Cumulative Total													
STATE													
2008-09					2,603	19	5,725	41	2,822	20	2,889	21	742
2009-10	14,367	212	116	14,039	2,310	16	5,892	42	2,990	21	2,852	20	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: Noble Middle School
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1745

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	229	1	2	226	37	16	103	46	47	21	39	17	743	227	16	45	21	18	743	14,044	16	42	21	20	742
Gender																									
Male	115	1	2	112	22	20	49	44	22	20	19	17	744	113	19	43	19	18	743	7,111	17	41	21	21	742
Female	114	0	0	114	15	13	54	47	25	22	20	18	742	114	13	47	22	18	742	6,932	16	43	22	20	742
Not Reported	0	0	0	0										0						1					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										5						202	10	35	24	32	738
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						157	16	35	23	26	740
Asian	4	0	0	4										4						186	18	45	19	18	743
Black or African American	2	0	0	2										2						364	6	22	23	49	733
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	218	1	2	215	35	16	96	45	46	21	38	18	743	216	16	44	21	18	742	13,026	17	43	21	19	742
Two or more races	0	0	0	0										0						101	14	35	18	34	739
No Race/Ethnicity Reported	0	0	0	0										0						1					
LEP Status																									
Current LEP student	1	0	0	1										1						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	2	0	0	2										2						12	25	67	8	0	748
All Other Students	225	1	2	222	35	16	101	45	47	21	39	18	743	223	16	45	21	18	742	13,646	17	42	21	20	742
IEP																									
Students with an IEP	45	1	2	42	0	0	7	17	11	26	24	57	732	42	0	17	26	57	732	2,129	2	16	23	59	731
All Other Students	184	0	0	184	37	20	96	52	36	20	15	8	745	185	20	52	19	9	745	11,915	19	47	21	13	744
SES																									
Economically Disadvantaged Students	86	1	0	85	9	11	37	44	16	19	23	27	740	85	11	44	19	27	740	6,044	8	36	26	31	738
All Other Students	143	0	2	141	28	20	66	47	31	22	16	11	745	142	20	46	22	12	744	8,000	23	47	18	12	745
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	229	1	2	226	37	16	103	46	47	21	39	17	743	227	16	45	21	18	743	14,038	16	42	21	20	742
Title I																									
Students Receiving Title I Services	60	0	0	60	1	2	26	43	16	27	17	28	738	60	2	43	27	28	738	1,455	5	29	32	35	737
All Other Students	169	1	2	166	36	22	77	46	31	19	22	13	744	167	22	46	19	14	744	12,589	18	43	20	19	742
504 Plan																									
Students with a 504 Plan	11	0	0	11	2	18	5	45	3	27	1	9	742	11	18	45	27	9	742	309	12	46	22	21	741
All Other Students	218	1	2	215	35	16	98	46	44	20	38	18	743	216	16	45	20	18	743	13,735	17	42	21	20	742

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.