

# 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:** Noble Middle School

**District:** RSU 60/MSAD 60

**Code:** 1254-1745



# Fall 2010 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2010-2011

# Grade Level Summary Report

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

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>223</b>			<b>224</b>			<b>14,368</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	221	221	221	222	222	222	13,958	13,983	13,904	99	99	99	99	99	99	97	97	97
Current LEP Students	25	25	26	26	26	27	2,067	2,100	2,026	11	11	12	12	12	12	15	15	15
With an approved accommodation	1	1	1	1	1	1	290	317	289	<1	<1	<1	<1	<1	<1	2	2	2
IEP Students	0	0	0	0	0	0	111	149	126	0	0	0	0	0	0	38	47	44
With an approved accommodation	26	26	26	27	27	27	2,141	2,145	2,124	12	12	12	12	12	12	15	15	15
Other	22	22	22	23	23	23	1,681	1,689	1,650	85	85	85	85	85	85	79	79	78
<b>Students not tested in NECAP</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>410</b>	<b>385</b>	<b>464</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>
State Approved	0	0	0	0	0	0	263	223	254	0	0	0	0	0	0	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
Withdrawn 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	2	2	2	2	2	2	147	162	210	100	100	100	100	100	100	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	223	0	2	221	18	8	138	62	53	24	12	5	845	222	8	62	24	5	845	13,958	17	56	22	5	847
MATH	223	0	2	221	41	19	100	45	41	19	39	18	843	222	18	45	18	18	843	13,983	17	42	22	20	842
WRITING	223	0	2	221	5	2	85	38	112	51	19	9	837	222	2	38	51	9	837	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

# 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	%	%	%	%	
<b>All Students</b>	223	0	2	221	18	8	138	62	53	24	12	5	845	222	8	62	24	5	845	13,958	17	56	22	5	847
<b>Gender</b>																									
Male	125	0	1	124	5	4	74	60	38	31	7	6	843	125	4	59	31	6	843	7,260	12	56	26	7	845
Female	98	0	1	97	13	13	64	66	15	15	5	5	848	97	13	66	15	5	848	6,698	22	55	18	4	849
Not Reported	0	0	0	0									0						0						
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0									0						0	188	10	57	22	12	844
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						0	155	14	53	26	6	846
Asian	6	0	0	6									6						6	158	27	58	14	2	852
Black or African American	5	0	0	5									5						5	373	10	42	36	12	842
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	12	33	50	8	8	851
White	211	0	2	209	17	8	129	62	51	24	12	6	845	210	8	61	25	6	845	12,977	17	56	22	5	847
Two or more races	1	0	0	1									1						1	95	12	63	24	1	847
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
<b>LEP Status</b>																									
Current LEP student	1	0	0	1									1						1	290	3	40	42	15	838
Former LEP student - monitoring year 1	0	0	0	0									0						0	14	50	50	0	0	858
Former LEP student - monitoring year 2	0	0	0	0									0						0	19	37	63	0	0	857
All Other Students	222	0	2	220	18	8	137	62	53	24	12	5	845	221	8	62	24	5	845	13,635	17	56	22	5	847
<b>IEP</b>																									
Students with an IEP	27	0	1	26	0	0	5	19	14	54	7	27	833	27	0	19	56	26	833	2,141	2	27	47	25	835
All Other Students	196	0	1	195	18	9	133	68	39	20	5	3	847	195	9	68	20	3	847	11,817	20	61	18	2	849
<b>SES</b>																									
Economically Disadvantaged Students	89	0	1	88	3	3	53	60	27	31	5	6	843	89	3	60	31	6	843	5,870	9	52	31	9	843
All Other Students	134	0	1	133	15	11	85	64	26	20	7	5	847	133	11	64	20	5	847	8,088	23	58	16	3	850
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0	3					
All Other Students	223	0	2	221	18	8	138	62	53	24	12	5	845	222	8	62	24	5	845	13,955	17	56	22	5	847
<b>Title I</b>																									
Students Receiving Title I Services	27	0	0	27	1	4	15	56	6	22	5	19	841	27	4	56	22	19	841	1,078	6	47	39	8	842
All Other Students	196	0	2	194	17	9	123	63	47	24	7	4	846	195	9	63	25	4	846	12,880	18	56	21	5	848
<b>504 Plan</b>																									
Students with a 504 Plan	6	0	0	6									6						6	331	12	59	26	3	846
All Other Students	217	0	2	215	18	8	133	62	52	24	12	6	845	216	8	62	25	6	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: 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.

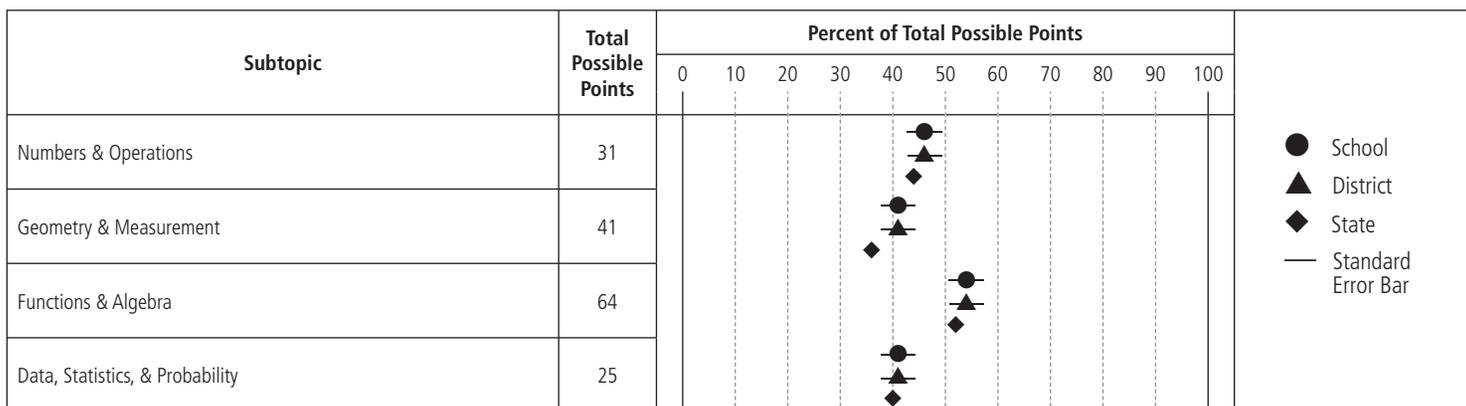
### Partially Proficient (Level 2)

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	%	
<b>SCHOOL</b>													
2008-09					47	20	107	46	46	20	35	15	843
2009-10	240	1	4	235	47	20	107	46	46	20	35	15	843
<b>2010-11</b>	<b>223</b>	<b>0</b>	<b>2</b>	<b>221</b>	<b>41</b>	<b>19</b>	<b>100</b>	<b>45</b>	<b>41</b>	<b>19</b>	<b>39</b>	<b>18</b>	<b>843</b>
Cumulative Total													
<b>DISTRICT</b>													
2008-09					47	20	107	45	46	19	36	15	843
2009-10	241	1	4	236	47	20	107	45	46	19	36	15	843
<b>2010-11</b>	<b>224</b>	<b>0</b>	<b>2</b>	<b>222</b>	<b>41</b>	<b>18</b>	<b>101</b>	<b>45</b>	<b>41</b>	<b>18</b>	<b>39</b>	<b>18</b>	<b>843</b>
Cumulative Total													
<b>STATE</b>													
2008-09					2,283	16	6,119	43	3,019	21	2,694	19	842
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
<b>2010-11</b>	<b>14,368</b>	<b>223</b>	<b>162</b>	<b>13,983</b>	<b>2,310</b>	<b>17</b>	<b>5,894</b>	<b>42</b>	<b>3,048</b>	<b>22</b>	<b>2,731</b>	<b>20</b>	<b>842</b>
Cumulative Total													





# Fall 2010 - Beginning of Grade 8 NECAP Tests

## Grade 8 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	%	%	%	%	
<b>All Students</b>	223	0	2	221	41	19	100	45	41	19	39	18	843	222	18	45	18	18	843	13,983	17	42	22	20	842
<b>Gender</b>																									
Male	125	0	1	124	28	23	48	39	24	19	24	19	843	125	22	39	19	19	843	7,279	17	42	21	20	842
Female	98	0	1	97	13	13	52	54	17	18	15	15	843	97	13	54	18	15	843	6,704	15	42	23	19	842
Not Reported	0	0	0	0									0						0						
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0									0						0	189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						0	156	15	37	23	25	840
Asian	6	0	0	6									6						6	160	27	43	18	13	845
Black or African American	5	0	0	5									5						5	389	5	26	25	44	835
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	12	8	67	25	0	844
White	211	0	2	209	39	19	95	45	38	18	37	18	843	210	19	46	18	18	843	12,982	17	43	22	19	842
Two or more races	1	0	0	1									1						1	95	8	44	19	28	839
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
<b>LEP Status</b>																									
Current LEP student	1	0	0	1									1						1	317	3	24	26	48	833
Former LEP student - monitoring year 1	0	0	0	0									0						0	14	43	36	14	7	847
Former LEP student - monitoring year 2	0	0	0	0									0						0	19	37	37	26	0	847
All Other Students	222	0	2	220	41	19	100	45	41	19	38	17	843	221	19	46	19	17	843	13,633	17	43	22	19	842
<b>IEP</b>																									
Students with an IEP	27	0	1	26	2	8	3	12	4	15	17	65	833	27	7	15	15	63	833	2,145	2	15	23	60	831
All Other Students	196	0	1	195	39	20	97	50	37	19	22	11	844	195	20	50	19	11	844	11,838	19	47	22	12	844
<b>SES</b>																									
Economically Disadvantaged Students	89	0	1	88	8	9	32	36	24	27	24	27	839	89	9	37	27	27	839	5,888	7	37	27	29	838
All Other Students	134	0	1	133	33	25	68	51	17	13	15	11	845	133	25	51	13	11	845	8,095	23	46	18	12	844
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0	2					
All Other Students	223	0	2	221	41	19	100	45	41	19	39	18	843	222	18	45	18	18	843	13,981	17	42	22	20	842
<b>Title I</b>																									
Students Receiving Title I Services	27	0	0	27	1	4	11	41	5	19	10	37	837	27	4	41	19	37	837	1,086	5	28	34	34	837
All Other Students	196	0	2	194	40	21	89	46	36	19	29	15	844	195	21	46	18	15	844	12,897	18	43	21	18	842
<b>504 Plan</b>																									
Students with a 504 Plan	6	0	0	6									6						6	331	14	45	24	17	842
All Other Students	217	0	2	215	41	19	97	45	40	19	37	17	843	216	19	45	19	17	843	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:	Noble Middle School
District:	RSU 60/MSAD 60
State:	Maine
Code:	1254-1745

#### 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.

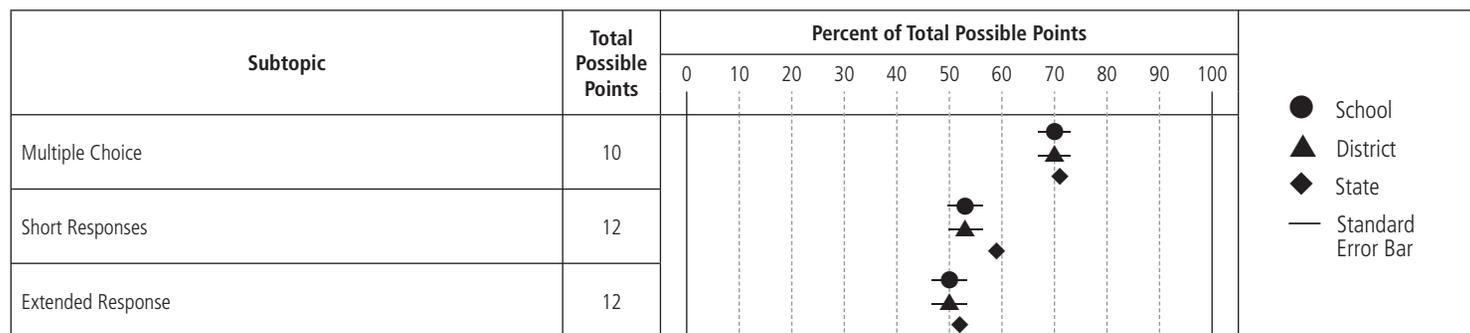
#### Partially Proficient (Level 2)

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	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	223	0	2	221	5	2	85	38	112	51	19	9	837
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	224	0	2	222	5	2	85	38	113	51	19	9	837
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





# Fall 2010 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2010-2011

# Disaggregated Writing 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	%	%	%	%	
<b>All Students</b>	223	0	2	221	5	2	85	38	112	51	19	9	837	222	2	38	51	9	837	13,904	7	46	37	10	840
<b>Gender</b>																									
Male	125	0	1	124	2	2	30	24	77	62	15	12	835	125	2	24	62	12	835	7,227	3	36	45	15	836
Female	98	0	1	97	3	3	55	57	35	36	4	4	841	97	3	57	36	4	841	6,677	12	55	29	4	843
Not Reported	0	0	0	0									0						0						
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0									0						0	186	7	40	40	13	838
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						0	155	5	43	39	13	838
Asian	6	0	0	6									6						6	158	17	49	32	2	845
Black or African American	5	0	0	5									5						5	373	2	33	49	16	836
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	12	17	58	17	8	844
White	211	0	2	209	5	2	81	39	104	50	19	9	837	210	2	39	50	9	837	12,926	8	46	37	10	840
Two or more races	1	0	0	1									1						1	94	3	47	38	12	839
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
<b>LEP Status</b>																									
Current LEP student	1	0	0	1									1						1	289	1	29	55	15	834
Former LEP student - monitoring year 1	0	0	0	0									0						0	14	29	50	21	0	849
Former LEP student - monitoring year 2	0	0	0	0									0						0	19	21	53	26	0	848
All Other Students	222	0	2	220	5	2	84	38	112	51	19	9	837	221	2	38	51	9	837	13,582	8	46	37	10	840
<b>IEP</b>																									
Students with an IEP	27	0	1	26	0	0	2	8	16	62	8	31	830	27	0	7	63	30	830	2,124	<1	11	50	39	829
All Other Students	196	0	1	195	5	3	83	43	96	49	11	6	838	195	3	43	49	6	838	11,780	9	52	35	5	842
<b>SES</b>																									
Economically Disadvantaged Students	89	0	1	88	1	1	26	30	48	55	13	15	835	89	1	29	55	15	835	5,828	3	36	45	15	836
All Other Students	134	0	1	133	4	3	59	44	64	48	6	5	839	133	3	44	48	5	839	8,076	11	52	31	6	842
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0						0	3					
All Other Students	223	0	2	221	5	2	85	38	112	51	19	9	837	222	2	38	51	9	837	13,901	7	46	37	10	840
<b>Title I</b>																									
Students Receiving Title I Services	27	0	0	27	0	0	12	44	10	37	5	19	835	27	0	44	37	19	835	1,073	4	30	53	13	836
All Other Students	196	0	2	194	5	3	73	38	102	53	14	7	838	195	3	37	53	7	838	12,831	8	47	36	10	840
<b>504 Plan</b>																									
Students with a 504 Plan	6	0	0	6									6						6	328	3	39	48	11	837
All Other Students	217	0	2	215	5	2	82	38	109	51	19	9	837	216	2	38	51	9	837	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.