

# About The New England Common Assessment Program



This report highlights results from the Fall 2011 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 2011 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2010-2011

## School Results

**School:** James F. Doughty School

**District:** Bangor School Department

**Code:** 1011-1163



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

# Grade Level Summary Report

<b>School:</b>	James F. Doughty School
<b>District:</b>	Bangor School Department
<b>State:</b>	Maine
<b>Code:</b>	1011-1163

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
<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																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
<b>Students not tested in NECAP</b>																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

### 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	%	%	%	%	%	N	%	%	%	%	%
<b>READING</b>				116	40	34	61	53	14	12	1	1	854	244	27	58	14	1	852	14,031	21	56	17	6	848
<b>MATH</b>				116	23	20	52	45	24	21	17	15	844	244	25	44	17	14	845	14,013	17	43	21	19	842
<b>WRITING</b>				116	15	13	58	50	39	34	4	3	842	244	11	50	36	2	842	13,967	7	44	37	12	839

**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 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

# Disaggregated Reading Results

**School:** James F. Doughty School  
**District:** Bangor School Department  
**State:** Maine  
**Code:** 1011-1163

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>				116	40	34	61	53	14	12	1	1	854	244	27	58	14	1	852	14,031	21	56	17	6	848
<b>Gender</b>																									
Male				61	15	25	38	62	8	13	0	0	854	132	23	62	14	0	852	7,091	15	57	20	8	846
Female				55	25	45	23	42	6	11	1	2	855	112	31	54	13	2	852	6,940	27	55	14	4	851
Not Reported				0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				1										3						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						107	10	55	23	11	844
Asian				3										5						235	33	44	16	7	851
Black or African American				5										10	10	70	20	0	844	373	9	44	28	19	840
Native Hawaiian or Pacific Islander				0										0						10	40	50	10	0	856
White				105	36	34	56	53	12	11	1	1	854	223	28	57	14	1	852	12,968	21	57	17	6	849
Two or more races				0										1						135	20	58	19	4	849
No Race/Ethnicity Reported				0										0						0					
<b>LEP Status</b>																									
Current LEP student				1										5						380	6	38	32	23	838
Former LEP student - monitoring year 1				0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2				0										1						26	58	42	0	0	860
All Other Students				115	40	35	60	52	14	12	1	1	854	238	28	57	14	1	852	13,607	21	57	17	6	849
<b>IEP</b>																									
Students with an IEP				12	0	0	8	67	4	33	0	0	843	28	0	57	39	4	841	2,082	1	33	39	27	835
All Other Students				104	40	38	53	51	10	10	1	1	855	216	31	58	11	<1	853	11,949	24	60	13	2	851
<b>SES</b>																									
Economically Disadvantaged Students				70	16	23	40	57	13	19	1	1	850	116	16	60	22	2	848	5,990	11	55	24	10	844
All Other Students				46	24	52	21	46	1	2	0	0	860	128	38	56	6	0	856	8,041	28	57	12	3	852
<b>Migrant</b>																									
Migrant Students				0										0						9					
All Other Students				116	40	34	61	53	14	12	1	1	854	244	27	58	14	1	852	14,022	21	56	17	6	848
<b>Title I</b>																									
Students Receiving Title I Services				15	0	0	10	67	5	33	0	0	844	16	0	69	31	0	844	1,368	9	53	30	9	843
All Other Students				101	40	40	51	50	9	9	1	1	856	228	29	57	13	1	853	12,663	22	56	16	6	849
<b>504 Plan</b>																									
Students with a 504 Plan				7										18	22	56	22	0	850	401	14	64	19	4	847
All Other Students				109	39	36	57	52	12	11	1	1	854	226	27	58	13	1	852	13,630	21	56	17	6	848

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 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Mathematics Results

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

#### 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.

(Scaled Score 852–880)

#### 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.

(Scaled Score 840–851)

#### 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.

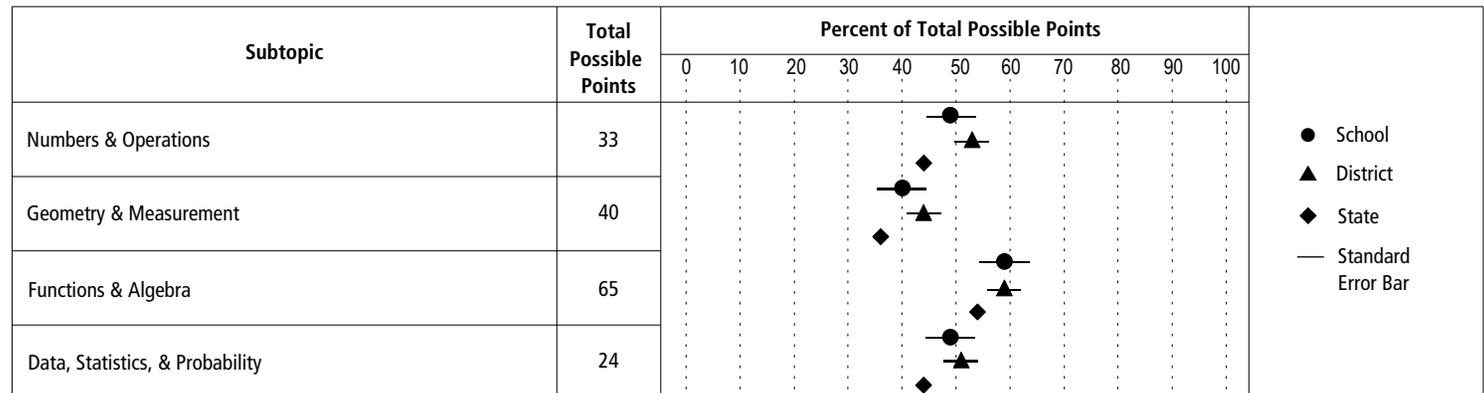
(Scaled Score 834–839)

#### 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.

(Scaled Score 800–833)

	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>													
2009-10				151	41	27	62	41	28	19	20	13	844
2010-11				118	36	31	46	39	24	20	12	10	846
<b>2011-12</b>				<b>116</b>	<b>23</b>	<b>20</b>	<b>52</b>	<b>45</b>	<b>24</b>	<b>21</b>	<b>17</b>	<b>15</b>	<b>844</b>
Cumulative Total				385	100	26	160	42	76	20	49	13	845
<b>District</b>													
2009-10				278	68	24	128	46	50	18	32	12	845
2010-11				232	78	34	95	41	36	16	23	10	847
<b>2011-12</b>				<b>244</b>	<b>60</b>	<b>25</b>	<b>107</b>	<b>44</b>	<b>42</b>	<b>17</b>	<b>35</b>	<b>14</b>	<b>845</b>
Cumulative Total				754	206	27	330	44	128	17	90	12	846
<b>State</b>													
2009-10				14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
<b>2011-12</b>				<b>14,013</b>	<b>2,374</b>	<b>17</b>	<b>6,035</b>	<b>43</b>	<b>3,002</b>	<b>21</b>	<b>2,602</b>	<b>19</b>	<b>842</b>
Cumulative Total				42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

# Disaggregated Mathematics Results

**School:** James F. Doughty School  
**District:** Bangor School Department  
**State:** Maine  
**Code:** 1011-1163

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	%	
<b>All Students</b>				116	23	20	52	45	24	21	17	15	844	244	25	44	17	14	845	14,013	17	43	21	19	842
<b>Gender</b>																									
Male				62	12	19	29	47	10	16	11	18	844	133	32	42	15	11	847	7,084	17	41	22	20	842
Female				54	11	20	23	43	14	26	6	11	844	111	16	46	20	18	843	6,929	17	45	21	17	843
Not Reported				0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				1										3						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						107	6	36	29	30	838
Asian				3										5						235	25	42	16	17	845
Black or African American				5										10	20	20	0	60	836	375	6	25	26	43	834
Native Hawaiian or Pacific Islander				0										0						10	40	40	20	0	847
White				105	21	20	47	45	24	23	13	12	844	223	24	44	19	13	845	12,949	17	44	21	18	842
Two or more races				0										1						135	16	43	15	27	842
No Race/Ethnicity Reported				0										0						0					
<b>LEP Status</b>																									
Current LEP student				1										5						386	5	21	26	48	833
Former LEP student - monitoring year 1				0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2				0										1						26	38	50	12	0	849
All Other Students				115	23	20	52	45	24	21	16	14	844	238	25	44	17	14	845	13,583	17	44	21	18	842
<b>IEP</b>																									
Students with an IEP				12	0	0	4	33	3	25	5	42	836	28	0	25	29	46	834	2,068	2	15	23	61	831
All Other Students				104	23	22	48	46	21	20	12	12	845	216	28	46	16	10	847	11,945	20	48	21	11	844
<b>SES</b>																									
Economically Disadvantaged Students				70	5	7	36	51	17	24	12	17	842	116	11	47	22	21	841	5,979	8	37	27	29	838
All Other Students				46	18	39	16	35	7	15	5	11	848	128	37	41	13	9	849	8,034	24	48	18	11	845
<b>Migrant</b>																									
Migrant Students				0										0						9					
All Other Students				116	23	20	52	45	24	21	17	15	844	244	25	44	17	14	845	14,004	17	43	21	19	842
<b>Title I</b>																									
Students Receiving Title I Services				15	0	0	5	33	4	27	6	40	836	16	0	31	31	38	836	1,365	5	29	34	33	837
All Other Students				101	23	23	47	47	20	20	11	11	845	228	26	45	16	13	846	12,648	18	45	20	17	843
<b>504 Plan</b>																									
Students with a 504 Plan				7										18	28	22	28	22	843	400	13	43	27	17	841
All Other Students				109	22	20	52	48	21	19	14	13	845	226	24	46	16	14	845	13,613	17	43	21	19	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 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

### Writing Results

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

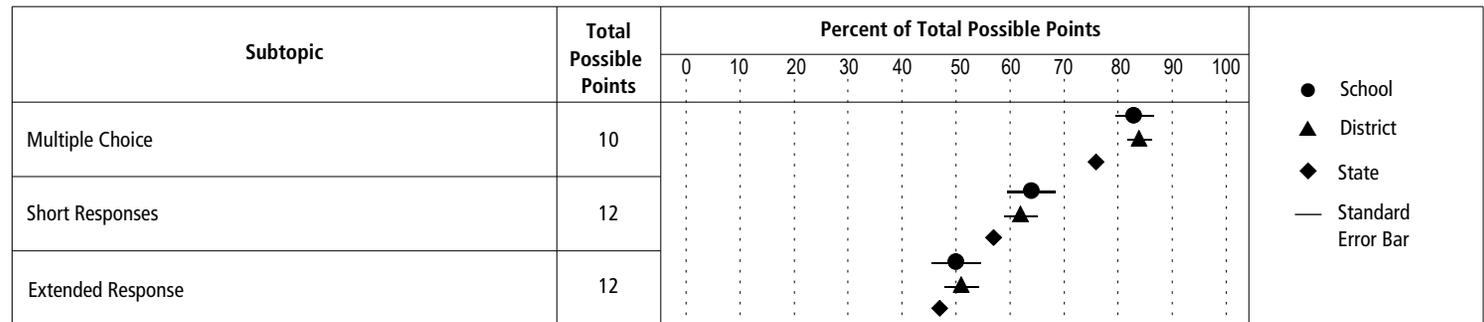
**Proficient with Distinction (Level 4)**  
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.  
**(Scaled Score 854–880)**

**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.  
**(Scaled Score 840–853)**

**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.  
**(Scaled Score 827–839)**

**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.  
**(Scaled Score 800–826)**

	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>													
2009-10													
2010-11				116	15	13	53	46	42	36	6	5	842
2011-12				116	15	13	58	50	39	34	4	3	842
Cumulative Total				232	30	13	111	48	81	35	10	4	842
<b>District</b>													
2009-10													
2010-11				229	44	19	108	47	70	31	7	3	844
2011-12				244	26	11	123	50	89	36	6	2	842
Cumulative Total				473	70	15	231	49	159	34	13	3	843
<b>State</b>													
2009-10				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2010-11				13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total				27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

# Disaggregated Writing Results

**School:** James F. Doughty School  
**District:** Bangor School Department  
**State:** Maine  
**Code:** 1011-1163

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	%	
<b>All Students</b>				116	15	13	58	50	39	34	4	3	842	244	11	50	36	2	842	13,967	7	44	37	12	839
<b>Gender</b>																									
Male				61	7	11	26	43	24	39	4	7	841	132	10	48	38	5	842	7,056	4	35	43	18	836
Female				55	8	15	32	58	15	27	0	0	845	112	12	54	35	0	843	6,911	10	53	31	7	841
Not Reported				0									0	0					0						
<b>Race/Ethnicity</b>																									
Hispanic or Latino				1									3	3					199	5	35	45	15	837	
Not Hispanic or Latino																									
American Indian or Alaskan Native				2									2	2					107	3	28	50	20	835	
Asian				3									5	5					235	11	51	28	11	841	
Black or African American				5									10	0	50	50	0	838	368	2	29	43	26	833	
Native Hawaiian or Pacific Islander				0									0	0					10	10	60	30	0	843	
White				105	14	13	51	49	36	34	4	4	843	223	11	50	36	3	843	12,915	7	44	37	12	839
Two or more races				0									1	1					133	7	49	34	11	839	
No Race/Ethnicity Reported				0									0	0					0						
<b>LEP Status</b>																									
Current LEP student				1									5	5					378	2	23	44	31	831	
Former LEP student - monitoring year 1				0									0	0					18	22	61	17	0	846	
Former LEP student - monitoring year 2				0									1	1					26	15	69	15	0	846	
All Other Students				115	15	13	57	50	39	34	4	3	843	238	11	51	36	3	843	13,545	7	44	37	12	839
<b>IEP</b>																									
Students with an IEP				12	0	0	0	0	11	92	1	8	832	28	0	7	86	7	834	2,052	<1	9	43	47	827
All Other Students				104	15	14	58	56	28	27	3	3	844	216	12	56	30	2	843	11,915	8	50	36	6	841
<b>SES</b>																									
Economically Disadvantaged Students				70	6	9	36	51	25	36	3	4	841	116	5	46	46	3	840	5,947	3	32	45	19	835
All Other Students				46	9	20	22	48	14	30	1	2	845	128	16	55	28	2	845	8,020	10	52	31	7	841
<b>Migrant</b>																									
Migrant Students				0									0	0					9						
All Other Students				116	15	13	58	50	39	34	4	3	842	244	11	50	36	2	842	13,958	7	44	37	12	839
<b>Title I</b>																									
Students Receiving Title I Services				15	0	0	4	27	9	60	2	13	835	16	0	31	56	13	835	1,360	3	28	52	17	835
All Other Students				101	15	15	54	53	30	30	2	2	844	228	11	52	35	2	843	12,607	7	45	35	12	839
<b>504 Plan</b>																									
Students with a 504 Plan				7									18	18	11	22	61	6	839	399	3	35	48	14	836
All Other Students				109	15	14	56	51	35	32	3	3	843	226	11	53	35	2	843	13,568	7	44	37	12	839

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.