

# 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:** Oxford Hills Middle School

**District:** RSU 17/MSAD 17

**Code:** 1211-1545



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2010-2011

# Grade Level Summary Report

<b>School:</b>	Oxford Hills Middle School
<b>District:</b>	RSU 17/MSAD 17
<b>State:</b>	Maine
<b>Code:</b>	1211-1545

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</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																		
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	%													
READING				263	27	10	149	57	56	21	31	12	844	263	10	57	21	12	844	14,031	21	56	17	6	848
MATH				263	37	14	117	44	60	23	49	19	842	263	14	44	23	19	842	14,013	17	43	21	19	842
WRITING				261	2	1	82	31	117	45	60	23	834	261	1	31	45	23	834	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

<b>School:</b>	Oxford Hills Middle School
<b>District:</b>	RSU 17/MSAD 17
<b>State:</b>	Maine
<b>Code:</b>	1211-1545

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>				263	27	10	149	57	56	21	31	12	844	263	10	57	21	12	844	14,031	21	56	17	6	848
<b>Gender</b>																									
Male				149	14	9	80	54	30	20	25	17	842	149	9	54	20	17	842	7,091	15	57	20	8	846
Female				114	13	11	69	61	26	23	6	5	846	114	11	61	23	5	846	6,940	27	55	14	4	851
Not Reported				0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				5									5	5					5	203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native				1									1	1					107	107	10	55	23	11	844
Asian				2									2	2					235	235	33	44	16	7	851
Black or African American				3									3	3					373	373	9	44	28	19	840
Native Hawaiian or Pacific Islander				0									0	0					10	10	40	50	10	0	856
White				251	27	11	140	56	54	22	30	12	844	251	11	56	22	12	844	12,968	21	57	17	6	849
Two or more races				1									1	1					135	135	20	58	19	4	849
No Race/Ethnicity Reported				0									0	0					0	0					
<b>LEP Status</b>																									
Current LEP student				0									0	0					380	380	6	38	32	23	838
Former LEP student - monitoring year 1				0									0	0					18	18	44	56	0	0	860
Former LEP student - monitoring year 2				0									0	0					26	26	58	42	0	0	860
All Other Students				263	27	10	149	57	56	21	31	12	844	263	10	57	21	12	844	13,607	21	57	17	6	849
<b>IEP</b>																									
Students with an IEP				29	1	3	2	7	7	24	19	66	828	29	3	7	24	66	828	2,082	1	33	39	27	835
All Other Students				234	26	11	147	63	49	21	12	5	846	234	11	63	21	5	846	11,949	24	60	13	2	851
<b>SES</b>																									
Economically Disadvantaged Students				171	14	8	89	52	40	23	28	16	842	171	8	52	23	16	842	5,990	11	55	24	10	844
All Other Students				92	13	14	60	65	16	17	3	3	848	92	14	65	17	3	848	8,041	28	57	12	3	852
<b>Migrant</b>																									
Migrant Students				0									0	0					9	9					
All Other Students				263	27	10	149	57	56	21	31	12	844	263	10	57	21	12	844	14,022	21	56	17	6	848
<b>Title I</b>																									
Students Receiving Title I Services				0									0	0					1,368	1,368	9	53	30	9	843
All Other Students				263	27	10	149	57	56	21	31	12	844	263	10	57	21	12	844	12,663	22	56	16	6	849
<b>504 Plan</b>																									
Students with a 504 Plan				5									5	5					401	401	14	64	19	4	847
All Other Students				258	27	10	145	56	55	21	31	12	844	258	10	56	21	12	844	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: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

#### 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.

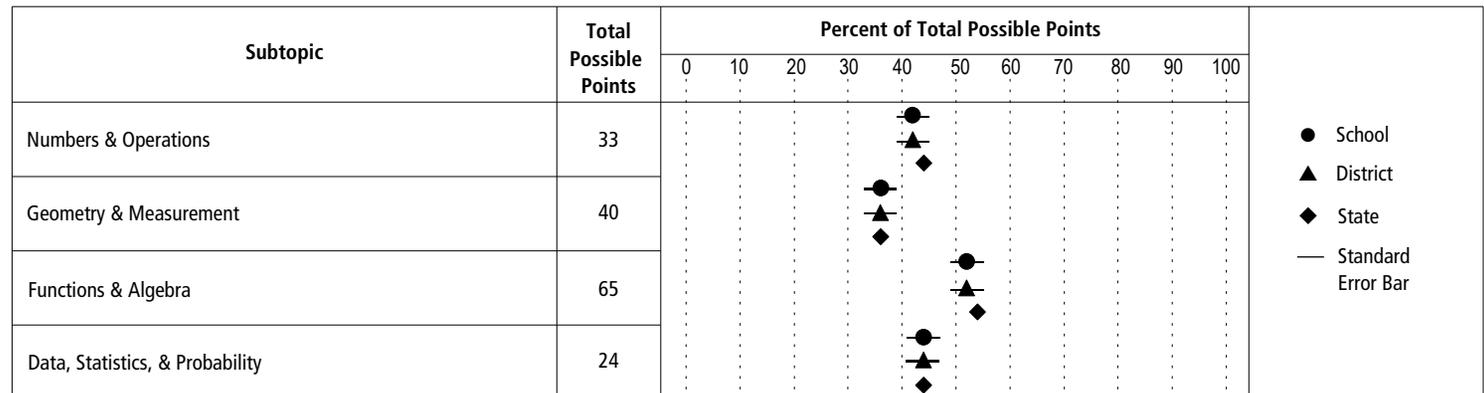
(Scaled Score 834–839)

#### 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				265	18	7	140	53	53	20	54	20	841
2010-11				252	23	9	126	50	47	19	56	22	841
<b>2011-12</b>				<b>263</b>	<b>37</b>	<b>14</b>	<b>117</b>	<b>44</b>	<b>60</b>	<b>23</b>	<b>49</b>	<b>19</b>	<b>842</b>
Cumulative Total				780	78	10	383	49	160	21	159	20	841
<b>District</b>													
2009-10				266	18	7	140	53	53	20	55	21	841
2010-11				253	23	9	126	50	47	19	57	23	841
<b>2011-12</b>				<b>263</b>	<b>37</b>	<b>14</b>	<b>117</b>	<b>44</b>	<b>60</b>	<b>23</b>	<b>49</b>	<b>19</b>	<b>842</b>
Cumulative Total				782	78	10	383	49	160	20	161	21	841
<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

<b>School:</b>	Oxford Hills Middle School
<b>District:</b>	RSU 17/MSAD 17
<b>State:</b>	Maine
<b>Code:</b>	1211-1545

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>				263	37	14	117	44	60	23	49	19	842	263	14	44	23	19	842	14,013	17	43	21	19	842
<b>Gender</b>																									
Male				149	27	18	56	38	35	23	31	21	842	149	18	38	23	21	842	7,084	17	41	22	20	842
Female				114	10	9	61	54	25	22	18	16	842	114	9	54	22	16	842	6,929	17	45	21	17	843
Not Reported				0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				5									5	5					202	10	39	27	25	839	
Not Hispanic or Latino																									
American Indian or Alaskan Native				1									1	1					107	6	36	29	30	838	
Asian				2									2	2					235	25	42	16	17	845	
Black or African American				3									3	3					375	6	25	26	43	834	
Native Hawaiian or Pacific Islander				0									0	0					10	40	40	20	0	847	
White				251	35	14	113	45	55	22	48	19	842	251	14	45	22	19	842	12,949	17	44	21	18	842
Two or more races				1									1	1					135	16	43	15	27	842	
No Race/Ethnicity Reported				0									0	0					0						
<b>LEP Status</b>																									
Current LEP student				0									0	0					386	5	21	26	48	833	
Former LEP student - monitoring year 1				0									0	0					18	11	61	22	6	844	
Former LEP student - monitoring year 2				0									0	0					26	38	50	12	0	849	
All Other Students				263	37	14	117	44	60	23	49	19	842	263	14	44	23	19	842	13,583	17	44	21	18	842
<b>IEP</b>																									
Students with an IEP				29	0	0	2	7	6	21	21	72	831	29	0	7	21	72	831	2,068	2	15	23	61	831
All Other Students				234	37	16	115	49	54	23	28	12	843	234	16	49	23	12	843	11,945	20	48	21	11	844
<b>SES</b>																									
Economically Disadvantaged Students				171	17	10	70	41	45	26	39	23	840	171	10	41	26	23	840	5,979	8	37	27	29	838
All Other Students				92	20	22	47	51	15	16	10	11	845	92	22	51	16	11	845	8,034	24	48	18	11	845
<b>Migrant</b>																									
Migrant Students				0									0	0					9						
All Other Students				263	37	14	117	44	60	23	49	19	842	263	14	44	23	19	842	14,004	17	43	21	19	842
<b>Title I</b>																									
Students Receiving Title I Services				0									0	0					1,365	5	29	34	33	837	
All Other Students				263	37	14	117	44	60	23	49	19	842	263	14	44	23	19	842	12,648	18	45	20	17	843
<b>504 Plan</b>																									
Students with a 504 Plan				5									5	5					400	13	43	27	17	841	
All Other Students				258	37	14	116	45	57	22	48	19	842	258	14	45	22	19	842	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: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

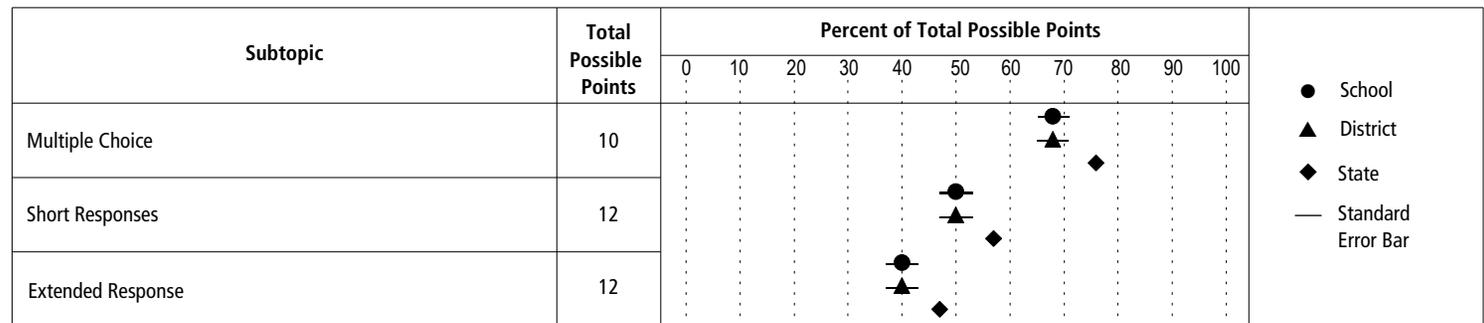
**Proficient with Distinction (Level 4)**  
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is 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					11	4	99	39	114	45	28	11	838
2010-11				252									
2011-12				261	2	1	82	31	117	45	60	23	834
Cumulative Total				513	13	3	181	35	231	45	88	17	836
<b>District</b>													
2009-10					11	4	99	39	114	45	29	11	837
2010-11				253									
2011-12				261	2	1	82	31	117	45	60	23	834
Cumulative Total				514	13	3	181	35	231	45	89	17	835
<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
2011-12													
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

<b>School:</b>	Oxford Hills Middle School
<b>District:</b>	RSU 17/MSAD 17
<b>State:</b>	Maine
<b>Code:</b>	1211-1545

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>				261	2	1	82	31	117	45	60	23	834	261	1	31	45	23	834	13,967	7	44	37	12	839
<b>Gender</b>																									
Male				148	2	1	32	22	70	47	44	30	832	148	1	22	47	30	832	7,056	4	35	43	18	836
Female				113	0	0	50	44	47	42	16	14	837	113	0	44	42	14	837	6,911	10	53	31	7	841
Not Reported				0									0	0					0						
<b>Race/Ethnicity</b>																									
Hispanic or Latino				5									5						199	5	35	45	15	837	
Not Hispanic or Latino																									
American Indian or Alaskan Native				1									1						107	3	28	50	20	835	
Asian				2									2						235	11	51	28	11	841	
Black or African American				3									3						368	2	29	43	26	833	
Native Hawaiian or Pacific Islander				0									0						10	10	60	30	0	843	
White				249	2	1	78	31	110	44	59	24	834	249	1	31	44	24	834	12,915	7	44	37	12	839
Two or more races				1									1						133	7	49	34	11	839	
No Race/Ethnicity Reported				0									0						0						
<b>LEP Status</b>																									
Current LEP student				0									0						378	2	23	44	31	831	
Former LEP student - monitoring year 1				0									0						18	22	61	17	0	846	
Former LEP student - monitoring year 2				0									0						26	15	69	15	0	846	
All Other Students				261	2	1	82	31	117	45	60	23	834	261	1	31	45	23	834	13,545	7	44	37	12	839
<b>IEP</b>																									
Students with an IEP				29	0	0	1	3	6	21	22	76	822	29	0	3	21	76	822	2,052	<1	9	43	47	827
All Other Students				232	2	1	81	35	111	48	38	16	836	232	1	35	48	16	836	11,915	8	50	36	6	841
<b>SES</b>																									
Economically Disadvantaged Students				171	0	0	42	25	83	49	46	27	832	171	0	25	49	27	832	5,947	3	32	45	19	835
All Other Students				90	2	2	40	44	34	38	14	16	837	90	2	44	38	16	837	8,020	10	52	31	7	841
<b>Migrant</b>																									
Migrant Students				0									0						9						
All Other Students				261	2	1	82	31	117	45	60	23	834	261	1	31	45	23	834	13,958	7	44	37	12	839
<b>Title I</b>																									
Students Receiving Title I Services				0									0						1,360	3	28	52	17	835	
All Other Students				261	2	1	82	31	117	45	60	23	834	261	1	31	45	23	834	12,607	7	45	35	12	839
<b>504 Plan</b>																									
Students with a 504 Plan				4									4						399	3	35	48	14	836	
All Other Students				257	2	1	82	32	114	44	59	23	834	257	1	32	44	23	834	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.