

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 8 Students in 2011-2012

School Results

School: Windham Middle School

District: RSU 14

Code: 3162-1437



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

School:	Windham Middle School
District:	RSU 14
State:	Maine
Code:	3162-1437

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	241			295			14,397			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	234	234	233	286	286	285	14,031	14,013	13,967	97	97	97	97	97	97	97	97	97
With an approved accommodation	34	34	33	40	40	39	2,072	2,057	1,975	15	15	14	14	14	14	15	15	14
Current LEP Students	5	5	5	5	5	5	380	386	378	2	2	2	2	2	2	3	3	3
With an approved accommodation	4	4	4	4	4	4	170	176	166	80	80	80	80	80	80	45	46	44
IEP Students	33	33	32	39	39	38	2,082	2,068	2,052	14	14	14	14	14	13	15	15	15
With an approved accommodation	28	28	27	34	34	33	1,634	1,624	1,559	85	85	84	87	87	87	78	79	76
Students not tested in NECAP	7	7	8	9	9	10	366	384	430	3	3	3	3	3	3	3	3	3
State Approved	3	3	3	4	4	4	251	258	265	43	43	38	44	44	40	69	67	62
Alternate Assessment	3	3	3	4	4	4	221	221	225	100	100	100	100	100	100	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	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	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	27	37	37	0	0	0	0	0	0	11	14	14
Other	4	4	5	5	5	6	115	126	165	57	57	63	56	56	60	31	33	38

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	241	3	4	234	47	20	139	59	39	17	9	4	849	286	19	60	18	3	849	14,031	21	56	17	6	848
MATH	241	3	4	234	57	24	94	40	52	22	31	13	844	286	23	41	24	12	844	14,013	17	43	21	19	842
WRITING	241	3	5	233	22	9	104	45	84	36	23	10	840	285	8	45	38	9	840	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 8 Students in 2011-2012

Disaggregated Reading Results

School:	Windham Middle School
District:	RSU 14
State:	Maine
Code:	3162-1437

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	241	3	4	234	47	20	139	59	39	17	9	4	849	286	19	60	18	3	849	14,031	21	56	17	6	848
Gender																									
Male	117	2	2	113	18	16	74	65	17	15	4	4	848	132	14	67	15	4	848	7,091	15	57	20	8	846
Female	124	1	2	121	29	24	65	54	22	18	5	4	850	154	23	53	21	3	849	6,940	27	55	14	4	851
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0									0	0					0	203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4									5	5					107	10	55	23	11	844	
Asian	5	0	0	5									5	5					235	33	44	16	7	851	
Black or African American	4	0	0	4									4	4					373	9	44	28	19	840	
Native Hawaiian or Pacific Islander	0	0	0	0									0	0					10	40	50	10	0	856	
White	227	3	4	220	46	21	131	60	35	16	8	4	849	271	19	60	18	3	849	12,968	21	57	17	6	849
Two or more races	1	0	0	1									1	1					135	20	58	19	4	849	
No Race/Ethnicity Reported	0	0	0	0									0	0					0						
LEP Status																									
Current LEP student	5	0	0	5									5	5					380	6	38	32	23	838	
Former LEP student - monitoring year 1	0	0	0	0									0	0					18	44	56	0	0	860	
Former LEP student - monitoring year 2	3	0	0	3									3	3					26	58	42	0	0	860	
All Other Students	233	3	4	226	45	20	137	61	37	16	7	3	849	278	18	61	18	3	849	13,607	21	57	17	6	849
IEP																									
Students with an IEP	39	3	3	33	1	3	8	24	18	55	6	18	836	39	3	26	54	18	836	2,082	1	33	39	27	835
All Other Students	202	0	1	201	46	23	131	65	21	10	3	1	851	247	21	65	13	1	851	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	82	1	3	78	9	12	37	47	25	32	7	9	843	95	11	48	33	8	843	5,990	11	55	24	10	844
All Other Students	159	2	1	156	38	24	102	65	14	9	2	1	852	191	23	65	11	1	852	8,041	28	57	12	3	852
Migrant																									
Migrant Students	1	0	0	1									1	1					9						
All Other Students	240	3	4	233	47	20	139	60	38	16	9	4	849	285	19	60	18	4	849	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	1	0	0	1									1	1					1,368	9	53	30	9	843	
All Other Students	240	3	4	233	47	20	138	59	39	17	9	4	849	285	19	60	18	4	849	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	11	0	0	11	1	9	9	82	1	9	0	0	848	12	8	83	8	0	848	401	14	64	19	4	847
All Other Students	230	3	4	223	46	21	130	58	38	17	9	4	849	274	19	59	19	4	849	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 8 Students in 2011-2012

Mathematics Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

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.

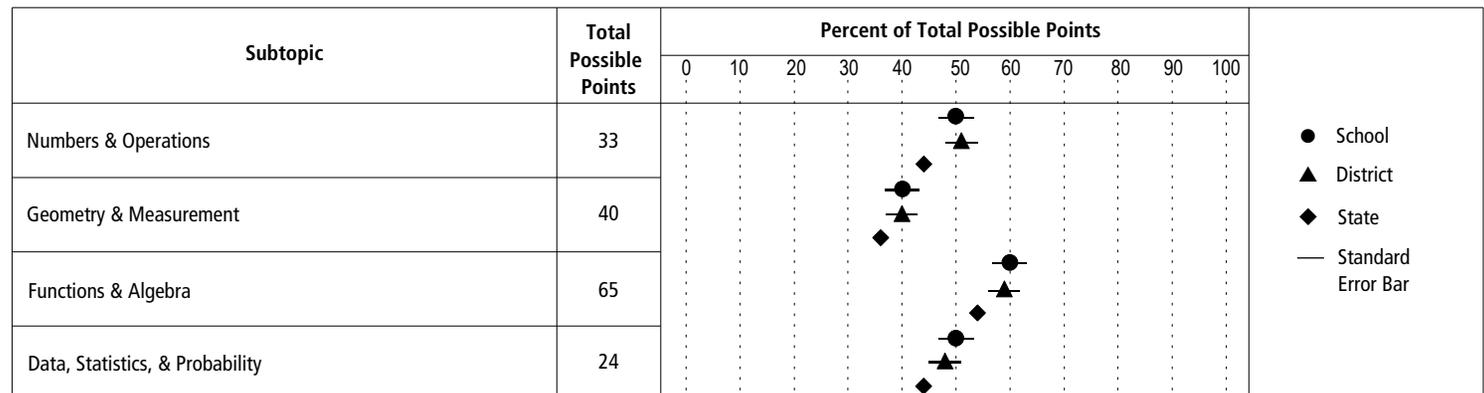
(Scaled Score 834–839)

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	%	
School													
2009-10	227	4	0	223	40	18	85	38	60	27	38	17	842
2010-11	220	2	3	215	37	17	94	44	49	23	35	16	843
2011-12	241	3	4	234	57	24	94	40	52	22	31	13	844
Cumulative Total	688	9	7	672	134	20	273	41	161	24	104	15	843
District													
2009-10	276	4	1	271	46	17	107	39	72	27	46	17	842
2010-11	276	3	4	269	50	19	120	45	57	21	42	16	843
2011-12	295	4	5	286	67	23	116	41	69	24	34	12	844
Cumulative Total	847	11	10	826	163	20	343	42	198	24	122	15	843
State													
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
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

School:	Windham Middle School
District:	RSU 14
State:	Maine
Code:	3162-1437

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	%	%	%	%	N	N	%	%	%	%	N
All Students	241	3	4	234	57	24	94	40	52	22	31	13	844	286	23	41	24	12	844	14,013	17	43	21	19	842
Gender																									
Male	117	2	2	113	32	28	47	42	23	20	11	10	846	132	29	42	20	8	846	7,084	17	41	22	20	842
Female	124	1	2	121	25	21	47	39	29	24	20	17	843	154	19	39	27	15	843	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4										5						107	6	36	29	30	838
Asian	5	0	0	5										5						235	25	42	16	17	845
Black or African American	4	0	0	4										4						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	227	3	4	220	56	25	88	40	47	21	29	13	845	271	24	41	23	12	844	12,949	17	44	21	18	842
Two or more races	1	0	0	1										1						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	5	0	0	5										5						386	5	21	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2	3	0	0	3										3						26	38	50	12	0	849
All Other Students	233	3	4	226	56	25	91	40	50	22	29	13	844	278	24	41	24	12	844	13,583	17	44	21	18	842
IEP																									
Students with an IEP	39	3	3	33	0	0	3	9	10	30	20	61	832	39	0	15	28	56	833	2,068	2	15	23	61	831
All Other Students	202	0	1	201	57	28	91	45	42	21	11	5	846	247	27	45	23	5	846	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	82	1	3	78	8	10	27	35	25	32	18	23	840	95	12	31	37	21	840	5,979	8	37	27	29	838
All Other Students	159	2	1	156	49	31	67	43	27	17	13	8	847	191	29	46	18	7	846	8,034	24	48	18	11	845
Migrant																									
Migrant Students	1	0	0	1										1						9					
All Other Students	240	3	4	233	57	24	93	40	52	22	31	13	844	285	24	40	24	12	844	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,365	5	29	34	33	837
All Other Students	240	3	4	233	57	24	94	40	52	22	30	13	844	285	24	41	24	12	844	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	11	0	0	11	0	0	9	82	1	9	1	9	842	12	0	83	8	8	842	400	13	43	27	17	841
All Other Students	230	3	4	223	57	26	85	38	51	23	30	13	844	274	24	39	25	12	844	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 8 Students in 2011-2012

Writing Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

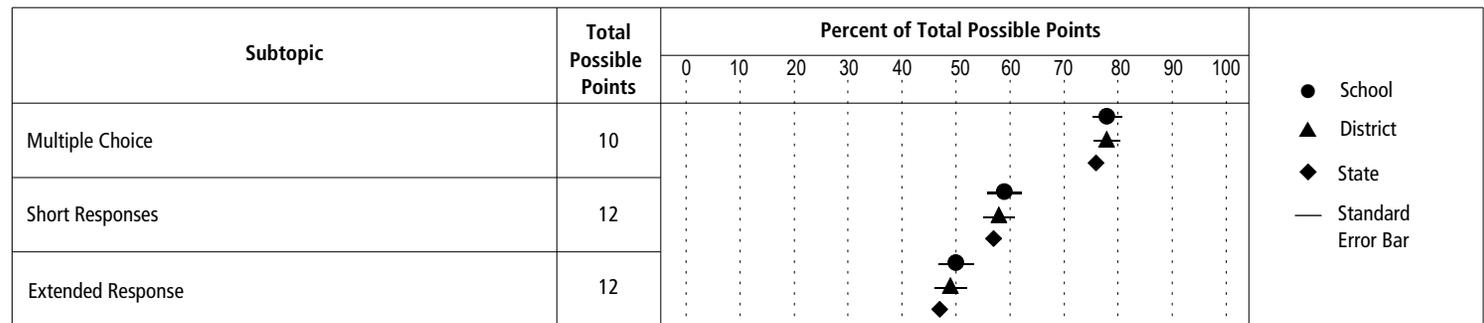
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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	%	
School													
2009-10													
2010-11	220	3	5	212	22	10	98	46	70	33	22	10	840
2011-12	241	3	5	233	22	9	104	45	84	36	23	10	840
Cumulative Total	461	6	10	445	44	10	202	45	154	35	45	10	840
District													
2009-10													
2010-11	276	4	6	266	27	10	120	45	90	34	29	11	840
2011-12	295	4	6	285	23	8	128	45	107	38	27	9	840
Cumulative Total	571	8	12	551	50	9	248	45	197	36	56	10	840
State													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

School: Windham Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1437

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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	241	3	5	233	22	9	104	45	84	36	23	10	840	285	8	45	38	9	840	13,967	7	44	37	12	839
Gender																									
Male	117	2	3	112	7	6	46	41	48	43	11	10	838	131	5	41	42	11	838	7,056	4	35	43	18	836
Female	124	1	2	121	15	12	58	48	36	30	12	10	842	154	10	48	34	8	841	6,911	10	53	31	7	841
Not Reported	0	0	0	0									0						0	0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0									0						0	199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4									5						5	107	3	28	50	20	835
Asian	5	0	0	5									5						5	235	11	51	28	11	841
Black or African American	4	0	0	4									4						4	368	2	29	43	26	833
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	10	10	60	30	0	843
White	227	3	5	219	20	9	102	47	77	35	20	9	840	270	8	47	37	9	840	12,915	7	44	37	12	839
Two or more races	1	0	0	1									1						1	133	7	49	34	11	839
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
LEP Status																									
Current LEP student	5	0	0	5									5						5	378	2	23	44	31	831
Former LEP student - monitoring year 1	0	0	0	0									0						0	18	22	61	17	0	846
Former LEP student - monitoring year 2	3	0	0	3									3						3	26	15	69	15	0	846
All Other Students	233	3	5	225	22	10	100	44	82	36	21	9	840	277	8	45	38	9	840	13,545	7	44	37	12	839
IEP																									
Students with an IEP	39	3	4	32	0	0	1	3	17	53	14	44	828	38	0	5	55	39	829	2,052	<1	9	43	47	827
All Other Students	202	0	1	201	22	11	103	51	67	33	9	4	842	247	9	51	35	5	841	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	82	1	4	77	1	1	27	35	32	42	17	22	835	94	1	34	44	21	835	5,947	3	32	45	19	835
All Other Students	159	2	1	156	21	13	77	49	52	33	6	4	843	191	12	50	35	4	842	8,020	10	52	31	7	841
Migrant																									
Migrant Students	1	0	0	1									1						1	9					
All Other Students	240	3	5	232	22	9	104	45	83	36	23	10	840	284	8	45	37	10	840	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	1	0	0	1									1						1	1,360	3	28	52	17	835
All Other Students	240	3	5	232	22	9	104	45	83	36	23	10	840	284	8	45	37	10	840	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	11	0	0	11	0	0	3	27	7	64	1	9	836	12	0	33	58	8	836	399	3	35	48	14	836
All Other Students	230	3	5	222	22	10	101	45	77	35	22	10	840	273	8	45	37	10	840	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.