

About The New England Common Assessment Program



This report highlights results from the Fall 2012 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 2012 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

School Results

School: Mountain Valley Middle School

District: RSU 10

Code: 3159-1638



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Grade Level Summary Report

School:	Mountain Valley Middle School
District:	RSU 10
State:	Maine
Code:	3159-1638

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	125			239			14,085			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	124	124	123	235	235	234	13,745	13,743	13,696	99	99	98	98	98	98	98	98	97
With an approved accommodation	34	34	32	46	46	44	2,196	2,203	2,078	27	27	26	20	20	19	16	16	15
Current LEP Students	3	3	3	4	4	4	353	360	352	2	2	2	2	2	2	3	3	3
With an approved accommodation	3	3	3	4	4	4	130	136	132	100	100	100	100	100	100	37	38	38
IEP Students	25	25	25	41	41	41	2,147	2,146	2,131	20	20	20	17	17	18	16	16	16
With an approved accommodation	20	20	18	29	29	27	1,745	1,753	1,676	80	80	72	71	71	66	81	82	79
Students not tested in NECAP	1	1	2	4	4	5	340	342	389	1	1	2	2	2	2	2	2	3
State Approved	1	1	1	4	4	4	244	239	243	100	100	50	100	100	80	72	70	62
Alternate Assessment	1	1	1	4	4	4	204	200	202	100	100	100	100	100	100	84	84	83
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	37	39	38	0	0	0	0	0	0	15	16	16
Other	0	0	1	0	0	1	96	103	146	0	0	50	0	0	20	28	30	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	%	%	%	%	N	N	%	%	%	%	N
READING	125	1	0	124	4	3	71	57	34	27	15	12	841	235	8	60	23	9	844	13,745	19	57	17	6	848
MATH	125	1	0	124	5	4	34	27	41	33	44	35	836	235	6	35	29	30	838	13,743	16	45	19	20	842
WRITING	125	1	1	123	2	2	34	28	58	47	29	24	834	234	3	35	46	16	836	13,696	12	46	31	12	841

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 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Reading Results

School: Mountain Valley Middle School
District: RSU 10
State: Maine
Code: 3159-1638

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	125	1	0	124	4	3	71	57	34	27	15	12	841	235	8	60	23	9	844	13,745	19	57	17	6	848
Gender																									
Male	67	0	0	67	1	1	33	49	22	33	11	16	839	127	3	57	26	13	841	7,099	14	58	20	8	846
Female	58	1	0	57	3	5	38	67	12	21	4	7	844	108	13	63	20	4	847	6,646	25	57	14	4	851
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3									3	3					3	204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0	0					0	115	3	64	24	8	843
Asian	1	0	0	1									4	4					4	195	32	49	14	5	852
Black or African American	2	0	0	2									3	3					3	384	8	45	26	21	840
Native Hawaiian or Pacific Islander	0	0	0	0									0	0					0	7					
White	117	1	0	116	4	3	70	60	30	26	12	10	842	222	8	62	23	8	845	12,632	20	58	17	6	849
Two or more races	2	0	0	2									3	3					3	208	16	60	18	6	848
No Race/Ethnicity Reported	0	0	0	0									0	0					0	0					
LEP Status																									
Current LEP student	3	0	0	3									4	4					4	353	4	43	32	21	838
Former LEP student - monitoring year 1	0	0	0	0									0	0					0	9					
Former LEP student - monitoring year 2	0	0	0	0									0	0					0	44	34	64	2	0	856
All Other Students	122	1	0	121	4	3	71	59	31	26	15	12	842	231	8	61	22	9	844	13,339	20	58	17	6	849
IEP																									
Students with an IEP	26	1	0	25	0	0	5	20	11	44	9	36	831	41	2	22	41	34	832	2,147	2	31	42	26	835
All Other Students	99	0	0	99	4	4	66	67	23	23	6	6	844	194	9	68	20	4	847	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	95	1	0	94	1	1	52	55	29	31	12	13	840	169	5	58	27	11	842	6,590	10	57	24	10	844
All Other Students	30	0	0	30	3	10	19	63	5	17	3	10	847	66	15	65	15	5	849	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0									0	0					0	4					
All Other Students	125	1	0	124	4	3	71	57	34	27	15	12	841	235	8	60	23	9	844	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	33	0	0	33	1	3	11	33	16	48	5	15	838	55	7	38	42	13	840	1,781	11	54	27	8	845
All Other Students	92	1	0	91	3	3	60	66	18	20	10	11	843	180	8	67	18	8	845	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	4	0	0	4									4	4					4	515	13	61	21	5	847
All Other Students	121	1	0	120	4	3	69	58	33	28	14	12	842	231	8	60	23	9	844	13,230	20	57	17	6	849

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 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Mathematics Results

School: Mountain Valley Middle School
 District: RSU 10
 State: Maine
 Code: 3159-1638

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.

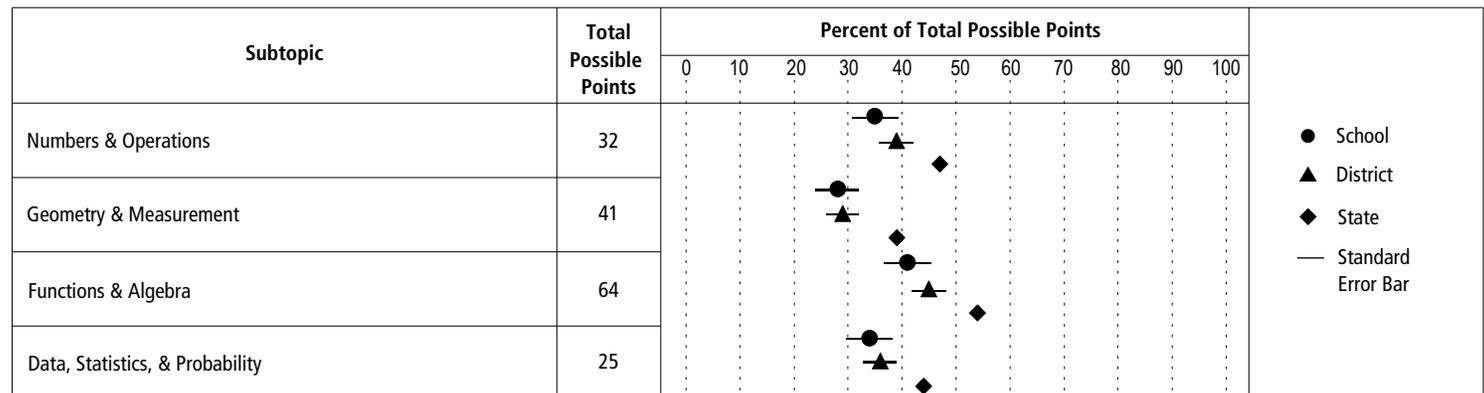
(Scaled Score 834–839)

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													
2010-11	88	0	0	88	6	7	32	36	24	27	26	30	838
2011-12	102	1	0	101	7	7	39	39	31	31	24	24	839
2012-13	125	1	0	124	5	4	34	27	41	33	44	35	836
Cumulative Total	315	2	0	313	18	6	105	34	96	31	94	30	838
District													
2010-11	203	3	0	200	21	11	77	39	56	28	46	23	840
2011-12	227	3	3	221	21	10	82	37	68	31	50	23	840
2012-13	239	4	0	235	14	6	83	35	68	29	70	30	838
Cumulative Total	669	10	3	656	56	9	242	37	192	29	166	25	839
State													
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
2012-13	14,085	239	103	13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Mathematics Results

School: Mountain Valley Middle School
District: RSU 10
State: Maine
Code: 3159-1638

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	125	1	0	124	5	4	34	27	41	33	44	35	836	235	6	35	29	30	838	13,743	16	45	19	20	842
Gender																									
Male	67	0	0	67	3	4	17	25	21	31	26	39	835	127	8	31	28	33	837	7,095	16	44	20	21	842
Female	58	1	0	57	2	4	17	30	20	35	18	32	837	108	4	40	31	26	838	6,648	16	46	19	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	5	42	27	25	838
Asian	1	0	0	1										4						195	28	43	15	15	845
Black or African American	2	0	0	2										3						389	4	28	20	48	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	117	1	0	116	5	4	34	29	39	34	38	33	837	222	6	36	29	28	838	12,626	16	46	19	19	842
Two or more races	2	0	0	2										3						206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										4						360	3	25	21	51	832
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	0	0	0	0										0						44	16	70	11	2	846
All Other Students	122	1	0	121	5	4	34	28	40	33	42	35	837	231	6	36	29	29	838	13,330	16	46	19	19	842
IEP																									
Students with an IEP	26	1	0	25	0	0	2	8	3	12	20	80	826	41	0	10	15	76	826	2,146	2	16	20	62	830
All Other Students	99	0	0	99	5	5	32	32	38	38	24	24	839	194	7	41	32	20	840	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	95	1	0	94	3	3	20	21	33	35	38	40	835	169	3	29	32	36	836	6,592	7	39	24	29	838
All Other Students	30	0	0	30	2	7	14	47	8	27	6	20	841	66	14	52	21	14	842	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	125	1	0	124	5	4	34	27	41	33	44	35	836	235	6	35	29	30	838	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	33	0	0	33	1	3	5	15	9	27	18	55	834	55	4	13	33	51	834	1,784	8	33	30	30	838
All Other Students	92	1	0	91	4	4	29	32	32	35	26	29	837	180	7	42	28	23	839	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						513	12	42	25	21	841
All Other Students	121	1	0	120	5	4	33	28	39	33	43	36	836	231	6	35	29	30	838	13,230	16	45	19	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 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Writing Results

School: Mountain Valley Middle School
 District: RSU 10
 State: Maine
 Code: 3159-1638

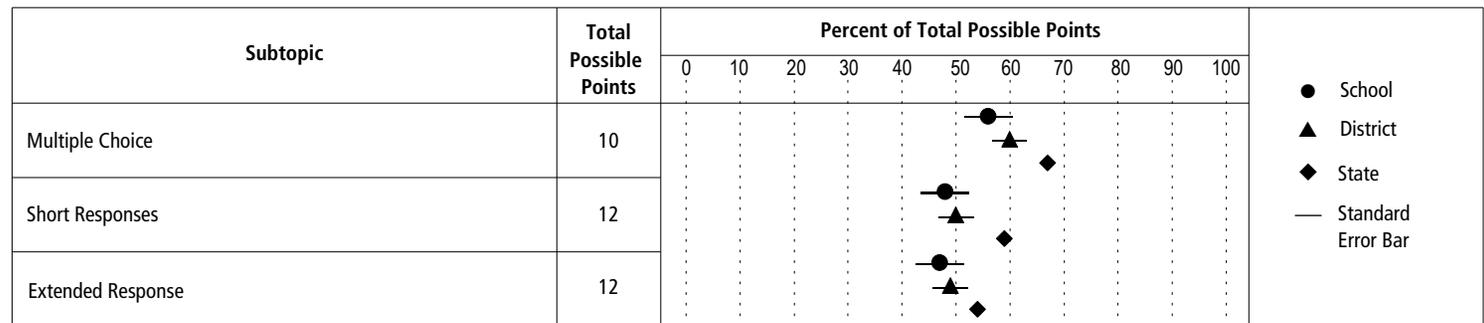
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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													
2010-11	88	0	0	88	0	0	22	25	54	61	12	14	834
2011-12	102	0	0	102	1	1	33	32	46	45	22	22	835
2012-13	125	1	1	123	2	2	34	28	58	47	29	24	834
Cumulative Total	315	1	1	313	3	1	89	28	158	50	63	20	834
District													
2010-11	203	3	0	200	2	1	72	36	108	54	18	9	836
2011-12	227	2	3	222	2	1	77	35	99	45	44	20	835
2012-13	239	4	1	234	6	3	82	35	108	46	38	16	836
Cumulative Total	669	9	4	656	10	2	231	35	315	48	100	15	836
State													
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
2012-13	14,085	243	146	13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total	42,850	762	521	41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Writing Results

School: Mountain Valley Middle School
District: RSU 10
State: Maine
Code: 3159-1638

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	125	1	1	123	2	2	34	28	58	47	29	24	834	234	3	35	46	16	836	13,696	12	46	31	12	841
Gender																									
Male	67	0	0	67	0	0	5	7	37	55	25	37	830	127	0	17	56	27	832	7,068	6	38	38	18	837
Female	58	1	1	56	2	4	29	52	21	38	4	7	839	107	6	56	35	4	841	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	5	30	44	21	836
Asian	1	0	0	1										4						195	16	56	22	6	845
Black or African American	2	0	0	2										3						382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	117	1	1	115	2	2	34	30	56	49	23	20	835	221	3	37	47	14	836	12,590	12	46	31	12	841
Two or more races	2	0	0	2										3						204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										4						352	3	36	39	22	836
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	0	0	0	0										0						44	14	64	20	2	845
All Other Students	122	1	1	120	2	2	34	28	58	48	26	22	834	230	3	36	47	15	836	13,291	12	46	30	12	841
IEP																									
Students with an IEP	26	1	0	25	0	0	0	0	10	40	15	60	826	41	0	2	54	44	828	2,131	1	14	42	43	829
All Other Students	99	0	1	98	2	2	34	35	48	49	14	14	836	193	3	42	45	10	838	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	95	1	1	93	0	0	23	25	46	49	24	26	833	168	1	31	50	18	835	6,554	5	39	38	18	837
All Other Students	30	0	0	30	2	7	11	37	12	40	5	17	838	66	6	45	36	12	839	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	125	1	1	123	2	2	34	28	58	47	29	24	834	234	3	35	46	16	836	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	33	0	0	33	1	3	4	12	19	58	9	27	831	55	2	15	64	20	832	1,773	7	37	40	16	838
All Other Students	92	1	1	90	1	1	30	33	39	43	20	22	835	179	3	41	41	15	837	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	4	0	0	4										4						511	5	39	40	17	838
All Other Students	121	1	1	119	2	2	33	28	57	48	27	23	834	230	3	35	47	16	836	13,185	12	46	30	12	841

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.