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 6
NECAP Tests

Grade 6 Students in 2010-2011

School Results

School: William S. Cohen School

District: Bangor School Department

Code: 1011-1164

Fall 2010 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2010-2011
Grade Level Summary Report

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	129			252			14,037			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	**123**	**124**		**244**	**245**		**13,659**	**13,705**		**95**	**96**		**97**	**97**		**97**	**98**	
With an approved accommodation	23	24		43	44		2,325	2,367		19	19		18	18		17	17	
Current LEP Students	1	2		1	2		316	361		1	2		<1	1		2	3	
With an approved accommodation	0	1		0	1		123	170		0	50		0	50		39	47	
IEP Students	23	23		43	44		2,173	2,184		19	19		18	18		16	16	
With an approved accommodation	23	23		38	39		1,789	1,792		100	100		88	89		82	82	
Students not tested in NECAP	**6**	**5**		**8**	**7**		**378**	**332**		**5**	**4**		**3**	**3**		**3**	**2**	
State Approved	6	5		7	6		273	212		100	100		88	86		72	64	
Alternate Assessment	3	3		4	3		210	189		50	60		57	50		77	89	
First Year LEP	1	0		1	0		44	0		17	0		14	0		16	0	
Withdrew 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	2	2		2	3		19	23		33	40		29	50		7	11	
Other	0	0		1	1		105	120		0	0		13	14		28	36	

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	129	6	0	123	12	10	83	67	23	19	5	4	646	244	11	66	18	5	647	13,659	14	58	20	8	646
MATH	129	5	0	124	36	29	50	40	25	20	13	10	646	245	29	42	17	13	646	13,705	21	42	19	18	643
WRITING																									

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 6 NECAP Tests
Grade 6 Students in 2010-2011
Reading Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

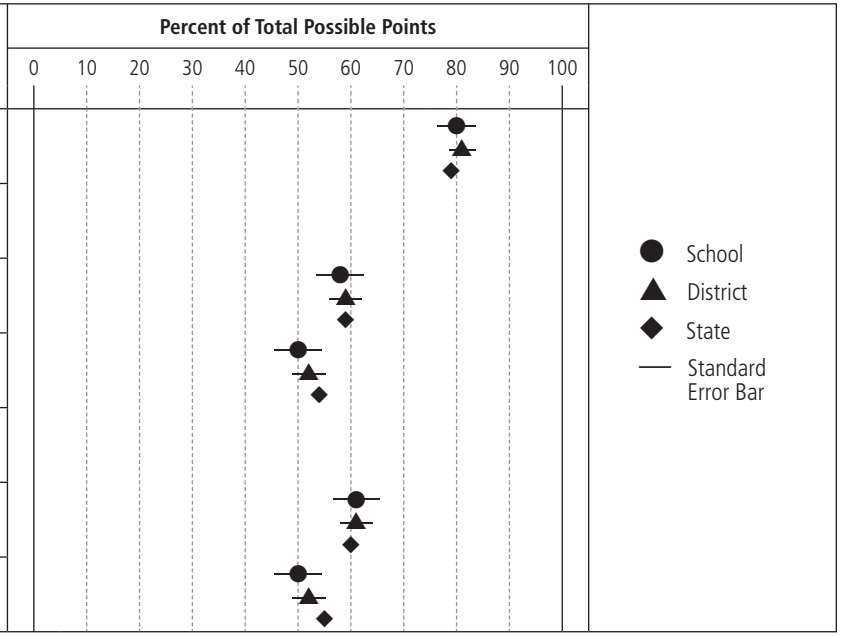
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	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													
2008-09													
2009-10	134	5	3	126	17	13	83	66	23	18	3	2	648
2010-11	**129**	**6**	**0**	**123**	**12**	**10**	**83**	**67**	**23**	**19**	**5**	**4**	**646**
Cumulative Total													
DISTRICT													
2008-09													
2009-10	259	8	4	247	39	16	150	61	42	17	16	6	648
2010-11	**252**	**7**	**1**	**244**	**28**	**11**	**160**	**66**	**44**	**18**	**12**	**5**	**647**
Cumulative Total													
STATE													
2008-09													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	**14,037**	**273**	**105**	**13,659**	**1,870**	**14**	**7,912**	**58**	**2,799**	**20**	**1,078**	**8**	**646**
Cumulative Total													

Subtopic	Total Possible Points
Word ID/Vocabulary	24
Type of Text	
Literary	56
Informational	50
Level of Comprehension	
Initial Understanding	43
Analysis & Interpretation	63



Fall 2010 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2010-2011
Disaggregated Reading Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

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	%	%	%	%	
All Students	**129**	**6**	**0**	**123**	**12**	**10**	**83**	**67**	**23**	**19**	**5**	**4**	**646**	**244**	**11**	**66**	**18**	**5**	**647**	**13,659**	**14**	**58**	**20**	**8**	**646**
Gender																									
Male	66	3	0	63	4	6	41	65	15	24	3	5	645	126	9	64	21	6	646	7,049	9	58	23	9	644
Female	63	3	0	60	8	13	42	70	8	13	2	3	647	118	14	67	14	4	648	6,609	18	57	18	6	648
Not Reported	0	0	0	0										0						1					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										4						177	10	57	24	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4										7						146	12	52	27	8	645
Asian	3	1	0	2										5						172	19	47	23	11	646
Black or African American	4	0	0	4										8						366	3	49	27	22	639
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	18	64	9	9	648
White	116	5	0	111	12	11	74	67	20	18	5	5	646	218	12	64	18	6	647	12,666	14	58	20	7	646
Two or more races	0	0	0	0										2						120	8	58	28	8	644
No Race/Ethnicity Reported	0	0	0	0										0						1					
LEP Status																									
Current LEP student	2	1	0	1										1						316	4	35	34	26	637
Former LEP student - monitoring year 1	1	0	0	1										2						23	35	65	0	0	658
Former LEP student - monitoring year 2	0	0	0	0										1						11	27	64	9	0	653
All Other Students	126	5	0	121	12	10	81	67	23	19	5	4	646	240	11	65	18	5	646	13,309	14	58	20	7	646
IEP																									
Students with an IEP	28	5	0	23	0	0	8	35	10	43	5	22	634	43	0	37	44	19	636	2,173	1	27	40	32	634
All Other Students	101	1	0	100	12	12	75	75	13	13	0	0	649	201	14	72	12	2	649	11,486	16	64	17	3	648
SES																									
Economically Disadvantaged Students	52	5	0	47	3	6	26	55	13	28	5	11	642	124	6	60	25	10	643	6,124	6	53	28	13	642
All Other Students	77	1	0	76	9	12	57	75	10	13	0	0	649	120	18	72	11	0	650	7,535	20	62	14	4	649
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	129	6	0	123	12	10	83	67	23	19	5	4	646	244	11	66	18	5	647	13,655	14	58	20	8	646
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	3	19	12	75	1	6	636	32	0	38	53	9	638	1,932	3	46	38	14	639
All Other Students	113	6	0	107	12	11	80	75	11	10	4	4	647	212	13	70	13	4	648	11,727	16	60	18	7	647
504 Plan																									
Students with a 504 Plan	6	0	0	6										11	9	55	36	0	645	274	8	62	23	7	644
All Other Students	123	6	0	117	12	10	80	68	20	17	5	4	646	233	12	66	17	5	647	13,385	14	58	20	8	646

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 6 NECAP Tests
Grade 6 Students in 2010-2011
Mathematics Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

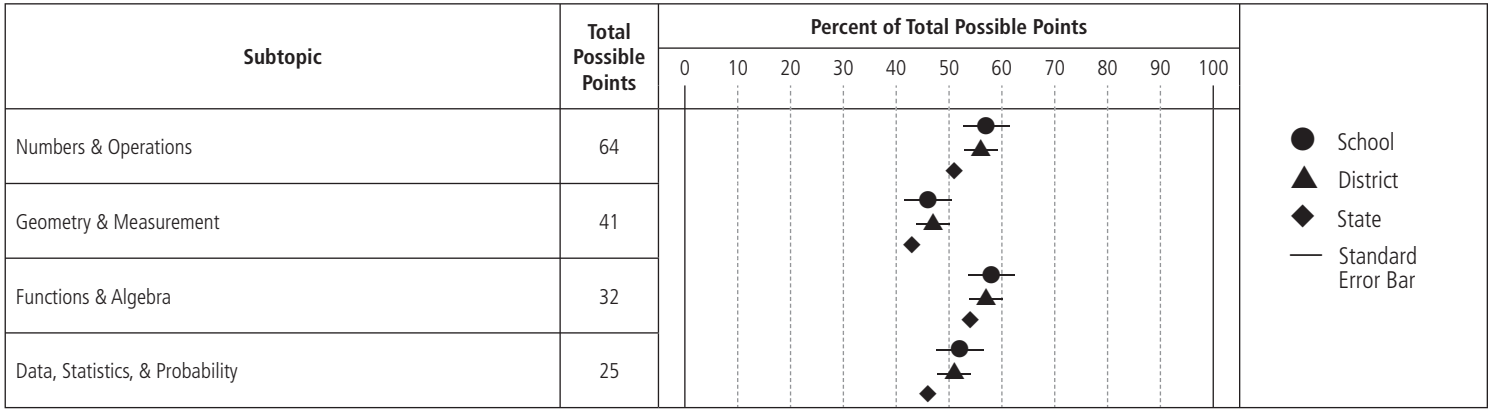
Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical 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	%	
SCHOOL													
2008-09													
2009-10	134	5	2	127	41	32	56	44	18	14	12	9	649
2010-11	**129**	**5**	**0**	**124**	**36**	**29**	**50**	**40**	**25**	**20**	**13**	**10**	**646**
Cumulative Total													
DISTRICT													
2008-09													
2009-10	259	10	3	246	74	30	101	41	40	16	31	13	647
2010-11	**252**	**6**	**1**	**245**	**70**	**29**	**102**	**42**	**42**	**17**	**31**	**13**	**646**
Cumulative Total													
STATE													
2008-09													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	**14,037**	**212**	**120**	**13,705**	**2,893**	**21**	**5,811**	**42**	**2,600**	**19**	**2,401**	**18**	**643**
Cumulative Total													



Fall 2010 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2010-2011
Disaggregated Mathematics Results

School: William S. Cohen School
District: Bangor School Department
State: Maine
Code: 1011-1164

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	%	%	%	%	
All Students	**129**	**5**	**0**	**124**	**36**	**29**	**50**	**40**	**25**	**20**	**13**	**10**	**646**	**245**	**29**	**42**	**17**	**13**	**646**	**13,705**	**21**	**42**	**19**	**18**	**643**
Gender																									
Male	66	2	0	64	22	34	21	33	14	22	7	11	646	126	33	35	19	13	646	7,069	22	42	19	17	644
Female	63	3	0	60	14	23	29	48	11	18	6	10	646	119	24	49	15	13	646	6,635	20	43	19	18	643
Not Reported	0	0	0	0										0						1					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										4						180	13	43	25	18	640
Not Hispanic or Latino																									
American Indian or Alaskan Native	4	0	0	4										7						149	16	43	21	20	642
Asian	3	0	0	3										6						180	31	34	19	17	645
Black or African American	4	0	0	4										8						391	8	28	18	46	634
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	45	36	9	9	650
White	116	5	0	111	31	28	46	41	22	20	12	11	646	218	28	41	17	13	646	12,673	22	43	19	17	644
Two or more races	0	0	0	0										2						120	13	43	24	20	641
No Race/Ethnicity Reported	0	0	0	0										0						1					
LEP Status																									
Current LEP student	2	0	0	2										2						361	8	26	18	48	634
Former LEP student - monitoring year 1	1	0	0	1										2						23	65	30	4	0	655
Former LEP student - monitoring year 2	0	0	0	0										1						11	36	45	9	9	648
All Other Students	126	5	0	121	33	27	50	41	25	21	13	11	646	240	28	42	18	13	646	13,310	21	43	19	17	644
IEP																									
Students with an IEP	28	5	0	23	0	0	9	39	3	13	11	48	632	44	5	30	23	43	633	2,184	4	21	22	53	632
All Other Students	101	0	0	101	36	36	41	41	22	22	2	2	649	201	34	44	16	6	649	11,521	24	46	18	11	646
SES																									
Economically Disadvantaged Students	52	4	0	48	11	23	17	35	12	25	8	17	643	125	17	44	19	20	642	6,163	11	39	23	27	639
All Other Students	77	1	0	76	25	33	33	43	13	17	5	7	648	120	41	39	15	5	650	7,542	30	45	15	10	647
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	129	5	0	124	36	29	50	40	25	20	13	10	646	245	29	42	17	13	646	13,701	21	42	19	18	643
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	6	38	6	38	4	25	636	32	0	31	38	31	635	1,948	4	31	32	33	637
All Other Students	113	5	0	108	36	33	44	41	19	18	9	8	648	213	33	43	14	10	647	11,757	24	44	17	15	645
504 Plan																									
Students with a 504 Plan	6	0	0	6										10	20	30	20	30	644	273	16	37	25	22	641
All Other Students	123	5	0	118	35	30	48	41	25	21	10	8	646	235	29	42	17	12	646	13,432	21	43	19	17	643

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.