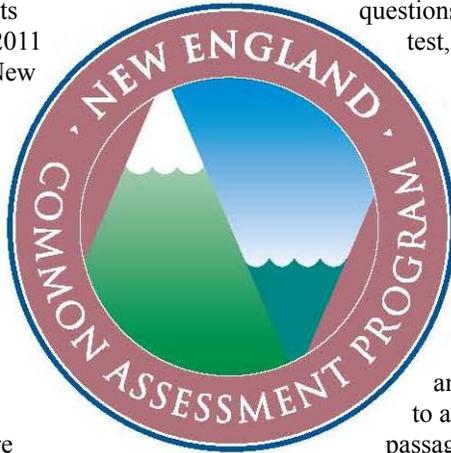


About The New England Common Assessment Program



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: Biddeford Middle School

District: Biddeford School Department

Code: 1016-1176



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

School:	Biddeford Middle School
District:	Biddeford School Department
State:	Maine
Code:	1016-1176

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	195			196			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	188	189	188	188	189	188	14,031	14,013	13,967	96	97	96	96	96	96	97	97	97
With an approved accommodation	17	18	14	17	18	14	2,072	2,057	1,975	9	10	7	9	10	7	15	15	14
Current LEP Students	8	8	8	8	8	8	380	386	378	4	4	4	4	4	4	3	3	3
With an approved accommodation	2	2	2	2	2	2	170	176	166	25	25	25	25	25	25	45	46	44
IEP Students	24	25	24	24	25	24	2,082	2,068	2,052	13	13	13	13	13	13	15	15	15
With an approved accommodation	15	16	12	15	16	12	1,634	1,624	1,559	63	64	50	63	64	50	78	79	76
Students not tested in NECAP	7	6	7	8	7	8	366	384	430	4	3	4	4	4	4	3	3	3
State Approved	4	3	4	5	4	5	251	258	265	57	50	57	63	57	63	69	67	62
Alternate Assessment	4	3	4	4	3	4	221	221	225	100	100	100	80	75	80	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	1	1	1	27	37	37	0	0	0	20	25	20	11	14	14
Other	3	3	3	3	3	3	115	126	165	43	50	43	38	43	38	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	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	195	4	3	188	32	17	99	53	41	22	16	9	846	188	17	53	22	9	846	14,031	21	56	17	6	848
MATH	195	3	3	189	15	8	65	34	52	28	57	30	838	189	8	34	28	30	838	14,013	17	43	21	19	842
WRITING	195	4	3	188	12	6	66	35	76	40	34	18	837	188	6	35	40	18	837	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:	Biddeford Middle School
District:	Biddeford School Department
State:	Maine
Code:	1016-1176

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	195	4	3	188	32	17	99	53	41	22	16	9	846	188	17	53	22	9	846	14,031	21	56	17	6	848
Gender																									
Male	93	2	2	89	9	10	46	52	24	27	10	11	843	89	10	52	27	11	843	7,091	15	57	20	8	846
Female	102	2	1	99	23	23	53	54	17	17	6	6	848	99	23	54	17	6	848	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	1	3										3						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						107	10	55	23	11	844
Asian	3	0	0	3										3						235	33	44	16	7	851
Black or African American	3	0	0	3										3						373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	178	4	1	173	32	18	91	53	36	21	14	8	846	173	18	53	21	8	846	12,968	21	57	17	6	849
Two or more races	7	0	1	6										6						135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										8						380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2	0	0	0	0										0						26	58	42	0	0	860
All Other Students	187	4	3	180	32	18	96	53	38	21	14	8	846	180	18	53	21	8	846	13,607	21	57	17	6	849
IEP																									
Students with an IEP	29	4	1	24	0	0	8	33	8	33	8	33	833	24	0	33	33	33	833	2,082	1	33	39	27	835
All Other Students	166	0	2	164	32	20	91	55	33	20	8	5	847	164	20	55	20	5	847	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	94	3	2	89	7	8	44	49	26	29	12	13	841	89	8	49	29	13	841	5,990	11	55	24	10	844
All Other Students	101	1	1	99	25	25	55	56	15	15	4	4	850	99	25	56	15	4	850	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	195	4	3	188	32	17	99	53	41	22	16	9	846	188	17	53	22	9	846	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	27	0	1	26	0	0	15	58	10	38	1	4	840	26	0	58	38	4	840	1,368	9	53	30	9	843
All Other Students	168	4	2	162	32	20	84	52	31	19	15	9	846	162	20	52	19	9	846	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	6	0	0	6										6						401	14	64	19	4	847
All Other Students	189	4	3	182	32	18	94	52	40	22	16	9	846	182	18	52	22	9	846	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: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

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.

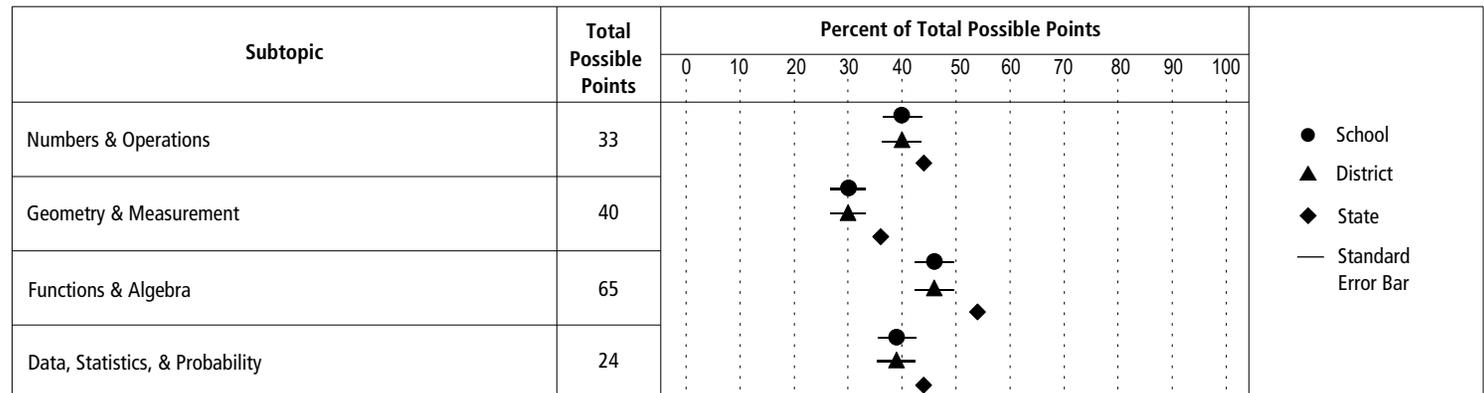
(Scaled Score 834–839)

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	200	6	7	187	22	12	72	39	49	26	44	24	840
2010-11	192	10	3	179	18	10	59	33	51	28	51	28	838
2011-12	195	3	3	189	15	8	65	34	52	28	57	30	838
Cumulative Total	587	19	13	555	55	10	196	35	152	27	152	27	839
District													
2009-10	201	7	7	187	22	12	72	39	49	26	44	24	840
2010-11	194	10	3	181	18	10	59	33	52	29	52	29	838
2011-12	196	4	3	189	15	8	65	34	52	28	57	30	838
Cumulative Total	591	21	13	557	55	10	196	35	153	27	153	27	839
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:	Biddeford Middle School
District:	Biddeford School Department
State:	Maine
Code:	1016-1176

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	195	3	3	189	15	8	65	34	52	28	57	30	838	189	8	34	28	30	838	14,013	17	43	21	19	842
Gender																									
Male	93	1	2	90	7	8	31	34	26	29	26	29	838	90	8	34	29	29	838	7,084	17	41	22	20	842
Female	102	2	1	99	8	8	34	34	26	26	31	31	838	99	8	34	26	31	838	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	1	3										3						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						107	6	36	29	30	838
Asian	3	0	0	3										3						235	25	42	16	17	845
Black or African American	3	0	0	3										3						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	178	3	1	174	15	9	61	35	49	28	49	28	839	174	9	35	28	28	839	12,949	17	44	21	18	842
Two or more races	7	0	1	6										6						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										8						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	0	0	0	0										0						26	38	50	12	0	849
All Other Students	187	3	3	181	15	8	64	35	49	27	53	29	839	181	8	35	27	29	839	13,583	17	44	21	18	842
IEP																									
Students with an IEP	29	3	1	25	0	0	4	16	5	20	16	64	831	25	0	16	20	64	831	2,068	2	15	23	61	831
All Other Students	166	0	2	164	15	9	61	37	47	29	41	25	839	164	9	37	29	25	839	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	94	2	2	90	1	1	23	26	26	29	40	44	834	90	1	26	29	44	834	5,979	8	37	27	29	838
All Other Students	101	1	1	99	14	14	42	42	26	26	17	17	842	99	14	42	26	17	842	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	195	3	3	189	15	8	65	34	52	28	57	30	838	189	8	34	28	30	838	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	27	0	1	26	0	0	3	12	12	46	11	42	834	26	0	12	46	42	834	1,365	5	29	34	33	837
All Other Students	168	3	2	163	15	9	62	38	40	25	46	28	839	163	9	38	25	28	839	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	6	0	0	6										6						400	13	43	27	17	841
All Other Students	189	3	3	183	15	8	62	34	49	27	57	31	838	183	8	34	27	31	838	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: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

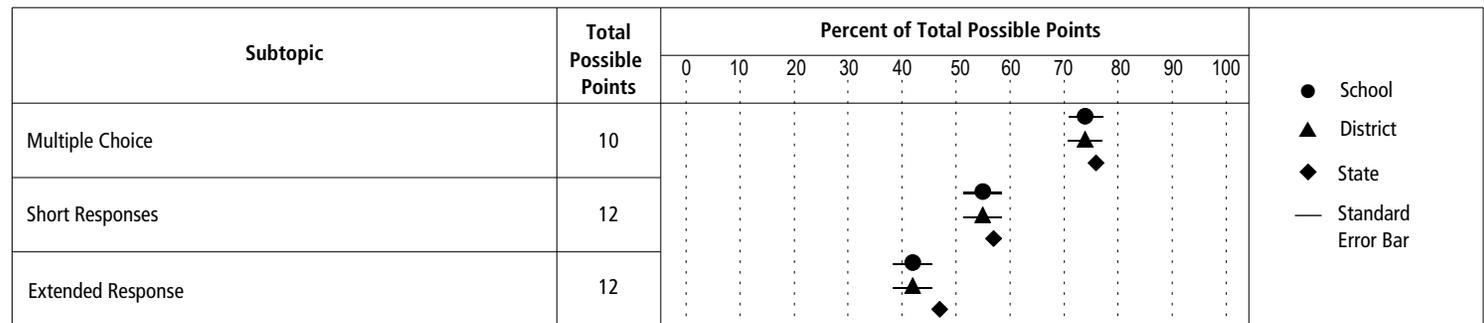
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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	192	8	5	179	10	6	76	42	66	37	27	15	838
2011-12	195	4	3	188	12	6	66	35	76	40	34	18	837
Cumulative Total	387	12	8	367	22	6	142	39	142	39	61	17	837
District													
2009-10													
2010-11	194	8	5	181	10	6	76	42	68	38	27	15	838
2011-12	196	5	3	188	12	6	66	35	76	40	34	18	837
Cumulative Total	390	13	8	369	22	6	142	38	144	39	61	17	837
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:	Biddeford Middle School
District:	Biddeford School Department
State:	Maine
Code:	1016-1176

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	195	4	3	188	12	6	66	35	76	40	34	18	837	188	6	35	40	18	837	13,967	7	44	37	12	839
Gender																									
Male	93	2	2	89	2	2	22	25	42	47	23	26	833	89	2	25	47	26	833	7,056	4	35	43	18	836
Female	102	2	1	99	10	10	44	44	34	34	11	11	840	99	10	44	34	11	840	6,911	10	53	31	7	841
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	1	3										3						199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						107	3	28	50	20	835
Asian	3	0	0	3										3						235	11	51	28	11	841
Black or African American	3	0	0	3										3						368	2	29	43	26	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	10	60	30	0	843
White	178	4	1	173	12	7	61	35	70	40	30	17	837	173	7	35	40	17	837	12,915	7	44	37	12	839
Two or more races	7	0	1	6										6						133	7	49	34	11	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										8						378	2	23	44	31	831
Former LEP student - monitoring year 1	0	0	0	0										0						18	22	61	17	0	846
Former LEP student - monitoring year 2	0	0	0	0										0						26	15	69	15	0	846
All Other Students	187	4	3	180	12	7	65	36	72	40	31	17	837	180	7	36	40	17	837	13,545	7	44	37	12	839
IEP																									
Students with an IEP	29	4	1	24	0	0	1	4	7	29	16	67	824	24	0	4	29	67	824	2,052	<1	9	43	47	827
All Other Students	166	0	2	164	12	7	65	40	69	42	18	11	839	164	7	40	42	11	839	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	94	3	2	89	0	0	21	24	40	45	28	31	831	89	0	24	45	31	831	5,947	3	32	45	19	835
All Other Students	101	1	1	99	12	12	45	45	36	36	6	6	842	99	12	45	36	6	842	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	195	4	3	188	12	6	66	35	76	40	34	18	837	188	6	35	40	18	837	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	27	0	1	26	0	0	2	8	21	81	3	12	832	26	0	8	81	12	832	1,360	3	28	52	17	835
All Other Students	168	4	2	162	12	7	64	40	55	34	31	19	838	162	7	40	34	19	838	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	6	0	0	6										6						399	3	35	48	14	836
All Other Students	189	4	3	182	12	7	63	35	75	41	32	18	837	182	7	35	41	18	837	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.