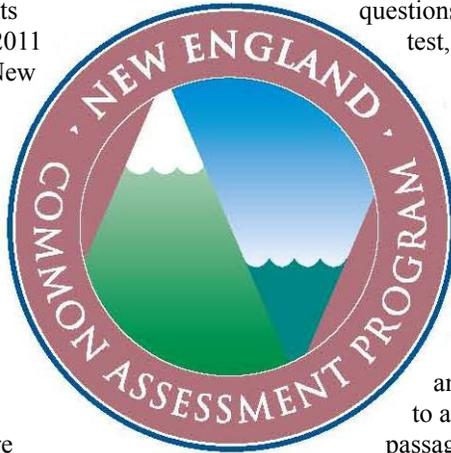


# About The New England Common Assessment Program



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:** Wells Junior High School

**District:** Wells-Ogunquit CSD

**Code:** 1293-1849



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Wells Junior High School
<b>District:</b>	Wells-Ogunquit CSD
<b>State:</b>	Maine
<b>Code:</b>	1293-1849

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>113</b>			<b>113</b>			<b>14,397</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	113	113	113	113	113	113	14,031	14,013	13,967	100	100	100	100	100	100	97	97	97
With an approved accommodation	14	14	14	14	14	14	2,072	2,057	1,975	12	12	12	12	12	12	15	15	14
Current LEP Students	0	0	0	0	0	0	380	386	378	0	0	0	0	0	0	3	3	3
With an approved accommodation	0	0	0	0	0	0	170	176	166							45	46	44
IEP Students	13	13	13	13	13	13	2,082	2,068	2,052	12	12	12	12	12	12	15	15	15
With an approved accommodation	12	12	12	12	12	12	1,634	1,624	1,559	92	92	92	92	92	92	78	79	76
<b>Students not tested in NECAP</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>366</b>	<b>384</b>	<b>430</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>
State Approved	0	0	0	0	0	0	251	258	265							69	67	62
Alternate Assessment	0	0	0	0	0	0	221	221	225							88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3							1	0	1
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	0	0	0	0	0	0	27	37	37							11	14	14
Other	0	0	0	0	0	0	115	126	165							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	113	0	0	113	30	27	65	58	13	12	5	4	852	113	27	58	12	4	852	14,031	21	56	17	6	848
MATH	113	0	0	113	31	27	57	50	17	15	8	7	846	113	27	50	15	7	846	14,013	17	43	21	19	842
WRITING	113	0	0	113	13	12	57	50	35	31	8	7	842	113	12	50	31	7	842	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: Wells Junior High School  
 District: Wells-Ogunquit CSD  
 State: Maine  
 Code: 1293-1849

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
<b>All Students</b>	113	0	0	113	30	27	65	58	13	12	5	4	852	113	27	58	12	4	852	14,031	21	56	17	6	848
<b>Gender</b>																									
Male	62	0	0	62	10	16	41	66	7	11	4	6	848	62	16	66	11	6	848	7,091	15	57	20	8	846
Female	51	0	0	51	20	39	24	47	6	12	1	2	856	51	39	47	12	2	856	6,940	27	55	14	4	851
Not Reported	0	0	0	0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1									1	1					1	203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0	0					0	107	10	55	23	11	844
Asian	0	0	0	0									0	0					0	235	33	44	16	7	851
Black or African American	0	0	0	0									0	0					0	373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0									0	0					0	10	40	50	10	0	856
White	112	0	0	112	30	27	64	57	13	12	5	4	852	112	27	57	12	4	852	12,968	21	57	17	6	849
Two or more races	0	0	0	0									0	0					0	135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0									0	0					0	0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0	0					0	380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0									0	0					0	18	44	56	0	0	860
Former LEP student - monitoring year 2	1	0	0	1									1	1					1	26	58	42	0	0	860
All Other Students	112	0	0	112	30	27	64	57	13	12	5	4	852	112	27	57	12	4	852	13,607	21	57	17	6	849
<b>IEP</b>																									
Students with an IEP	13	0	0	13	1	8	3	23	4	31	5	38	834	13	8	23	31	38	834	2,082	1	33	39	27	835
All Other Students	100	0	0	100	29	29	62	62	9	9	0	0	854	100	29	62	9	0	854	11,949	24	60	13	2	851
<b>SES</b>																									
Economically Disadvantaged Students	23	0	0	23	6	26	11	48	4	17	2	9	849	23	26	48	17	9	849	5,990	11	55	24	10	844
All Other Students	90	0	0	90	24	27	54	60	9	10	3	3	852	90	27	60	10	3	852	8,041	28	57	12	3	852
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0	0					0	9					
All Other Students	113	0	0	113	30	27	65	58	13	12	5	4	852	113	27	58	12	4	852	14,022	21	56	17	6	848
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0									0	0					0	1,368	9	53	30	9	843
All Other Students	113	0	0	113	30	27	65	58	13	12	5	4	852	113	27	58	12	4	852	12,663	22	56	16	6	849
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2									2	2					2	401	14	64	19	4	847
All Other Students	111	0	0	111	30	27	64	58	12	11	5	5	852	111	27	58	11	5	852	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: Wells Junior High School  
 District: Wells-Ogunquit CSD  
 State: Maine  
 Code: 1293-1849

#### 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.

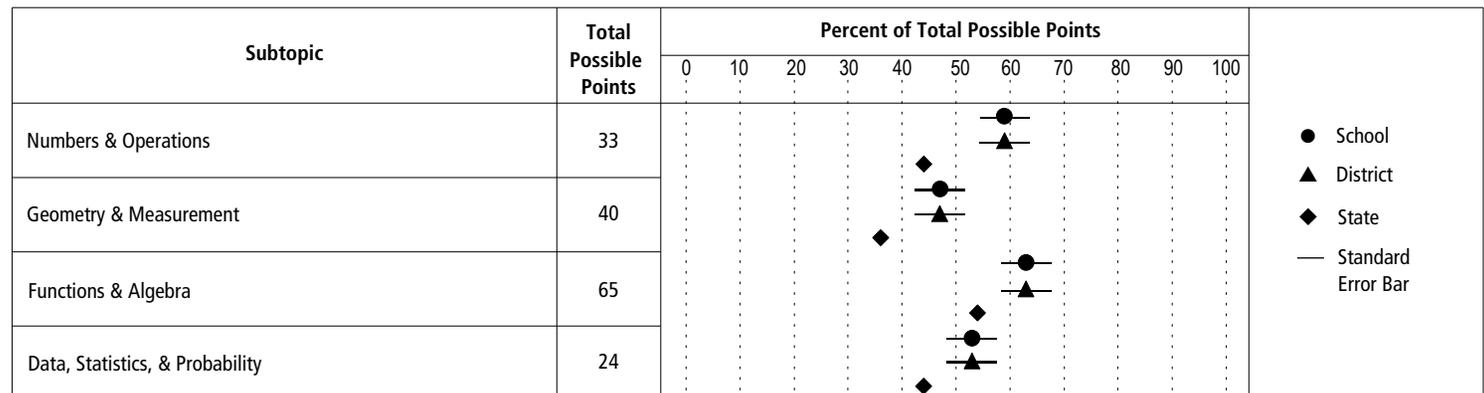
(Scaled Score 834–839)

#### 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	104	0	0	104	36	35	50	48	14	13	4	4	847
2010-11	113	1	1	111	29	26	55	50	10	9	17	15	845
2011-12	113	0	0	113	31	27	57	50	17	15	8	7	846
Cumulative Total	330	1	1	328	96	29	162	49	41	13	29	9	846
<b>District</b>													
2009-10	104	0	0	104	36	35	50	48	14	13	4	4	847
2010-11	113	1	1	111	29	26	55	50	10	9	17	15	845
2011-12	113	0	0	113	31	27	57	50	17	15	8	7	846
Cumulative Total	330	1	1	328	96	29	162	49	41	13	29	9	846
<b>State</b>													
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: Wells Junior High School  
 District: Wells-Ogunquit CSD  
 State: Maine  
 Code: 1293-1849

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
<b>All Students</b>	113	0	0	113	31	27	57	50	17	15	8	7	846	113	27	50	15	7	846	14,013	17	43	21	19	842
<b>Gender</b>																									
Male	62	0	0	62	18	29	31	50	8	13	5	8	846	62	29	50	13	8	846	7,084	17	41	22	20	842
Female	51	0	0	51	13	25	26	51	9	18	3	6	846	51	25	51	18	6	846	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1										1						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	0	0	0	0										0						235	25	42	16	17	845
Black or African American	0	0	0	0										0						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	112	0	0	112	31	28	56	50	17	15	8	7	846	112	28	50	15	7	846	12,949	17	44	21	18	842
Two or more races	0	0	0	0										0						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	0	0	0	0										0						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	1	0	0	1										1						26	38	50	12	0	849
All Other Students	112	0	0	112	30	27	57	51	17	15	8	7	846	112	27	51	15	7	846	13,583	17	44	21	18	842
<b>IEP</b>																									
Students with an IEP	13	0	0	13	1	8	2	15	3	23	7	54	833	13	8	15	23	54	833	2,068	2	15	23	61	831
All Other Students	100	0	0	100	30	30	55	55	14	14	1	1	848	100	30	55	14	1	848	11,945	20	48	21	11	844
<b>SES</b>																									
Economically Disadvantaged Students	23	0	0	23	5	22	9	39	5	22	4	17	843	23	22	39	22	17	843	5,979	8	37	27	29	838
All Other Students	90	0	0	90	26	29	48	53	12	13	4	4	847	90	29	53	13	4	847	8,034	24	48	18	11	845
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						9					
All Other Students	113	0	0	113	31	27	57	50	17	15	8	7	846	113	27	50	15	7	846	14,004	17	43	21	19	842
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										0						1,365	5	29	34	33	837
All Other Students	113	0	0	113	31	27	57	50	17	15	8	7	846	113	27	50	15	7	846	12,648	18	45	20	17	843
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2										2						400	13	43	27	17	841
All Other Students	111	0	0	111	30	27	56	50	17	15	8	7	846	111	27	50	15	7	846	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: Wells Junior High School  
 District: Wells-Ogunquit CSD  
 State: Maine  
 Code: 1293-1849

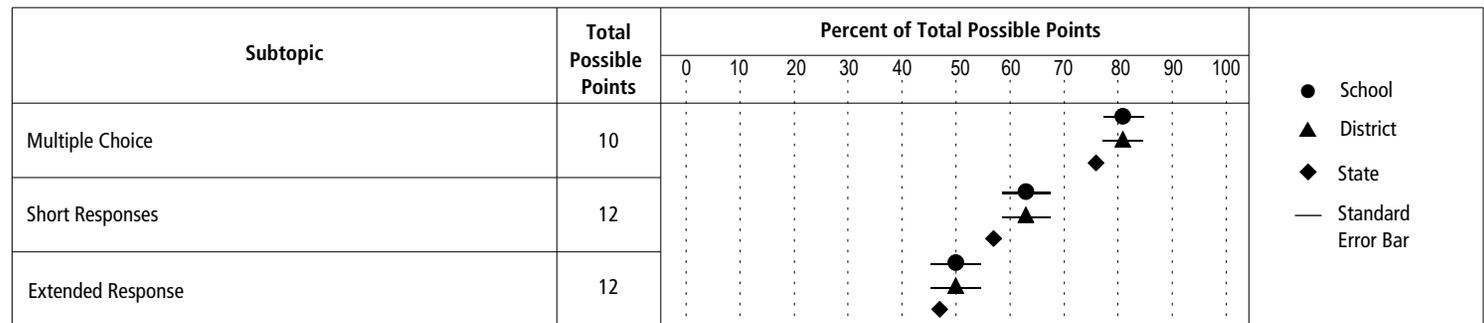
**Proficient with Distinction (Level 4)**  
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is 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													
2010-11	113	1	1	111	11	10	59	53	35	32	6	5	842
2011-12	113	0	0	113	13	12	57	50	35	31	8	7	842
Cumulative Total	226	1	1	224	24	11	116	52	70	31	14	6	842
<b>District</b>													
2009-10													
2010-11	113	1	1	111	11	10	59	53	35	32	6	5	842
2011-12	113	0	0	113	13	12	57	50	35	31	8	7	842
Cumulative Total	226	1	1	224	24	11	116	52	70	31	14	6	842
<b>State</b>													
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:** Wells Junior High School  
**District:** Wells-Ogunquit CSD  
**State:** Maine  
**Code:** 1293-1849

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
<b>All Students</b>	113	0	0	113	13	12	57	50	35	31	8	7	842	113	12	50	31	7	842	13,967	7	44	37	12	839
<b>Gender</b>																									
Male	62	0	0	62	7	11	25	40	24	39	6	10	839	62	11	40	39	10	839	7,056	4	35	43	18	836
Female	51	0	0	51	6	12	32	63	11	22	2	4	844	51	12	63	22	4	844	6,911	10	53	31	7	841
Not Reported	0	0	0	0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	1	0	0	1									1	1					199	5	35	45	15	837	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0	0					107	3	28	50	20	835	
Asian	0	0	0	0									0	0					235	11	51	28	11	841	
Black or African American	0	0	0	0									0	0					368	2	29	43	26	833	
Native Hawaiian or Pacific Islander	0	0	0	0									0	0					10	10	60	30	0	843	
White	112	0	0	112	13	12	57	51	34	30	8	7	842	112	12	51	30	7	842	12,915	7	44	37	12	839
Two or more races	0	0	0	0									0	0					133	7	49	34	11	839	
No Race/Ethnicity Reported	0	0	0	0									0	0					0						
<b>LEP Status</b>																									
Current LEP student	0	0	0	0									0	0					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	1	0	0	1									1	1					26	15	69	15	0	846	
All Other Students	112	0	0	112	13	12	57	51	34	30	8	7	842	112	12	51	30	7	842	13,545	7	44	37	12	839
<b>IEP</b>																									
Students with an IEP	13	0	0	13	0	0	3	23	3	23	7	54	830	13	0	23	23	54	830	2,052	<1	9	43	47	827
All Other Students	100	0	0	100	13	13	54	54	32	32	1	1	843	100	13	54	32	1	843	11,915	8	50	36	6	841
<b>SES</b>																									
Economically Disadvantaged Students	23	0	0	23	1	4	12	52	6	26	4	17	839	23	4	52	26	17	839	5,947	3	32	45	19	835
All Other Students	90	0	0	90	12	13	45	50	29	32	4	4	842	90	13	50	32	4	842	8,020	10	52	31	7	841
<b>Migrant</b>																									
Migrant Students	0	0	0	0									0	0					9						
All Other Students	113	0	0	113	13	12	57	50	35	31	8	7	842	113	12	50	31	7	842	13,958	7	44	37	12	839
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0									0	0					1,360	3	28	52	17	835	
All Other Students	113	0	0	113	13	12	57	50	35	31	8	7	842	113	12	50	31	7	842	12,607	7	45	35	12	839
<b>504 Plan</b>																									
Students with a 504 Plan	2	0	0	2									2	2					399	3	35	48	14	836	
All Other Students	111	0	0	111	13	12	57	51	33	30	8	7	842	111	12	51	30	7	842	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.