

# 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:** Veazie Community School

**District:** RSU 26

**Code:** 3171-1416



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	Veazie Community School
<b>District:</b>	RSU 26
<b>State:</b>	Maine
<b>Code:</b>	3171-1416

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>17</b>			<b>96</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
With an approved accommodation	15	15	14	91	91	90	14,031	14,013	13,967	88	88	82	95	95	94	97	97	97
Current LEP Students	2	2	1	16	16	15	2,072	2,057	1,975	13	13	7	18	18	17	15	15	14
With an approved accommodation	0	0	0	0	0	0	380	386	378	0	0	0	0	0	0	3	3	3
IEP Students	0	0	0	0	0	0	170	176	166							45	46	44
With an approved accommodation	2	2	1	16	16	15	2,082	2,068	2,052	13	13	7	18	18	17	15	15	15
Other	2	2	1	14	14	13	1,634	1,624	1,559	100	100	100	88	88	87	78	79	76
<b>Students not tested in NECAP</b>	2	2	3	5	5	6	366	384	430	12	12	18	5	5	6	3	3	3
State Approved	1	1	2	2	2	3	251	258	265	50	50	67	40	40	50	69	67	62
Alternate Assessment	1	1	2	2	2	3	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	1	1	1	3	3	3	115	126	165	50	50	33	60	60	50	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	%	%	%	%	N	N	%	%	%	%	N
<b>READING</b>	17	1	1	15	5	33	7	47	2	13	1	7	851	91	33	55	9	3	854	14,031	21	56	17	6	848
<b>MATH</b>	17	1	1	15	6	40	4	27	4	27	1	7	847	91	34	44	16	5	847	14,013	17	43	21	19	842
<b>WRITING</b>	17	2	1	14	2	14	10	71	0	0	2	14	845	90	14	53	26	7	843	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

<b>School:</b>	Veazie Community School
<b>District:</b>	RSU 26
<b>State:</b>	Maine
<b>Code:</b>	3171-1416

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>	17	1	1	15	5	33	7	47	2	13	1	7	851	91	33	55	9	3	854	14,031	21	56	17	6	848	
<b>Gender</b>																										
Male	8	0	0	8										45	16	64	16	4	849	7,091	15	57	20	8	846	
Female	9	1	1	7										46	50	46	2	2	859	6,940	27	55	14	4	851	
Not Reported	0	0	0	0										0					0	0						
<b>Race/Ethnicity</b>																										
Hispanic or Latino	0	0	0	0										2						203	12	60	20	8	845	
Not Hispanic or Latino																										
American Indian or Alaskan Native	0	0	0	0										1						107	10	55	23	11	844	
Asian	0	0	0	0										1						235	33	44	16	7	851	
Black or African American	2	0	0	2										3						373	9	44	28	19	840	
Native Hawaiian or Pacific Islander	0	0	0	0										1						10	40	50	10	0	856	
White	15	1	1	13	4	31	7	54	1	8	1	8	851	83	33	57	7	4	854	12,968	21	57	17	6	849	
Two or more races	0	0	0	0										0						135	20	58	19	4	849	
No Race/Ethnicity Reported	0	0	0	0										0						0						
<b>LEP Status</b>																										
Current LEP student	0	0	0	0										0							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	17	1	1	15	5	33	7	47	2	13	1	7	851	91	33	55	9	3	854	13,607	21	57	17	6	849	
<b>IEP</b>																										
Students with an IEP	3	1	0	2										16	0	38	44	19	837	2,082	1	33	39	27	835	
All Other Students	14	0	1	13	5	38	7	54	1	8	0	0	855	75	40	59	1	0	857	11,949	24	60	13	2	851	
<b>SES</b>																										
Economically Disadvantaged Students	4	1	0	3										26	8	69	19	4	847	5,990	11	55	24	10	844	
All Other Students	13	0	1	12	5	42	5	42	1	8	1	8	854	65	43	49	5	3	857	8,041	28	57	12	3	852	
<b>Migrant</b>																										
Migrant Students	0	0	0	0										0							9					
All Other Students	17	1	1	15	5	33	7	47	2	13	1	7	851	91	33	55	9	3	854	14,022	21	56	17	6	848	
<b>Title I</b>																										
Students Receiving Title I Services	0	0	0	0										3							1,368	9	53	30	9	843
All Other Students	17	1	1	15	5	33	7	47	2	13	1	7	851	88	34	53	9	3	854	12,663	22	56	16	6	849	
<b>504 Plan</b>																										
Students with a 504 Plan	0	0	0	0										7							401	14	64	19	4	847
All Other Students	17	1	1	15	5	33	7	47	2	13	1	7	851	84	33	55	8	4	854	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: Veazie Community School  
 District: RSU 26  
 State: Maine  
 Code: 3171-1416

#### 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.

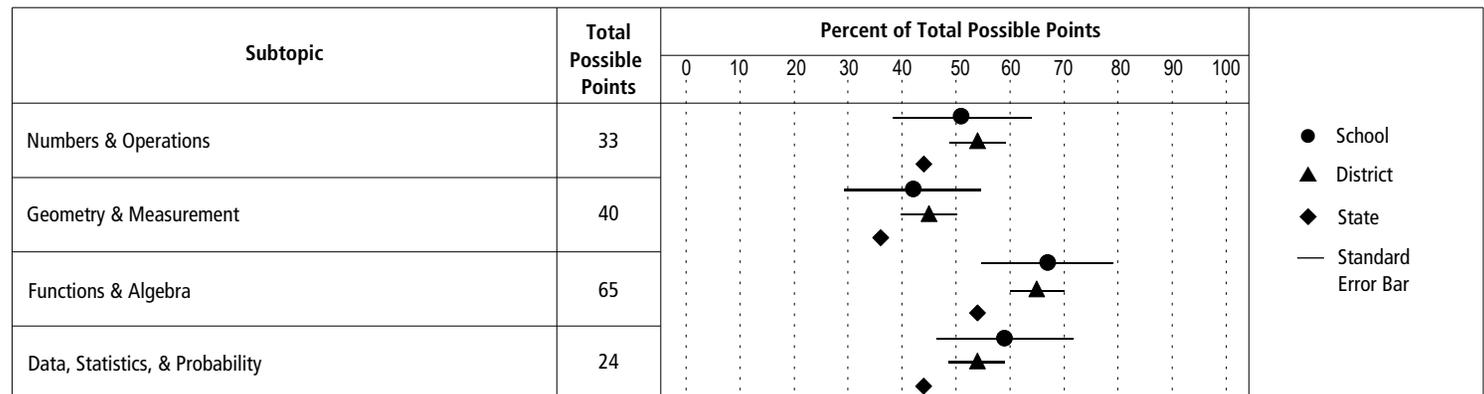
(Scaled Score 834–839)

#### 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	21	0	0	21	5	24	13	62	0	0	3	14	845
2010-11	23	0	1	22	9	41	8	36	3	14	2	9	849
2011-12	17	1	1	15	6	40	4	27	4	27	1	7	847
Cumulative Total	61	1	2	58	20	34	25	43	7	12	6	10	847
<b>District</b>													
2009-10	128	2	1	125	47	38	55	44	8	6	15	12	847
2010-11	107	3	2	102	43	42	35	34	16	16	8	8	849
2011-12	96	2	3	91	31	34	40	44	15	16	5	5	847
Cumulative Total	331	7	6	318	121	38	130	41	39	12	28	9	848
<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: Veazie Community School  
 District: RSU 26  
 State: Maine  
 Code: 3171-1416

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>	17	1	1	15	6	40	4	27	4	27	1	7	847	91	34	44	16	5	847	14,013	17	43	21	19	842
<b>Gender</b>																									
Male	8	0	0	8										45	27	47	18	9	846	7,084	17	41	22	20	842
Female	9	1	1	7										46	41	41	15	2	849	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										2						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						107	6	36	29	30	838
Asian	0	0	0	0										1						235	25	42	16	17	845
Black or African American	2	0	0	2										3						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										1						10	40	40	20	0	847
White	15	1	1	13	5	38	4	31	3	23	1	8	847	83	34	47	13	6	847	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	0	0	0	0										0						26	38	50	12	0	849
All Other Students	17	1	1	15	6	40	4	27	4	27	1	7	847	91	34	44	16	5	847	13,583	17	44	21	18	842
<b>IEP</b>																									
Students with an IEP	3	1	0	2										16	6	25	38	31	837	2,068	2	15	23	61	831
All Other Students	14	0	1	13	6	46	3	23	4	31	0	0	849	75	40	48	12	0	849	11,945	20	48	21	11	844
<b>SES</b>																									
Economically Disadvantaged Students	4	1	0	3										26	8	46	31	15	841	5,979	8	37	27	29	838
All Other Students	13	0	1	12	6	50	4	33	1	8	1	8	850	65	45	43	11	2	850	8,034	24	48	18	11	845
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						9					
All Other Students	17	1	1	15	6	40	4	27	4	27	1	7	847	91	34	44	16	5	847	14,004	17	43	21	19	842
<b>Title I</b>																									
Students Receiving Title I Services	0	0	0	0										3						1,365	5	29	34	33	837
All Other Students	17	1	1	15	6	40	4	27	4	27	1	7	847	88	35	44	15	6	847	12,648	18	45	20	17	843
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										7						400	13	43	27	17	841
All Other Students	17	1	1	15	6	40	4	27	4	27	1	7	847	84	36	40	18	6	847	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: Veazie Community School  
 District: RSU 26  
 State: Maine  
 Code: 3171-1416

#### 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.

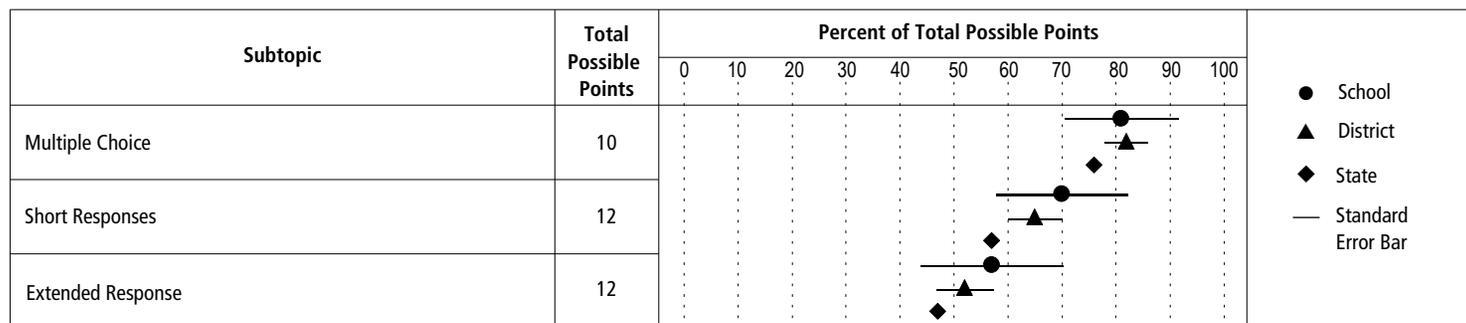
(Scaled Score 827–839)

#### 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	23	0	1	22	5	23	10	45	5	23	2	9	847
2011-12	17	2	1	14	2	14	10	71	0	0	2	14	845
Cumulative Total	40	2	2	36	7	19	20	56	5	14	4	11	846
<b>District</b>													
2009-10													
2010-11	107	3	2	102	21	21	51	50	26	25	4	4	846
2011-12	96	3	3	90	13	14	48	53	23	26	6	7	843
Cumulative Total	203	6	5	192	34	18	99	52	49	26	10	5	845
<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

<b>School:</b>	Veazie Community School
<b>District:</b>	RSU 26
<b>State:</b>	Maine
<b>Code:</b>	3171-1416

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	
<b>All Students</b>	17	2	1	14	2	14	10	71	0	0	2	14	845	90	14	53	26	7	843	13,967	7	44	37	12	839	
<b>Gender</b>																										
Male	8	1	0	7										44	5	55	32	9	839	7,056	4	35	43	18	836	
Female	9	1	1	7										46	24	52	20	4	847	6,911	10	53	31	7	841	
Not Reported	0	0	0	0										0						0						
<b>Race/Ethnicity</b>																										
Hispanic or Latino	0	0	0	0										2						199	5	35	45	15	837	
Not Hispanic or Latino																										
American Indian or Alaskan Native	0	0	0	0										1						107	3	28	50	20	835	
Asian	0	0	0	0										1						235	11	51	28	11	841	
Black or African American	2	0	0	2										3						368	2	29	43	26	833	
Native Hawaiian or Pacific Islander	0	0	0	0										1						10	10	60	30	0	843	
White	15	2	1	12	1	8	9	75	0	0	2	17	844	82	15	54	24	7	843	12,915	7	44	37	12	839	
Two or more races	0	0	0	0										0						133	7	49	34	11	839	
No Race/Ethnicity Reported	0	0	0	0										0						0						
<b>LEP Status</b>																										
Current LEP student	0	0	0	0										0							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	17	2	1	14	2	14	10	71	0	0	2	14	845	90	14	53	26	7	843	13,545	7	44	37	12	839	
<b>IEP</b>																										
Students with an IEP	3	2	0	1										15	0	20	60	20	832	2,052	<1	9	43	47	827	
All Other Students	14	0	1	13	2	15	10	77	0	0	1	8	847	75	17	60	19	4	846	11,915	8	50	36	6	841	
<b>SES</b>																										
Economically Disadvantaged Students	4	1	0	3										26	4	42	42	12	837	5,947	3	32	45	19	835	
All Other Students	13	1	1	11	2	18	8	73	0	0	1	9	848	64	19	58	19	5	846	8,020	10	52	31	7	841	
<b>Migrant</b>																										
Migrant Students	0	0	0	0										0							9					
All Other Students	17	2	1	14	2	14	10	71	0	0	2	14	845	90	14	53	26	7	843	13,958	7	44	37	12	839	
<b>Title I</b>																										
Students Receiving Title I Services	0	0	0	0										3							1,360	3	28	52	17	835
All Other Students	17	2	1	14	2	14	10	71	0	0	2	14	845	87	15	54	24	7	844	12,607	7	45	35	12	839	
<b>504 Plan</b>																										
Students with a 504 Plan	0	0	0	0										7							399	3	35	48	14	836
All Other Students	17	2	1	14	2	14	10	71	0	0	2	14	845	83	16	52	25	7	843	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.