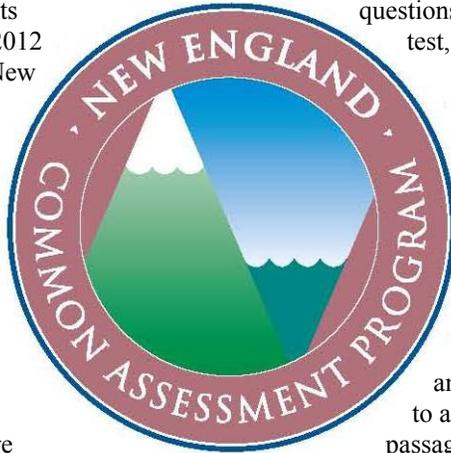


# About The New England Common Assessment Program



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 7 Students in 2011-2012

## School Results

**School:** William S. Cohen School

**District:** Bangor School Department

**Code:** 1011-1164



# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2011-2012

# Grade Level Summary Report

<b>School:</b>	William S. Cohen School
<b>District:</b>	Bangor School Department
<b>State:</b>	Maine
<b>Code:</b>	1011-1164

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</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																		
Current LEP Students With an approved accommodation																		
IEP Students With an approved accommodation																		
<b>Students not tested in NECAP</b>																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

### 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	%													
READING				122	20	16	78	64	20	16	4	3	849	234	22	59	16	3	850	13,745	19	57	17	6	848
MATH				120	25	21	59	49	22	18	14	12	845	233	22	45	17	15	844	13,743	16	45	19	20	842
WRITING				121	18	15	71	59	26	21	6	5	844	234	15	52	24	9	843	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 7 Students in 2011-2012

# Disaggregated Reading Results

<b>School:</b>	William S. Cohen School
<b>District:</b>	Bangor School Department
<b>State:</b>	Maine
<b>Code:</b>	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	%	
<b>All Students</b>				122	20	16	78	64	20	16	4	3	849	234	22	59	16	3	850	13,745	19	57	17	6	848
<b>Gender</b>																									
Male				68	6	9	43	63	17	25	2	3	847	127	16	61	20	3	848	7,099	14	58	20	8	846
Female				54	14	26	35	65	3	6	2	4	853	107	29	56	11	4	852	6,646	25	57	14	4	851
Not Reported				0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				4										5						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native				3										5						115	3	64	24	8	843
Asian				2										4						195	32	49	14	5	852
Black or African American				3										9						384	8	45	26	21	840
Native Hawaiian or Pacific Islander				0										0						7					
White				109	18	17	72	66	16	15	3	3	849	205	21	60	15	3	850	12,632	20	58	17	6	849
Two or more races				1										6						208	16	60	18	6	848
No Race/Ethnicity Reported				0										0						0					
<b>LEP Status</b>																									
Current LEP student				1										1						353	4	43	32	21	838
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				1										1						44	34	64	2	0	856
All Other Students				120	19	16	77	64	20	17	4	3	849	232	22	59	16	3	850	13,339	20	58	17	6	849
<b>IEP</b>																									
Students with an IEP				24	1	4	9	38	10	42	4	17	839	45	4	38	40	18	839	2,147	2	31	42	26	835
All Other Students				98	19	19	69	70	10	10	0	0	852	189	26	63	11	0	853	11,598	23	62	13	2	851
<b>SES</b>																									
Economically Disadvantaged Students				53	9	17	28	53	12	23	4	8	847	120	19	53	23	6	847	6,590	10	57	24	10	844
All Other Students				69	11	16	50	72	8	12	0	0	851	114	25	65	10	1	853	7,155	28	58	11	3	852
<b>Migrant</b>																									
Migrant Students				0										0						4					
All Other Students				122	20	16	78	64	20	16	4	3	849	234	22	59	16	3	850	13,741	19	57	17	6	848
<b>Title I</b>																									
Students Receiving Title I Services				0										112	28	53	16	4	851	1,781	11	54	27	8	845
All Other Students				122	20	16	78	64	20	16	4	3	849	122	16	64	16	3	849	11,964	20	58	16	6	849
<b>504 Plan</b>																									
Students with a 504 Plan				7										14	14	50	36	0	844	515	13	61	21	5	847
All Other Students				115	18	16	76	66	17	15	4	3	849	220	22	59	15	4	850	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 7 Students in 2011-2012

# 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.

(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.

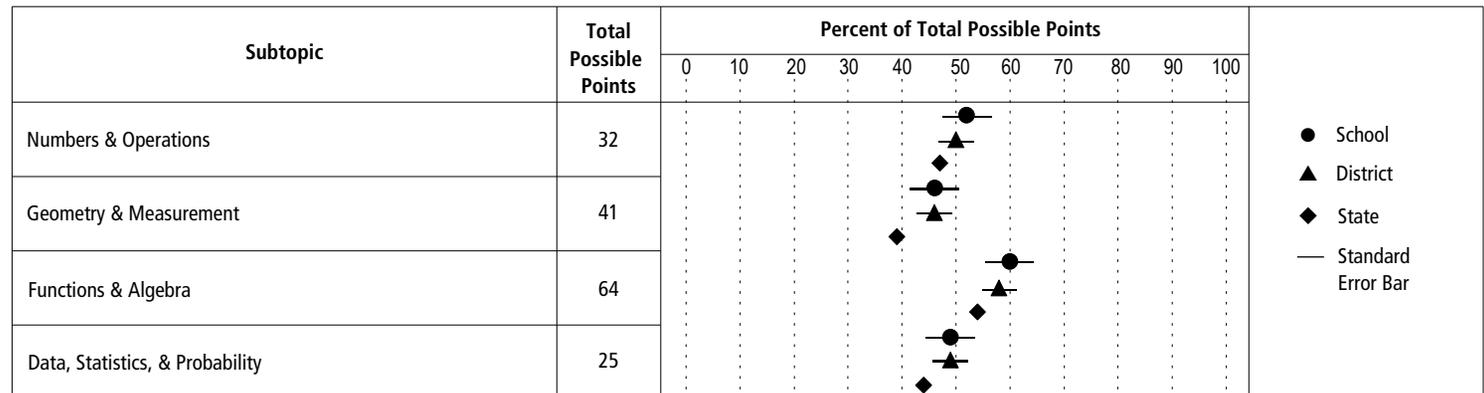
(Scaled Score 834–839)

### 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>													
2010-11				114	42	37	49	43	12	11	11	10	848
2011-12				128	37	29	55	43	18	14	18	14	846
<b>2012-13</b>				<b>120</b>	<b>25</b>	<b>21</b>	<b>59</b>	<b>49</b>	<b>22</b>	<b>18</b>	<b>14</b>	<b>12</b>	<b>845</b>
Cumulative Total				362	104	29	163	45	52	14	43	12	846
<b>District</b>													
2010-11				232	78	34	95	41	36	16	23	10	847
2011-12				244	60	25	107	44	42	17	35	14	845
<b>2012-13</b>				<b>233</b>	<b>52</b>	<b>22</b>	<b>106</b>	<b>45</b>	<b>39</b>	<b>17</b>	<b>36</b>	<b>15</b>	<b>844</b>
Cumulative Total				709	190	27	308	43	117	17	94	13	845
<b>State</b>													
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
<b>2012-13</b>				<b>13,743</b>	<b>2,174</b>	<b>16</b>	<b>6,209</b>	<b>45</b>	<b>2,635</b>	<b>19</b>	<b>2,725</b>	<b>20</b>	<b>842</b>
Cumulative Total				41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2011-2012

# Disaggregated Mathematics Results

<b>School:</b>	William S. Cohen School
<b>District:</b>	Bangor School Department
<b>State:</b>	Maine
<b>Code:</b>	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	%	
<b>All Students</b>				120	25	21	59	49	22	18	14	12	845	233	22	45	17	15	844	13,743	16	45	19	20	842
<b>Gender</b>																									
Male				67	14	21	28	42	15	22	10	15	844	126	21	45	15	18	844	7,095	16	44	20	21	842
Female				53	11	21	31	58	7	13	4	8	846	107	23	46	19	12	844	6,648	16	46	19	19	842
Not Reported				0									0	0					0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				4									5	5					206	10	50	15	26	839	
Not Hispanic or Latino																									
American Indian or Alaskan Native				3									5	5					114	5	42	27	25	838	
Asian				2									4	4					195	28	43	15	15	845	
Black or African American				3									9	9					389	4	28	20	48	833	
Native Hawaiian or Pacific Islander				0									0	0					7						
White				107	22	21	53	50	20	19	12	11	845	204	23	45	17	16	844	12,626	16	46	19	19	842
Two or more races				1									6	6					206	13	49	19	20	842	
No Race/Ethnicity Reported				0									0	0					0						
<b>LEP Status</b>																									
Current LEP student				1									1	1					360	3	25	21	51	832	
Former LEP student - monitoring year 1				0									0	0					9						
Former LEP student - monitoring year 2				1									1	1					44	16	70	11	2	846	
All Other Students				118	23	19	59	50	22	19	14	12	845	231	22	46	17	16	844	13,330	16	46	19	19	842
<b>IEP</b>																									
Students with an IEP				23	0	0	7	30	3	13	13	57	836	45	0	20	18	62	832	2,146	2	16	20	62	830
All Other Students				97	25	26	52	54	19	20	1	1	847	188	28	52	16	4	847	11,597	18	51	19	12	844
<b>SES</b>																									
Economically Disadvantaged Students				52	7	13	20	38	14	27	11	21	842	120	14	38	23	25	840	6,592	7	39	24	29	838
All Other Students				68	18	26	39	57	8	12	3	4	847	113	31	53	11	5	848	7,151	24	51	15	11	845
<b>Migrant</b>																									
Migrant Students				0									0	0					4						
All Other Students				120	25	21	59	49	22	18	14	12	845	233	22	45	17	15	844	13,739	16	45	19	20	842
<b>Title I</b>																									
Students Receiving Title I Services				0									113	24	42	15	19	843	1,784	8	33	30	30	838	
All Other Students				120	25	21	59	49	22	18	14	12	845	120	21	49	18	12	845	11,959	17	47	18	18	842
<b>504 Plan</b>																									
Students with a 504 Plan				7									14	14	43	29	14	843	513	12	42	25	21	841	
All Other Students				113	24	21	55	49	20	18	14	12	845	219	23	46	16	16	844	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 7 Students in 2011-2012

# Writing Results

<b>School:</b>	William S. Cohen School
<b>District:</b>	Bangor School Department
<b>State:</b>	Maine
<b>Code:</b>	1011-1164

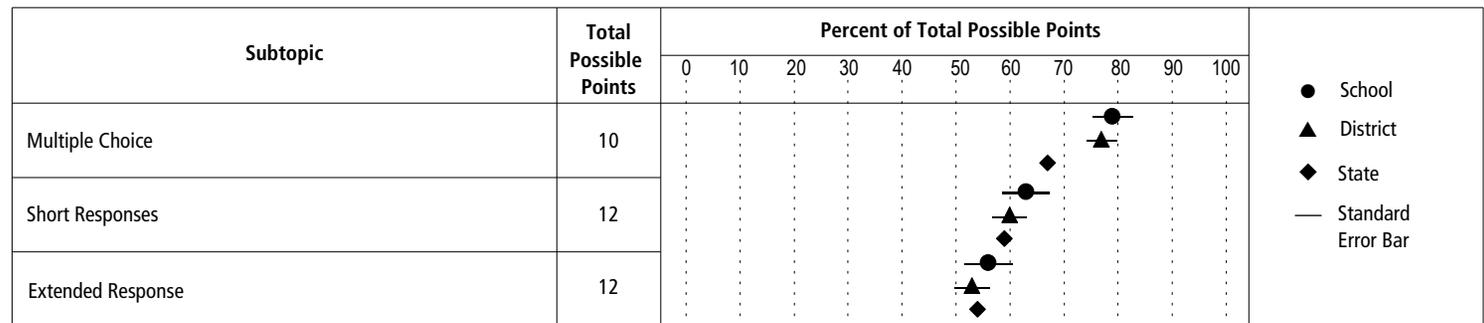
**Proficient with Distinction (Level 4)**  
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is 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>													
2010-11				113	29	26	55	49	28	25	1	1	847
2011-12				128	11	9	65	51	50	39	2	2	842
<b>2012-13</b>				<b>121</b>	<b>18</b>	<b>15</b>	<b>71</b>	<b>59</b>	<b>26</b>	<b>21</b>	<b>6</b>	<b>5</b>	<b>844</b>
Cumulative Total				362	58	16	191	53	104	29	9	2	844
<b>District</b>													
2010-11				229	44	19	108	47	70	31	7	3	844
2011-12				244	26	11	123	50	89	36	6	2	842
<b>2012-13</b>				<b>234</b>	<b>35</b>	<b>15</b>	<b>121</b>	<b>52</b>	<b>56</b>	<b>24</b>	<b>22</b>	<b>9</b>	<b>843</b>
Cumulative Total				707	105	15	352	50	215	30	35	5	843
<b>State</b>													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
<b>2012-13</b>				<b>13,696</b>	<b>1,613</b>	<b>12</b>	<b>6,248</b>	<b>46</b>	<b>4,198</b>	<b>31</b>	<b>1,637</b>	<b>12</b>	<b>841</b>
Cumulative Total				41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 7 Students in 2011-2012

# Disaggregated Writing Results

<b>School:</b>	William S. Cohen School
<b>District:</b>	Bangor School Department
<b>State:</b>	Maine
<b>Code:</b>	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	%	
<b>All Students</b>				121	18	15	71	59	26	21	6	5	844	234	15	52	24	9	843	13,696	12	46	31	12	841
<b>Gender</b>																									
Male				68	4	6	39	57	21	31	4	6	841	127	7	51	29	13	840	7,068	6	38	38	18	837
Female				53	14	26	32	60	5	9	2	4	848	107	24	52	18	6	846	6,628	18	54	23	5	844
Not Reported				0									0						0	0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino				4									5						204	6	52	28	14	840	
Not Hispanic or Latino																									
American Indian or Alaskan Native				3									5						114	5	30	44	21	836	
Asian				2									4						195	16	56	22	6	845	
Black or African American				3									9						382	5	37	38	20	836	
Native Hawaiian or Pacific Islander				0									0						7						
White				108	17	16	64	59	22	20	5	5	845	205	16	52	23	9	843	12,590	12	46	31	12	841
Two or more races				1									6						204	9	48	28	15	840	
No Race/Ethnicity Reported				0									0						0						
<b>LEP Status</b>																									
Current LEP student				1									1						352	3	36	39	22	836	
Former LEP student - monitoring year 1				0									0						9						
Former LEP student - monitoring year 2				1									1						44	14	64	20	2	845	
All Other Students				119	17	14	70	59	26	22	6	5	844	232	15	52	24	9	843	13,291	12	46	30	12	841
<b>IEP</b>																									
Students with an IEP				24	0	0	7	29	11	46	6	25	835	46	0	24	33	43	832	2,131	1	14	42	43	829
All Other Students				97	18	19	64	66	15	15	0	0	847	188	19	59	22	1	845	11,565	14	51	29	6	843
<b>SES</b>																									
Economically Disadvantaged Students				53	6	11	27	51	14	26	6	11	841	121	11	44	29	17	840	6,554	5	39	38	18	837
All Other Students				68	12	18	44	65	12	18	0	0	847	113	19	60	19	2	846	7,142	18	51	24	7	844
<b>Migrant</b>																									
Migrant Students				0									0						4						
All Other Students				121	18	15	71	59	26	21	6	5	844	234	15	52	24	9	843	13,692	12	46	31	12	841
<b>Title I</b>																									
Students Receiving Title I Services				0									113	15	44	27	14	841	1,773	7	37	40	16	838	
All Other Students				121	18	15	71	59	26	21	6	5	844	121	15	59	21	5	844	11,923	13	47	29	11	841
<b>504 Plan</b>																									
Students with a 504 Plan				7									14	0	43	50	7	838	511	5	39	40	17	838	
All Other Students				114	18	16	66	58	24	21	6	5	844	220	16	52	22	10	843	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.