

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 8 Students in 2012-2013

School Results

School: Tripp Middle School

District: RSU 52/MSAD 52

Code: 1246-1692



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Grade Level Summary Report

School:	Tripp Middle School
District:	RSU 52/MSAD 52
State:	Maine
Code:	1246-1692

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	151			151			14,085			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	146	145	145	146	145	145	13,745	13,743	13,696	97	96	96	97	96	96	98	98	97
With an approved accommodation	21	20	19	21	20	19	2,196	2,203	2,078	14	14	13	14	14	13	16	16	15
Current LEP Students	0	0	0	0	0	0	353	360	352	0	0	0	0	0	0	3	3	3
With an approved accommodation	0	0	0	0	0	0	130	136	132							37	38	38
IEP Students	27	26	26	27	26	26	2,147	2,146	2,131	18	18	18	18	18	18	16	16	16
With an approved accommodation	20	19	19	20	19	19	1,745	1,753	1,676	74	73	73	74	73	73	81	82	79
Students not tested in NECAP	5	6	6	5	6	6	340	342	389	3	4	4	3	4	4	2	2	3
State Approved	5	5	5	5	5	5	244	239	243	100	83	83	100	83	83	72	70	62
Alternate Assessment	5	5	5	5	5	5	204	200	202	100	100	100	100	100	100	84	84	83
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	37	39	38	0	0	0	0	0	0	15	16	16
Other	0	1	1	0	1	1	96	103	146	0	17	17	0	17	17	28	30	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
READING	151	5	0	146	27	18	93	64	23	16	3	2	850	146	18	64	16	2	850	13,745	19	57	17	6	848
MATH	151	5	1	145	24	17	72	50	28	19	21	14	842	145	17	50	19	14	842	13,743	16	45	19	20	842
WRITING	151	5	1	145	21	14	89	61	28	19	7	5	844	145	14	61	19	5	844	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 8 Students in 2012-2013

Disaggregated Reading Results

School: Tripp Middle School
District: RSU 52/MSAD 52
State: Maine
Code: 1246-1692

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	151	5	0	146	27	18	93	64	23	16	3	2	850	146	18	64	16	2	850	13,745	19	57	17	6	848
Gender																									
Male	79	4	0	75	8	11	54	72	13	17	0	0	849	75	11	72	17	0	849	7,099	14	58	20	8	846
Female	72	1	0	71	19	27	39	55	10	14	3	4	852	71	27	55	14	4	852	6,646	25	57	14	4	851
Not Reported	0	0	0	0									0						0	0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2									2						204	10	63	21	6	846	
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									1						115	3	64	24	8	843	
Asian	2	0	0	2									2						195	32	49	14	5	852	
Black or African American	1	0	0	1									1						384	8	45	26	21	840	
Native Hawaiian or Pacific Islander	0	0	0	0									0						7						
White	145	5	0	140	25	18	90	64	22	16	3	2	850	140	18	64	16	2	850	12,632	20	58	17	6	849
Two or more races	0	0	0	0									0						208	16	60	18	6	848	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	0	0	0	0									0						353	4	43	32	21	838	
Former LEP student - monitoring year 1	0	0	0	0									0						9						
Former LEP student - monitoring year 2	2	0	0	2									2						44	34	64	2	0	856	
All Other Students	149	5	0	144	27	19	91	63	23	16	3	2	850	144	19	63	16	2	850	13,339	20	58	17	6	849
IEP																									
Students with an IEP	32	5	0	27	0	0	13	48	12	44	2	7	839	27	0	48	44	7	839	2,147	2	31	42	26	835
All Other Students	119	0	0	119	27	23	80	67	11	9	1	1	853	119	23	67	9	1	853	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	81	3	0	78	15	19	46	59	14	18	3	4	849	78	19	59	18	4	849	6,590	10	57	24	10	844
All Other Students	70	2	0	68	12	18	47	69	9	13	0	0	852	68	18	69	13	0	852	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0									0						4						
All Other Students	151	5	0	146	27	18	93	64	23	16	3	2	850	146	18	64	16	2	850	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	1	0	0	1									1						1,781	11	54	27	8	845	
All Other Students	150	5	0	145	27	19	92	63	23	16	3	2	850	145	19	63	16	2	850	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	7	0	0	7									7						515	13	61	21	5	847	
All Other Students	144	5	0	139	26	19	89	64	22	16	2	1	850	139	19	64	16	1	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 8 Students in 2012-2013

Mathematics Results

School: Tripp Middle School
 District: RSU 52/MSAD 52
 State: Maine
 Code: 1246-1692

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.

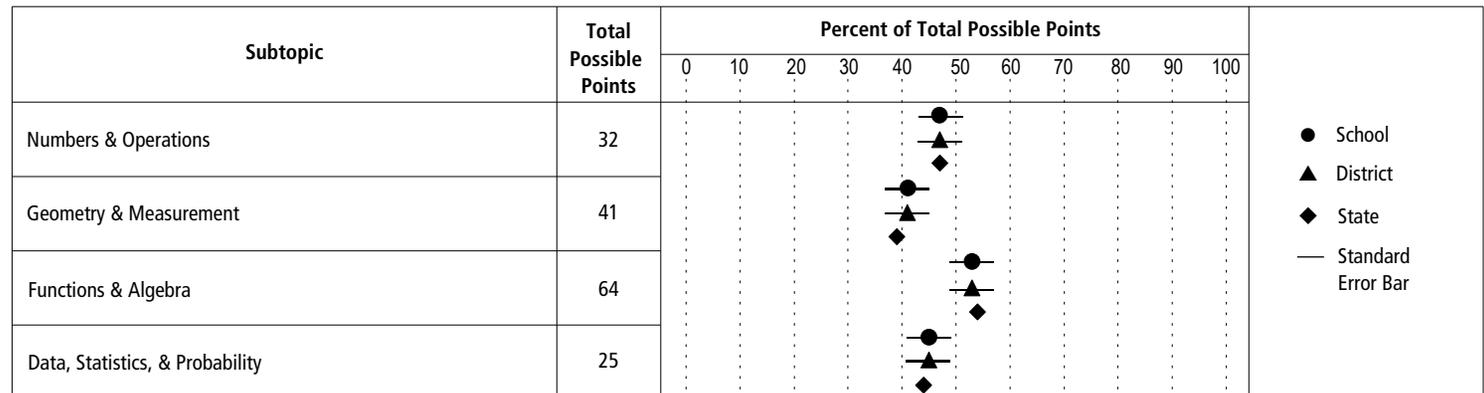
(Scaled Score 834–839)

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													
2010-11	162	4	3	155	26	17	71	46	34	22	24	15	842
2011-12	162	1	3	158	23	15	65	41	41	26	29	18	842
2012-13	151	5	1	145	24	17	72	50	28	19	21	14	842
Cumulative Total	475	10	7	458	73	16	208	45	103	22	74	16	842
District													
2010-11	162	4	3	155	26	17	71	46	34	22	24	15	842
2011-12	164	2	3	159	23	14	65	41	41	26	30	19	842
2012-13	151	5	1	145	24	17	72	50	28	19	21	14	842
Cumulative Total	477	11	7	459	73	16	208	45	103	22	75	16	842
State													
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
2012-13	14,085	239	103	13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Mathematics Results

School: Tripp Middle School
District: RSU 52/MSAD 52
State: Maine
Code: 1246-1692

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	151	5	1	145	24	17	72	50	28	19	21	14	842	145	17	50	19	14	842	13,743	16	45	19	20	842
Gender																									
Male	79	4	1	74	12	16	39	53	14	19	9	12	843	74	16	53	19	12	843	7,095	16	44	20	21	842
Female	72	1	0	71	12	17	33	46	14	20	12	17	842	71	17	46	20	17	842	6,648	16	46	19	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						114	5	42	27	25	838
Asian	2	0	0	2										2						195	28	43	15	15	845
Black or African American	1	0	0	1										1						389	4	28	20	48	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	145	5	1	139	24	17	68	49	27	19	20	14	843	139	17	49	19	14	843	12,626	16	46	19	19	842
Two or more races	0	0	0	0										0						206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						360	3	25	21	51	832
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	2	0	0	2										2						44	16	70	11	2	846
All Other Students	149	5	1	143	24	17	71	50	27	19	21	15	842	143	17	50	19	15	842	13,330	16	46	19	19	842
IEP																									
Students with an IEP	32	5	1	26	0	0	6	23	3	12	17	65	831	26	0	23	12	65	831	2,146	2	16	20	62	830
All Other Students	119	0	0	119	24	20	66	55	25	21	4	3	845	119	20	55	21	3	845	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	81	3	1	77	12	16	35	45	15	19	15	19	841	77	16	45	19	19	841	6,592	7	39	24	29	838
All Other Students	70	2	0	68	12	18	37	54	13	19	6	9	844	68	18	54	19	9	844	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	151	5	1	145	24	17	72	50	28	19	21	14	842	145	17	50	19	14	842	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,784	8	33	30	30	838
All Other Students	150	5	1	144	24	17	71	49	28	19	21	15	842	144	17	49	19	15	842	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						513	12	42	25	21	841
All Other Students	144	5	1	138	23	17	69	50	27	20	19	14	842	138	17	50	20	14	842	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 8 Students in 2012-2013

Writing Results

School:	Tripp Middle School
District:	RSU 52/MSAD 52
State:	Maine
Code:	1246-1692

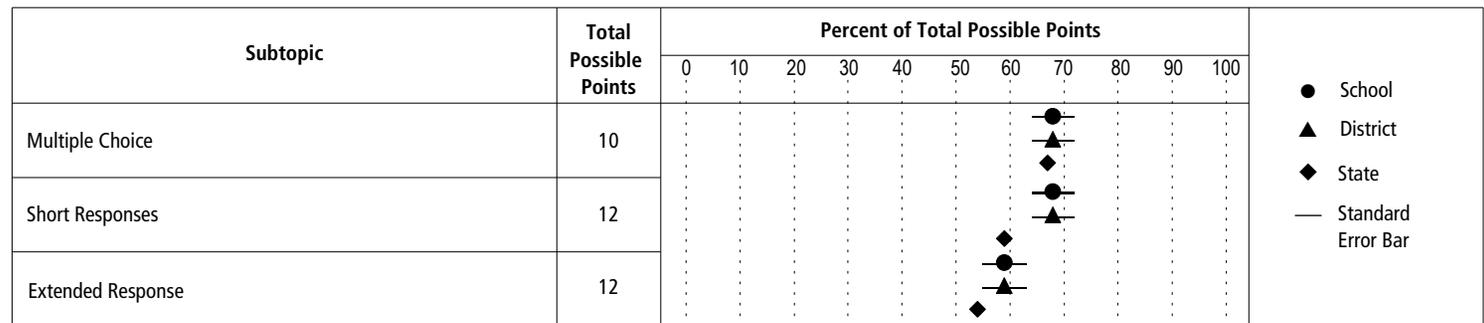
Proficient with Distinction (Level 4)
 Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. 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																	
2010-11	162		4		3		155		9	6	80	52	61	39	5	3	841
2011-12	162		3		1		158		11	7	74	47	61	39	12	8	840
2012-13	151		5		1		145		21	14	89	61	28	19	7	5	844
Cumulative Total	475		12		5		458		41	9	243	53	150	33	24	5	842
District																	
2010-11	162		4		3		155		9	6	80	52	61	39	5	3	841
2011-12	164		4		1		159		11	7	74	47	61	38	13	8	839
2012-13	151		5		1		145		21	14	89	61	28	19	7	5	844
Cumulative Total	477		13		5		459		41	9	243	53	150	33	25	5	841
State																	
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
2012-13	14,085		243		146		13,696		1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total	42,850		762		521		41,567		3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Writing Results

School: Tripp Middle School
District: RSU 52/MSAD 52
State: Maine
Code: 1246-1692

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	151	5	1	145	21	14	89	61	28	19	7	5	844	145	14	61	19	5	844	13,696	12	46	31	12	841
Gender																									
Male	79	4	1	74	7	9	40	54	20	27	7	9	841	74	9	54	27	9	841	7,068	6	38	38	18	837
Female	72	1	0	71	14	20	49	69	8	11	0	0	847	71	20	69	11	0	847	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										2						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						114	5	30	44	21	836
Asian	2	0	0	2										2						195	16	56	22	6	845
Black or African American	1	0	0	1										1						382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	145	5	1	139	21	15	85	61	26	19	7	5	844	139	15	61	19	5	844	12,590	12	46	31	12	841
Two or more races	0	0	0	0										0						204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						352	3	36	39	22	836
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	2	0	0	2										2						44	14	64	20	2	845
All Other Students	149	5	1	143	21	15	87	61	28	20	7	5	844	143	15	61	20	5	844	13,291	12	46	30	12	841
IEP																									
Students with an IEP	32	5	1	26	0	0	10	38	11	42	5	19	835	26	0	38	42	19	835	2,131	1	14	42	43	829
All Other Students	119	0	0	119	21	18	79	66	17	14	2	2	846	119	18	66	14	2	846	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	81	3	1	77	10	13	48	62	15	19	4	5	843	77	13	62	19	5	843	6,554	5	39	38	18	837
All Other Students	70	2	0	68	11	16	41	60	13	19	3	4	845	68	16	60	19	4	845	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	151	5	1	145	21	14	89	61	28	19	7	5	844	145	14	61	19	5	844	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,773	7	37	40	16	838
All Other Students	150	5	1	144	21	15	88	61	28	19	7	5	844	144	15	61	19	5	844	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	7	0	0	7										7						511	5	39	40	17	838
All Other Students	144	5	1	138	19	14	86	62	26	19	7	5	844	138	14	62	19	5	844	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.