

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 7 NECAP Tests

Grade 7 Students in 2012-2013

School Results

School: Jordan-Small Middle School

District: RSU 14

Code: 3162-1365



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Grade Level Summary Report

School:	Jordan-Small Middle School
District:	RSU 14
State:	Maine
Code:	3162-1365

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	45			259			13,949			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	43	43		254	254		13,579	13,583		96	96		98	98		97	97	
With an approved accommodation	11	11		45	44		2,253	2,303		26	26		18	17		17	17	
Current LEP Students	0	0		3	3		374	387		0	0		1	1		3	3	
With an approved accommodation	0	0		1	1		173	189					33	33		46	49	
IEP Students	12	12		36	36		2,203	2,198		28	28		14	14		16	16	
With an approved accommodation	11	11		35	35		1,744	1,779		92	92		97	97		79	81	
Students not tested in NECAP	2	2		5	5		370	366		4	4		2	2		3	3	
State Approved	2	2		4	4		278	277		100	100		80	80		75	76	
Alternate Assessment	2	2		4	4		242	241		100	100		100	100		87	87	
First Year LEP	0	0		0	0		4	0		0	0		0	0		1	0	
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		32	36		0	0		0	0		12	13	
Other	0	0		1	1		92	89		0	0		20	20		25	24	

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	N
READING	45	2	0	43	4	9	24	56	10	23	5	12	747	254	15	63	16	7	748	13,579	14	55	21	10	746	
MATH	45	2	0	43	13	30	17	40	4	9	9	21	744	254	24	44	18	14	744	13,583	20	39	21	20	742	
WRITING																										

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 7 NECAP Tests

Grade 7 Students in 2012-2013

Disaggregated Reading Results

School:	Jordan-Small Middle School
District:	RSU 14
State:	Maine
Code:	3162-1365

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	45	2	0	43	4	9	24	56	10	23	5	12	747	254	15	63	16	7	748	13,579	14	55	21	10	746
Gender																									
Male	23	2	0	21	2	10	11	52	7	33	1	5	747	122	7	63	22	8	744	6,921	9	53	26	13	743
Female	22	0	0	22	2	9	13	59	3	14	4	18	747	132	22	62	11	5	751	6,658	21	56	17	7	749
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										2						201	11	55	23	11	745
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										2						108	8	54	24	14	743
Asian	0	0	0	0										3						201	21	58	11	10	749
Black or African American	0	0	0	0										5						391	7	39	26	28	738
Native Hawaiian or Pacific Islander	1	0	0	1										1						18	17	72	11	0	750
White	43	2	0	41	4	10	23	56	10	24	4	10	748	236	15	62	17	6	748	12,480	15	55	21	9	746
Two or more races	0	0	0	0										5						180	12	52	25	12	744
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										3						374	2	34	29	36	734
Former LEP student - monitoring year 1	0	0	0	0										0						38	16	79	5	0	753
Former LEP student - monitoring year 2	0	0	0	0										0						44	32	59	5	5	755
All Other Students	45	2	0	43	4	9	24	56	10	23	5	12	747	251	15	63	16	6	748	13,123	15	55	21	9	746
IEP																									
Students with an IEP	14	2	0	12	0	0	0	0	7	58	5	42	729	36	0	6	53	42	729	2,203	1	22	39	38	732
All Other Students	31	0	0	31	4	13	24	77	3	10	0	0	754	218	17	72	10	1	751	11,376	17	61	18	4	749
SES																									
Economically Disadvantaged Students	18	2	0	16	0	0	7	44	5	31	4	25	739	87	9	55	23	13	743	6,641	7	50	28	15	742
All Other Students	27	0	0	27	4	15	17	63	5	19	1	4	752	167	17	66	13	4	751	6,938	21	59	15	4	750
Migrant																									
Migrant Students	0	0	0	0										0						1					
All Other Students	45	2	0	43	4	9	24	56	10	23	5	12	747	254	15	63	16	7	748	13,578	14	55	21	10	746
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,446	8	48	31	13	742
All Other Students	44	2	0	42	4	10	24	57	9	21	5	12	747	253	15	63	16	7	748	11,133	16	56	19	9	747
504 Plan																									
Students with a 504 Plan	2	0	0	2										19	11	47	32	11	744	451	10	54	30	7	745
All Other Students	43	2	0	41	4	10	23	56	9	22	5	12	748	235	15	64	15	6	748	13,128	15	55	21	10	746

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 7 NECAP Tests

Grade 7 Students in 2012-2013

Mathematics Results

School: Jordan-Small Middle School
 District: RSU 14
 State: Maine
 Code: 3162-1365

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 752–780)

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 740–751)

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.

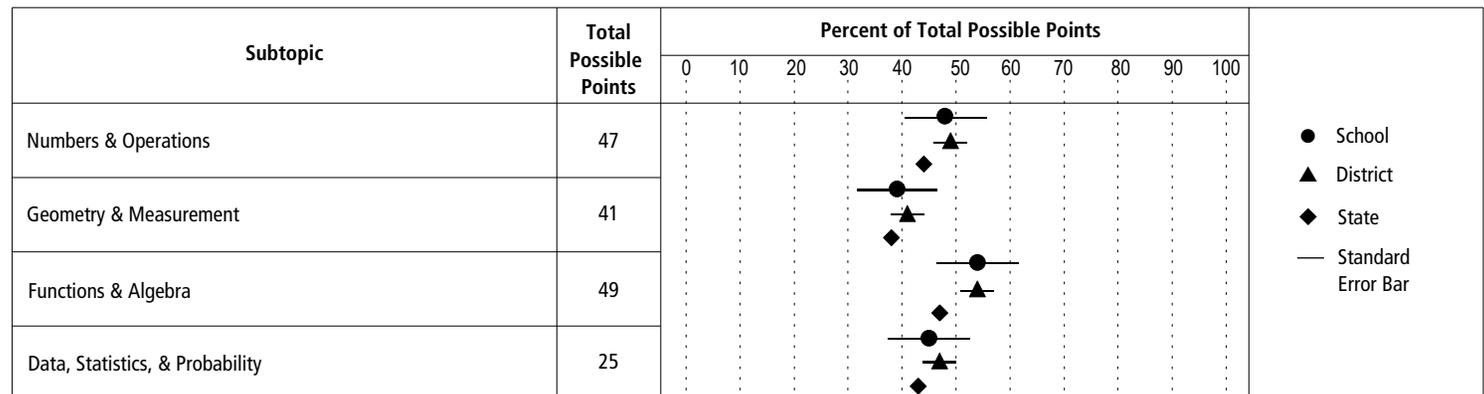
(Scaled Score 734–739)

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 700–733)

	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	52	0	0	52	12	23	15	29	13	25	12	23	742
2011-12	53	1	0	52	14	27	21	40	7	13	10	19	745
2012-13	45	2	0	43	13	30	17	40	4	9	9	21	744
Cumulative Total	150	3	0	147	39	27	53	36	24	16	31	21	744
District													
2010-11	294	3	2	289	51	18	131	45	53	18	54	19	743
2011-12	243	3	1	239	58	24	96	40	42	18	43	18	744
2012-13	259	4	1	254	61	24	113	44	45	18	35	14	744
Cumulative Total	796	10	4	782	170	22	340	43	140	18	132	17	744
State													
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13	13,949	277	89	13,583	2,674	20	5,310	39	2,862	21	2,737	20	742
Cumulative Total	42,498	742	309	41,447	7,853	19	16,704	40	8,522	21	8,368	20	742





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2012-2013

Disaggregated Mathematics Results

School: Jordan-Small Middle School
District: RSU 14
State: Maine
Code: 3162-1365

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	45	2	0	43	13	30	17	40	4	9	9	21	744	254	24	44	18	14	744	13,583	20	39	21	20	742
Gender																									
Male	23	2	0	21	6	29	9	43	3	14	3	14	744	122	25	43	16	15	745	6,922	20	38	21	21	742
Female	22	0	0	22	7	32	8	36	1	5	6	27	745	132	23	45	19	13	744	6,661	19	40	21	19	742
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										2						206	11	34	26	29	738
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										2						108	13	35	28	24	740
Asian	0	0	0	0										3						202	35	34	18	13	746
Black or African American	0	0	0	0										5						398	4	25	25	46	733
Native Hawaiian or Pacific Islander	1	0	0	1										1						18	22	56	17	6	748
White	43	2	0	41	12	29	17	41	4	10	8	20	744	236	24	45	17	14	744	12,472	20	40	21	19	742
Two or more races	0	0	0	0										5						179	16	44	17	23	741
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										3						387	3	21	24	52	731
Former LEP student - monitoring year 1	0	0	0	0										0						38	26	53	18	3	748
Former LEP student - monitoring year 2	0	0	0	0										0						44	36	45	14	5	749
All Other Students	45	2	0	43	13	30	17	40	4	9	9	21	744	251	24	45	17	14	744	13,114	20	40	21	19	742
IEP																									
Students with an IEP	14	2	0	12	0	0	2	17	1	8	9	75	728	36	3	14	19	64	732	2,198	3	14	21	62	730
All Other Students	31	0	0	31	13	42	15	48	3	10	0	0	750	218	28	50	17	6	747	11,385	23	44	21	12	744
SES																									
Economically Disadvantaged Students	18	2	0	16	5	31	2	13	2	13	7	44	739	87	16	39	23	22	741	6,647	10	35	25	30	738
All Other Students	27	0	0	27	8	30	15	56	2	7	2	7	747	167	28	47	15	10	746	6,936	29	43	17	11	746
Migrant																									
Migrant Students	0	0	0	0										0						1					
All Other Students	45	2	0	43	13	30	17	40	4	9	9	21	744	254	24	44	18	14	744	13,582	20	39	21	20	742
Title I																									
Students Receiving Title I Services	1	0	0	1										1						2,448	9	34	29	28	738
All Other Students	44	2	0	42	13	31	17	40	4	10	8	19	744	253	24	45	18	13	744	11,135	22	40	19	18	743
504 Plan																									
Students with a 504 Plan	2	0	0	2										19	26	32	21	21	744	451	18	41	25	16	743
All Other Students	43	2	0	41	13	32	16	39	3	7	9	22	744	235	24	46	17	13	744	13,132	20	39	21	20	742

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