



July 2006

DEPARTMENT OF EDUCATION

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards this year. These new achievement standards will be used to establish a baseline to which future scores for both groups of students and individuals can be compared. The standards are the result of a comprehensive process approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Student scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the design of the MEA is available at www.maine.gov/education/mea/index/htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

ID: 12421670
School: Sebasticook Valley Middle Sch
District: MSAD 48
Date: March 2006

Contents of the Report

The report is divided into four main sections including a section describing the students tested and a separate section for the results in each content area.

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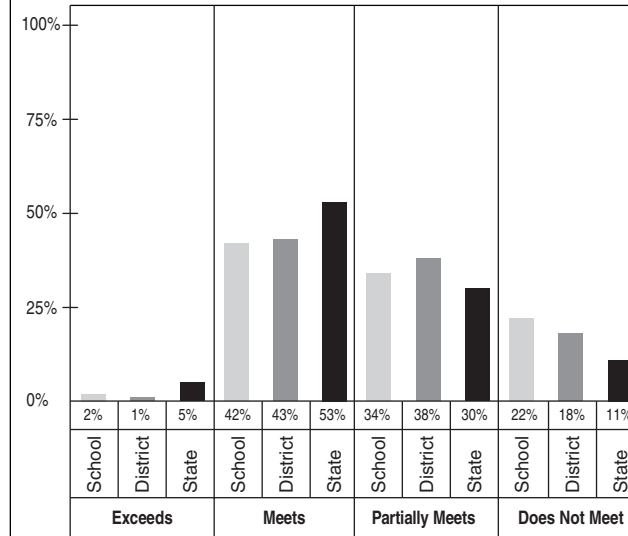
SUMMARY OF SCORES

School: Sebasticook Valley Middle Sch
 District: MSAD 48
 Grade: 5
 Date: March 2006

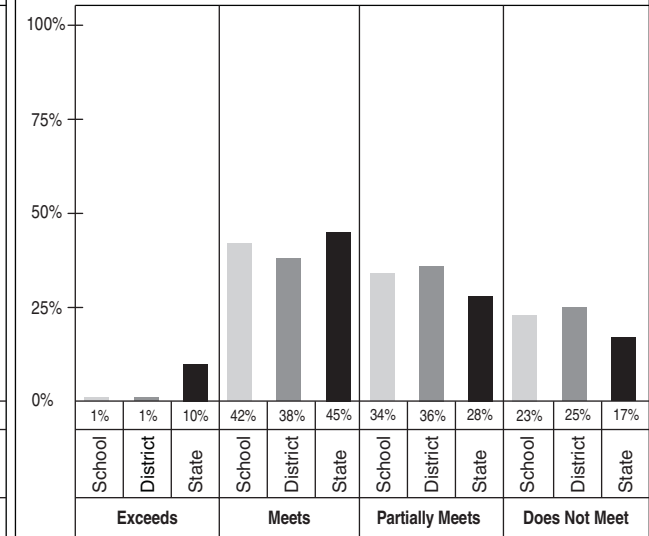
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	541	541	544
MATHEMATICS 2005–2006	538	537	543

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Sebasticook Valley Middle Sch
 District: MSAD 48
 Grade: 5
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics														
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	91	100	156	100	14541	100	91	100	156	100	14388	99	91	100	156	100	14397	99						
Ethnicity																								
African American/Black	1	1	1	1	343	2	1	100	1	100	333	97	1	100	1	100	339	99						
American Indian/Native Alaskan	0	0	0	0	101	1	0		0		99	98	0		0		99	98						
Asian/Pacific Islander	2	2	2	1	214	1	2	100	2	100	209	98	2	100	2	100	212	99						
Caucasian/White	88	97	153	98	13723	94	88	100	153	100	13595	99	88	100	153	100	13592	99						
Hispanic	0	0	0	0	153	1	0		0		146	95	0		0		149	97						
Not Reported	0	0	0	0	7	0	0		0		6	86	0		0		6	86						
Identified disability	19	21	30	19	2526	17	19	100	30	100	2458	97	19	100	30	100	2458	97						
Current LEP	0	0	0	0	305	2	0		0		287	94	0		0		300	98						
Economically disadvantaged	47	52	79	51	5462	38	47	100	79	100	5385	99	47	100	79	100	5393	99						
Migrant	0	0	0	0	18	0	0		0		17	94	0		0		17	94						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	60	66	93	60	11592	81	60	66	93	60	11572	80												
Identified disability (PET/IEP)	1	2	1	1	458	4	1	2	1	1	465	4												
LEP	0	0	0	0	149	1	0	0	0	0	150	1												
504 plan	0	0	0	0	105	1	0	0	0	0	107	1												
Students who took the assessment with accommodations	31	34	61	39	2671	19	31	34	61	39	2725	19												
Identified disability (PET/IEP)	18	58	27	44	1892	71	18	58	27	44	1907	70												
LEP	0	0	0	0	126	5	0	0	0	0	139	5												
504 plan	0	0	0	0	59	2	0	0	0	0	57	2												
Other	13	42	34	56	625	23	13	42	34	56	654	24												
Students who would have participated through a PAAP if one had been available	0	0	2	1	125	1	0	0	2	1	100	1												
Identified disability (PET/IEP)	0		2	100	108	86	0		2	100	86	86												
LEP	0		0	0	12	10	0		0	0	11	11												
504 plan	0		0	0	0	0	0		0	0	0	0												

¹ Percents are the percentage of students enrolled in each participation category. ² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area. ³ Percents are the percentage of students in each content area who participated with each mode of participation.



ELA-READING RESULTS

School: Sebasticook Valley Middle Sch
 District: MSAD 48
 Grade: 5
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
Exceeds the Standards - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 561-580)		2005–2006	2	2	2	1	5
Meets the Standards - The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 541-560)		2005–2006	38	42	66	43	53
Partially Meets the Standards - The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 531-540)		2005–2006	31	34	59	38	30
Does Not Meet the Standards - The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500-530)		2005–2006	20	22	27	18	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	27.9	58.1	28.0	58.3	30.2	62.9
Literary Text	24	50	13.3	55.4	13.5	56.3	14.9	62.1
Informational Text	24	50	14.6	60.8	14.5	60.4	15.4	64.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

School: **Sebasticotk Valley Middle Sch**
 District: **MSAD 48**
 Grade: **5**
 Date: **March 2006**

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 561-580)		2005–2006	1	1	2	1	10
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 541-560)		2005–2006	38	42	58	38	45
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 529-540)		2005–2006	31	34	56	36	28
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500-528)		2005–2006	21	23	38	25	17

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
	N	%	School		District		State		
			N	%	N	%	N	%	
Cluster 1: Numbers and Operations	16	33	7.3	45.6	7.1	44.4	9.2	57.5	Cluster 1: Numbers and Operations A. Numbers and Number Sense B. Computation I. Discrete Mathematics Cluster 2: Shape and Size E. Geometry F. Measurement Cluster 3: Mathematical Decision Making C. Data Analysis and Statistics D. Probability J. Mathematical Reasoning Cluster 4: Patterns G. Patterns, Relations, and Functions H. Algebra Concepts K. Mathematical Communication Each content standard in the clusters above is defined in Maine's <i>Learning Results</i> . Grade Level Expectations, based on Maine's <i>Learning Results</i> , are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at http://www.maine.gov/education/lsalt/gles.htm .
Cluster 2: Shape and Size	14	29	6.1	43.6	6.2	44.3	6.7	47.9	
Cluster 3: Mathematical Decision Making	7	15	3.2	45.7	2.8	40.0	3.2	45.7	
Cluster 4: Patterns	11	23	7.2	65.5	7.1	64.5	7.9	71.8	



MATHEMATICS RESULTS

(CONTINUED)

School: **Sebasticotk Valley Middle Sch**
 District: **MSAD 48**
 Grade: **5**
 Date: **March 2006**

Reporting Categories	School					State					Questionnaire Items	Sch.		State		
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
Gender																
Female	54	539	41	39	20	49	543	55	28	17	Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. Yes, the questions on the test match what I have learned in mathematics class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match. Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes					
Male	46	538	45	29	26	51	543	56	27	17						
Ethnicity																
African American/Black						2	534	33	35	32						
American Indian/Native Alaskan						1	535	32	32	35						
Asian/Pacific Islander						1	545	60	25	15						
Caucasian/White	97	538	43	33	24	94	543	56	27	16						
Hispanic						1	540	53	23	24						
Not Reported						0	538	33	33	33						
Economically disadvantaged																
Yes	52	538	34	45	21	37	538	42	33	25						
No	48	539	52	23	25	63	546	63	25	12						
Title 1A targeted program																
Yes						10	535	30	40	30						
No	100	538	43	34	23	90	544	58	26	16						
Migrant																
Yes						0	539	56	25	19						
No	100	538	43	34	23	100	543	55	28	17						
Gifted/talented program																
Yes						3	560	95	3	2						
No	100	538	43	34	23	97	543	54	28	17						
Identified disability																
Yes	21	540	47	26	26	17	532	27	32	41						
No	79	538	42	36	22	83	545	61	27	12						
Limited English proficient students																
Current LEP in first 10 months						0	514	20	0	80						
Current LEP beyond first 10 months						2	532	31	33	36						
How much homework do you do on school nights?																
A. None						5	538	43	27	29						
B. Less than one hour	72	539	46	29	25	67	544	57	27	16						
C. One to two hours	19	538	35	47	18	25	543	56	28	15						
D. More than two hours						2	535	34	31	35						
Optional school/district question																
A.																
B.																
C.																
D.																