



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](http://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 6

ID: 10111163  
School: James F. Doughty School  
District: Bangor School Department  
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.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7



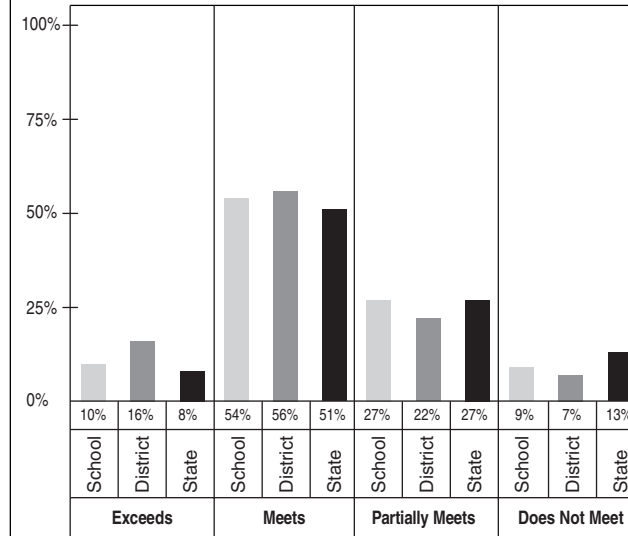
# SUMMARY OF SCORES

School: James F. Doughty School  
 District: Bangor School Department  
 Grade: 6  
 Date: March 2006

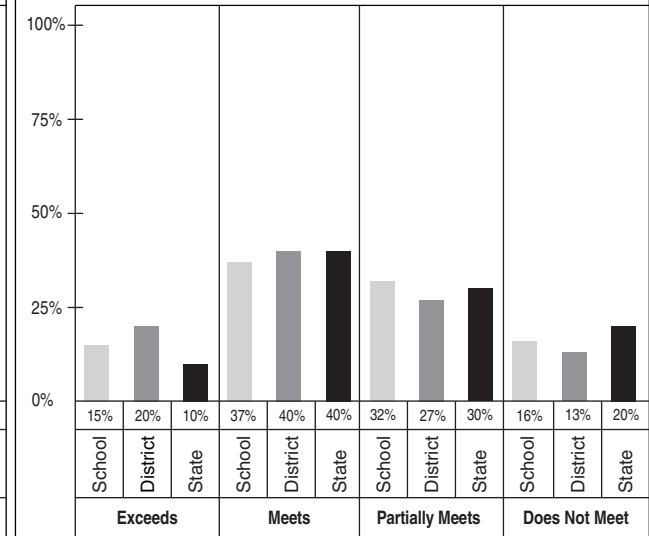
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	647	649	644
MATHEMATICS 2005–2006	643	646	641

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: James F. Doughty School  
 District: Bangor School Department  
 Grade: 6  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		District		State		ELA-Reading			Mathematics														
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
<b>Total number of students</b>	121	100	253	100	15164	100	119	98	251	99	14994	99	119	98	251	99	15000	99						
<b>Ethnicity</b>																								
African American/Black	3	2	5	2	327	2	3	100	5	100	312	95	3	100	5	100	322	98						
American Indian/Native Alaskan	1	1	1	0	117	1	1	100	1	100	115	98	1	100	1	100	115	98						
Asian/Pacific Islander	2	2	5	2	180	1	2	100	5	100	176	98	2	100	5	100	177	98						
Caucasian/White	114	94	237	94	14411	95	112	98	235	99	14264	99	112	98	235	99	14258	99						
Hispanic	1	1	5	2	117	1	1	100	5	100	116	99	1	100	5	100	116	99						
Not Reported	0	0	0	0	12	0	0		0		11	92	0		0		12	100						
<b>Identified disability</b>	16	13	26	10	2463	16	15	94	25	96	2380	97	15	94	25	96	2380	97						
<b>Current LEP</b>	2	2	2	1	287	2	2	100	2	100	271	94	2	100	2	100	282	98						
<b>Economically disadvantaged</b>	53	44	88	35	5557	37	51	96	86	98	5468	98	51	96	86	98	5472	98						
<b>Migrant</b>	0	0	0	0	29	0	0		0		29	100	0		0		29	100						

MODE OF PARTICIPATION <sup>3</sup>	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	%
<b>Students who took the assessment without accommodations</b>	105	88	222	88	12532	84	105	88	224	89	12495	83												
Identified disability (PET/IEP)	6	6	6	3	507	4	6	6	8	4	504	4												
LEP	1	1	1	0	137	1	1	1	1	0	128	1												
504 plan	2	2	6	3	133	1	2	2	6	3	135	1												
<b>Students who took the assessment with accommodations</b>	10	8	21	8	2341	16	9	8	20	8	2390	16												
Identified disability (PET/IEP)	5	50	11	52	1764	75	4	44	10	50	1770	74												
LEP	1	10	1	5	127	5	1	11	1	5	148	6												
504 plan	4	40	7	33	47	2	4	44	7	35	45	2												
Other	0	0	2	10	419	18	0	0	2	10	443	19												
<b>Students who would have participated through a PAAP if one had been available</b>	4	3	8	3	121	1	5	4	7	3	115	1												
Identified disability (PET/IEP)	4	100	8	100	109	90	5	100	7	100	106	92												
LEP	0	0	0	0	7	6	0	0	0	0	6	5												
504 plan	1	25	1	13	2	2	1	20	1	14	2	2												

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



# ELA-READING RESULTS

School: James F. Doughty School  
 District: Bangor School Department  
 Grade: 6  
 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	%	%	
<b>Exceeds the Standards</b> - 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 661-680)		2005–2006	12	10	38	16	8
<b>Meets the Standards</b> - 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 641-660)		2005–2006	62	54	135	56	51
<b>Partially Meets the Standards</b> - 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 629-640)		2005–2006	31	27	54	22	27
<b>Does Not Meet the Standards</b> - 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 600-628)		2005–2006	10	9	16	7	13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	56	100	37.0	66.1	38.5	68.8	35.3	63.0
<b>Literary Text</b>	28	50	19.0	67.9	19.7	70.4	18.2	65.0
<b>Informational Text</b>	28	50	18.0	64.3	18.8	67.1	17.1	61.1

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>.



# ELA-READING RESULTS

## (CONTINUED)

**School:** James F. Doughty School  
**District:** Bangor School Department  
**Grade:** 6  
**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
<b>Gender</b>																
Female	50	646	63	30	7	48	646	64	25	11	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>					
Male	50	647	66	24	10	52	642	54	30	16		A. Yes, the questions on the test match what I have learned in reading class.	39	36	646	66
<b>Ethnicity</b>											<b>Which of the following best describes how you rate yourself as a student in reading?</b>					
African American/Black						2	636	36	30	33		A. very good	29	29	650	77
American Indian/Native Alaskan						1	638	33	42	25	B. good	47	53	644	58	12
Asian/Pacific Islander						1	645	63	23	14	C. fair	22	16	637	36	25
Caucasian/White	94	647	65	26	9	95	644	60	27	13	D. poor	1	2	632	27	39
Hispanic						1	639	46	29	26	<b>How difficult was the reading part of this test?</b>					
Not Reported						0	641	45	18	36	A. harder than my regular schoolwork	8	15	640	48	23
<b>Economically disadvantaged</b>											<b>How difficult were the reading passages on this test?</b>					
Yes	42	643	56	31	13	36	640	45	34	21		A. Most of the passages were more difficult than what I normally read.	8	9	634	29
No	58	649	70	24	6	64	647	67	24	9	B. Most of the passages were about the same as what I normally read.	46	51	643	55	14
<b>Title 1A targeted program</b>											<b>How hard did you try on the reading part of this test?</b>					
Yes	13	635	27	47	27	6	637	32	45	23		A. I tried harder on this test than I do on my regular schoolwork.	52	46	644	57
No	87	648	70	24	6	94	645	61	26	13	B. I tried about the same as I do on my regular schoolwork.	46	51	645	63	11
<b>Migrant</b>											<b>How much time do you spend reading at home each day?</b>					
Yes						0	642	55	24	21		A. more than one hour	26	19	647	67
No	100	647	64	27	9	100	644	59	27	13	B. 20 minutes to an hour	35	49	646	64	10
<b>Gifted/talented program</b>											<b>Optional school/district question</b>					
Yes	12	662	100	0	0	3	660	97	3	0		A.				
No	88	644	59	31	10	97	644	58	28	14	B.					
<b>Identified disability</b>											<b>How much homework do you do on school nights?</b>					
Yes	10	635	27	27	45	15	631	20	36	44		A. None				
No	90	648	68	27	5	85	646	66	26	8	B. Less than one hour	46	645	65	27	8
<b>Limited English proficient students</b>											<b>How much time do you spend reading at home each day?</b>					
Current LEP in first 10 months												C. One to two hours	46	650	73	20
Current LEP beyond first 10 months						2	632	26	32	42	D. More than two hours	4	637	20	80	0
<b>How much homework do you do on school nights?</b>											<b>Optional school/district question</b>					
A. None						6	638	41	31	28		A.				
B. Less than one hour	46	645	65	27	8	55	644	60	27	13	B.					
C. One to two hours	46	650	73	20	8	36	645	63	27	11	C.					
D. More than two hours	4	637	20	80	0	4	642	51	30	19	D.					



# MATHEMATICS RESULTS

School: James F. Doughty School  
 District: Bangor School Department  
 Grade: 6  
 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	%	%	
<b>Exceeds the Standards</b> – 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 661-680)		2005–2006	17	15	49	20	10
<b>Meets the Standards</b> – 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 641-660)		2005–2006	42	37	97	40	40
<b>Partially Meets the Standards</b> – 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 627-640)		2005–2006	37	32	67	27	30
<b>Does Not Meet the Standards</b> – 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 600-626)		2005–2006	18	16	31	13	20

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	18	32	9.8	54.4	10.5	58.3	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	6.0	42.9	6.2	44.3	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	4.4	48.9	4.8	53.3	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	10.0	66.7	10.5	70.0	9.6	64.0

**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 *Learning Results*. 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>.

