



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 6

ID: 10111164
School: William S. Cohen 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.

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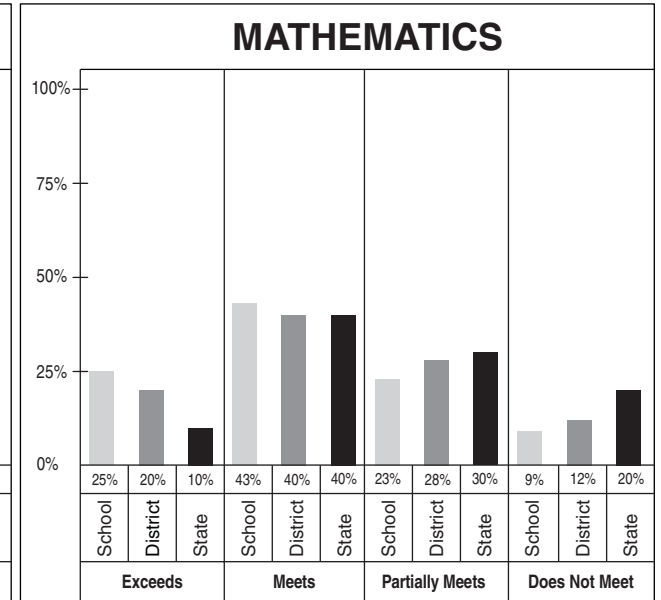
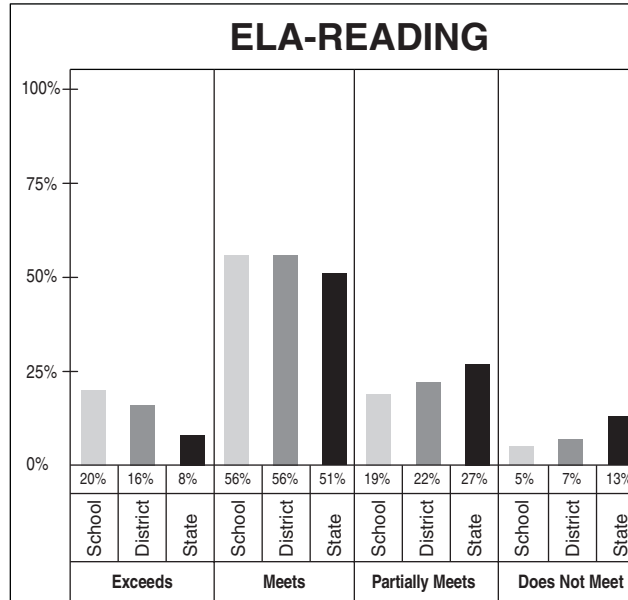


SUMMARY OF SCORES

School: William S. Cohen 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	651	649	644
MATHEMATICS 2005–2006	650	647	641





SUMMARY OF STUDENT PARTICIPATION

School: William S. Cohen School
 District: Bangor School Department
 Grade: 6
 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	132	100	253	100	15164	100	132	100	251	99	14994	99	132	100	251	99	15000	99						
Ethnicity																								
African American/Black	2	2	5	2	327	2	2	100	5	100	312	95	2	100	5	100	322	98						
American Indian/Native Alaskan	0	0	1	0	117	1	0		1	100	115	98	0		1	100	115	98						
Asian/Pacific Islander	3	2	5	2	180	1	3	100	5	100	176	98	3	100	5	100	177	98						
Caucasian/White	123	93	237	94	14411	95	123	100	235	99	14264	99	123	100	235	99	14258	99						
Hispanic	4	3	5	2	117	1	4	100	5	100	116	99	4	100	5	100	116	99						
Not Reported	0	0	0	0	12	0	0		0		11	92	0		0		12	100						
Identified disability	10	8	26	10	2463	16	10	100	25	96	2380	97	10	100	25	96	2380	97						
Current LEP	0	0	2	1	287	2	0		2	100	271	94	0		2	100	282	98						
Economically disadvantaged	36	27	88	35	5557	37	36	100	86	98	5468	98	36	100	86	98	5472	98						
Migrant	0	0	0	0	29	0	0		0		29	100	0		0		29	100						

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	117	89	222	88	12532	84	117	89	222	88	12495	83												
Identified disability (PET/IEP)	0	0	6	3	507	4	0	0	6	3	504	4												
LEP	0	0	1	0	137	1	0	0	1	0	128	1												
504 plan	4	3	6	3	133	1	4	3	6	3	135	1												
Students who took the assessment with accommodations	11	8	21	8	2341	16	11	8	20	8	2390	16												
Identified disability (PET/IEP)	6	55	11	52	1764	75	6	55	10	50	1770	74												
LEP	0	0	1	5	127	5	0	0	1	5	148	6												
504 plan	3	27	7	33	47	2	3	27	7	35	45	2												
Other	2	18	2	10	419	18	2	18	2	10	443	19												
Students who would have participated through a PAAP if one had been available	4	3	8	3	121	1	4	3	9	4	115	1												
Identified disability (PET/IEP)	4	100	8	100	109	90	4	100	9	100	106	92												
LEP	0	0	0	0	7	6	0	0	0	0	6	5												
504 plan	0	0	1	13	2	2	0	0	1	11	2	2												

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: William S. Cohen 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	%	%
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 661-680)		26	20	38	16	8
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 641-660)		72	56	135	56	51
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 629-640)		24	19	54	22	27
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 600-628)		6	5	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	%
Total Reading Cluster	56	100	39.8	71.1	38.5	68.8	35.3	63.0
Literary Text	28	50	20.3	72.5	19.7	70.4	18.2	65.0
Informational Text	28	50	19.5	69.6	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: William S. Cohen 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
Gender																
Female	48	652	79	16	5	48	646	64	25	11	Do the questions that you have just been given on this MEA test match what you have learned in school about reading?					
Male	52	651	74	21	5	52	642	54	30	16						
Ethnicity											A. Yes, the questions on the test match what I have learned in reading class.	38	36	646	66	10
African American/Black						2	636	36	30	33						
American Indian/Native Alaskan						1	638	33	42	25	B. Yes, they match some of what I have learned.	48	48	645	61	11
Asian/Pacific Islander						1	645	63	23	14						
Caucasian/White	93	651	76	19	5	95	644	60	27	13	C. Yes, they match just a little of what I learned.	13	12	639	43	25
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36	D. No, there is no match.	1	4	634	30	35
Economically disadvantaged																
Yes	26	644	61	27	12	36	640	45	34	21	Which of the following best describes how you rate yourself as a student in reading?	35	29	650	77	7
No	74	654	82	16	2	64	647	67	24	9						
Title 1A targeted program											A. very good	53	53	644	58	12
Yes						6	637	32	45	23						
No	100	651	77	19	5	94	645	61	26	13	B. good	11	16	637	36	25
Migrant																
Yes						0	642	55	24	21	C. fair	1	2	632	27	39
No	100	651	77	19	5	100	644	59	27	13						
Gifted/talented program											D. poor	10	15	640	48	23
Yes	17	664	100	0	0	3	660	97	3	0						
No	83	648	72	23	6	97	644	58	28	14	How difficult was the reading part of this test?	65	62	645	62	11
Identified disability																
Yes	5	637	17	67	17	15	631	20	36	44	C. easier than my regular schoolwork	25	23	645	61	11
No	95	652	80	16	4	85	646	66	26	8						
Limited English proficient students											How difficult were the reading passages on this test?	10	9	634	29	36
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	632	26	32	42	A. Most of the passages were more difficult than what I normally read.	50	51	643	55	14
How much homework do you do on school nights?																
A. None						6	638	41	31	28	B. Most of the passages were about the same as what I normally read.	39	41	648	72	7
B. Less than one hour	34	647	61	30	9	55	644	60	27	13						
C. One to two hours	59	653	84	13	3	36	645	63	27	11	C. Most of the passages were easier than what I normally read.	44	46	644	57	15
D. More than two hours	4	656	100	0	0	4	642	51	30	19						
Optional school/district question											How hard did you try on the reading part of this test?	52	51	645	63	11
A.																
B.											A. I tried harder on this test than I do on my regular schoolwork.	4	4	638	44	26
C.																
D.											B. I tried about the same as I do on my regular schoolwork.	20	19	647	67	11
											C. I did not try as hard on this test as I do on my regular schoolwork.	59	49	646	64	10
											D. I rarely read at home	13	13	643	55	16
											How much time do you spend reading at home each day?	8	19	639	43	20



MATHEMATICS RESULTS

School: William S. Cohen 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	%	%	
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 661-680)		2005–2006	32	25	49	20	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 641-660)		2005–2006	55	43	97	40	40
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 627-640)		2005–2006	30	23	67	28	30
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 600-626)		2005–2006	11	9	29	12	20

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	18	32	11.4	63.3	10.6	58.9	9.2	51.1
Cluster 2: Shape and Size	14	25	6.5	46.4	6.2	44.3	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	5.3	58.9	4.9	54.4	4.0	44.4
Cluster 4: Patterns	15	27	11.1	74.0	10.6	70.7	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>.



MATHEMATICS RESULTS

(CONTINUED)

School: William S. Cohen 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
Gender																
Female	48	647	68	21	11	49	641	50	31	20	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 hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork. Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used. 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	52	652	68	26	6	51	641	49	30	21						
Ethnicity																
African American/Black						2	630	27	31	42						
American Indian/Native Alaskan						1	632	28	38	34						
Asian/Pacific Islander						1	646	64	26	10						
Caucasian/White	93	650	68	23	9	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
Economically disadvantaged																
Yes	26	637	36	48	15	36	635	37	34	29						
No	74	654	79	15	6	64	644	57	28	15						
Title 1A targeted program																
Yes						6	633	26	40	34						
No	100	650	68	23	9	94	641	51	30	19						
Migrant																
Yes						0	639	48	28	24						
No	100	650	68	23	9	100	641	50	30	20						
Gifted/talented program																
Yes	17	672	95	5	0	3	661	95	4	1						
No	83	645	62	27	10	97	640	48	31	21						
Identified disability																
Yes	5	629	17	33	50	15	626	17	30	53						
No	95	651	70	23	7	85	643	55	30	14						
Limited English proficient students																
Current LEP in first 10 months						0	613	14	0	86						
Current LEP beyond first 10 months						2	629	26	30	44						
How much homework do you do on school nights?																
A. None						6	633	35	29	36						
B. Less than one hour	34	646	64	27	9	55	641	51	30	19						
C. One to two hours	59	652	73	17	9	36	642	51	31	18						
D. More than two hours	4	652	60	40	0	4	637	41	31	28						
Optional school/district question																
A.																
B.																
C.																
D.																