



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: 10131170  
School: Bath Middle School  
District: Bath 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

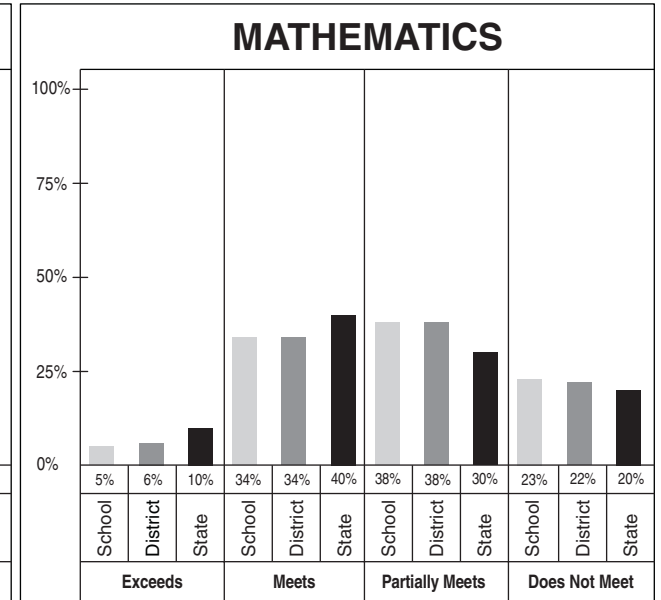
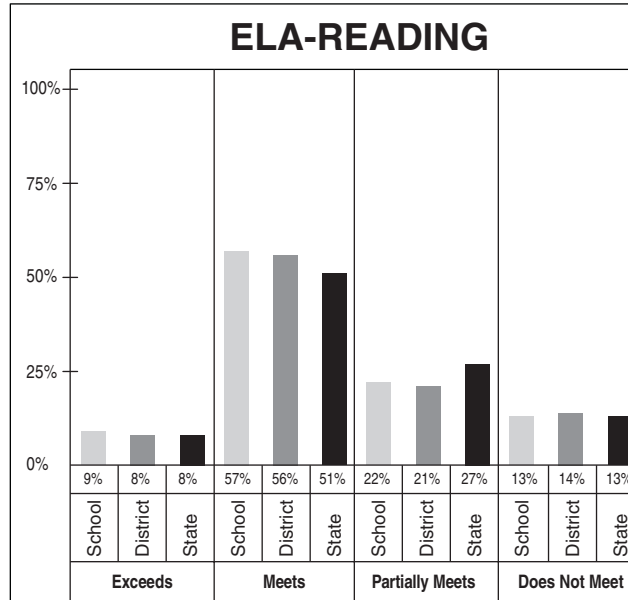


# SUMMARY OF SCORES

School: Bath Middle School  
 District: Bath 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	645	645	644
MATHEMATICS 2005–2006	638	638	641





# SUMMARY OF STUDENT PARTICIPATION

School: Bath Middle School  
 District: Bath School Department  
 Grade: 6  
 Date: March 2006

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

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Total number of students</b>	95	100	100	100	15164	100
<b>Ethnicity</b>						
African American/Black	3	3	3	3	327	2
American Indian/Native Alaskan	0	0	0	0	117	1
Asian/Pacific Islander	1	1	1	1	180	1
Caucasian/White	90	95	95	95	14411	95
Hispanic	1	1	1	1	117	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	8	8	11	11	2463	16
<b>Current LEP</b>	0	0	0	0	287	2
<b>Economically disadvantaged</b>	48	51	50	50	5557	37
<b>Migrant</b>	0	0	0	0	29	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
94	99	99	99	14994	99	94	99	99	99	15000	99						
3	100	3	100	312	95	3	100	3	100	322	98						
0		0		115	98	0		0		115	98						
1	100	1	100	176	98	1	100	1	100	177	98						
89	99	94	99	14264	99	89	99	94	99	14258	99						
1	100	1	100	116	99	1	100	1	100	116	99						
0		0		11	92	0		0		12	100						
7	88	10	91	2380	97	7	88	10	91	2380	97						
0		0		271	94	0		0		282	98						
48	100	50	100	5468	98	48	100	50	100	5472	98						
0		0		29	100	0		0		29	100						

MODE OF PARTICIPATION <sup>3</sup>	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	84	89	86	87	12532	84
Identified disability (PET/IEP)	0	0	0	0	507	4
LEP	0	0	0	0	137	1
504 plan	0	0	0	0	133	1
<b>Students who took the assessment with accommodations</b>	9	10	12	12	2341	16
Identified disability (PET/IEP)	6	67	9	75	1764	75
LEP	0	0	0	0	127	5
504 plan	0	0	0	0	47	2
Other	3	33	3	25	419	18
<b>Students who would have participated through a PAAP if one had been available</b>	1	1	1	1	121	1
Identified disability (PET/IEP)	1	100	1	100	109	90
LEP	0	0	0	0	7	6
504 plan	0	0	0	0	2	2

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
84	89	86	87	12532	84	84	89	86	87	12495	83						
0	0	0	0	507	4	0	0	0	0	504	4						
0	0	0	0	137	1	0	0	0	0	128	1						
0	0	0	0	133	1	0	0	0	0	135	1						
9	10	12	12	2341	16	9	10	12	12	2390	16						
6	67	9	75	1764	75	6	67	9	75	1770	74						
0	0	0	0	127	5	0	0	0	0	148	6						
0	0	0	0	47	2	0	0	0	0	45	2						
3	33	3	25	419	18	3	33	3	25	443	19						
1	1	1	1	121	1	1	1	1	1	115	1						
1	100	1	100	109	90	1	100	1	100	106	92						
0	0	0	0	7	6	0	0	0	0	6	5						
0	0	0	0	2	2	0	0	0	0	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: Bath Middle School  
 District: Bath 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	8	9	8	8	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	53	57	55	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	20	22	21	21	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	12	13	14	14	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	36.3	64.8	35.9	64.1	35.3	63.0
<b>Literary Text</b>	28	50	18.6	66.4	18.4	65.7	18.2	65.0
<b>Informational Text</b>	28	50	17.7	63.2	17.4	62.1	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: Bath Middle School  
 District: Bath 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	56	647	73	15	12	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	44	644	56	29	15	52	642	54	30	16						
<b>Ethnicity</b>											<b>A. Yes, the questions on the test match what I have learned in reading class.</b>	39	36	646	66	10
African American/Black						2	636	36	30	33						
American Indian/Native Alaskan						1	638	33	42	25	<b>B. Yes, they match some of what I have learned.</b>	44	48	645	61	11
Asian/Pacific Islander						1	645	63	23	14						
Caucasian/White	95	645	66	22	13	95	644	60	27	13	<b>C. Yes, they match just a little of what I learned.</b>	15	12	639	43	25
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36	<b>D. No, there is no match.</b>	2	4	634	30	35
<b>Economically disadvantaged</b>																
Yes	52	641	56	27	17	36	640	45	34	21	<b>Which of the following best describes how you rate yourself as a student in reading?</b>	23	29	650	77	7
No	48	650	76	16	9	64	647	67	24	9						
<b>Title 1A targeted program</b>											<b>A. very good</b>	60	53	644	58	12
Yes						6	637	32	45	23						
No	100	645	66	22	13	94	645	61	26	13	<b>B. good</b>	16	16	637	36	25
<b>Migrant</b>																
Yes						0	642	55	24	21	<b>C. fair</b>	1	2	632	27	39
No	100	645	66	22	13	100	644	59	27	13						
<b>Gifted/talented program</b>											<b>D. poor</b>	20	15	640	48	23
Yes	12	660	100	0	0	3	660	97	3	0						
No	88	643	61	24	15	97	644	58	28	14	<b>How difficult was the reading part of this test?</b>	59	62	645	62	11
<b>Identified disability</b>																
Yes	6	625	17	17	67	15	631	20	36	44	<b>C. easier than my regular schoolwork</b>	22	23	645	61	11
No	94	647	69	22	9	85	646	66	26	8						
<b>Limited English proficient students</b>											<b>How difficult were the reading passages on this test?</b>	4	9	634	29	36
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	632	26	32	42	<b>A. Most of the passages were more difficult than what I normally read.</b>	48	51	643	55	14
<b>How much homework do you do on school nights?</b>																
A. None	8	634	43	29	29	6	638	41	31	28	<b>B. Most of the passages were about the same as what I normally read.</b>	47	41	648	72	7
B. Less than one hour	60	646	65	24	11	55	644	60	27	13						
C. One to two hours	29	648	74	15	11	36	645	63	27	11	<b>C. Most of the passages were easier than what I normally read.</b>	47	46	644	57	15
D. More than two hours						4	642	51	30	19						
<b>Optional school/district question</b>											<b>How hard did you try on the reading part of this test?</b>	49	51	645	63	11
A.																
B.											<b>A. I tried harder on this test than I do on my regular schoolwork.</b>	4	4	638	44	26
C.																
D.											<b>B. I tried about the same as I do on my regular schoolwork.</b>	21	19	647	67	11
											<b>C. I did not try as hard on this test as I do on my regular schoolwork.</b>	67	49	646	64	10
											<b>D. I rarely read at home</b>	5	13	643	55	16
											7	19	639	43	20	



# MATHEMATICS RESULTS

School: Bath Middle School  
 District: Bath 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	5	5	6	6	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	32	34	33	34	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	35	38	37	38	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	21	23	22	22	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	8.0	44.4	8.1	45.0	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	5.4	38.6	5.3	37.9	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	3.8	42.2	3.7	41.1	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	9.3	62.0	9.3	62.0	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>.



# MATHEMATICS RESULTS

## (CONTINUED)

School: Bath Middle School  
 District: Bath 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	56	638	42	40	17	49	641	50	31	20						
Male	44	637	37	34	29	51	641	49	30	21						
<b>Ethnicity</b>																
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	95	638	41	38	22	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
<b>Economically disadvantaged</b>																
Yes	52	633	25	46	29	36	635	37	34	29						
No	48	642	56	29	16	64	644	57	28	15						
<b>Title 1A targeted program</b>																
Yes						6	633	26	40	34						
No	100	638	40	38	23	94	641	51	30	19						
<b>Migrant</b>																
Yes						0	639	48	28	24						
No	100	638	40	38	23	100	641	50	30	20						
<b>Gifted/talented program</b>																
Yes	12	656	91	9	0	3	661	95	4	1						
No	88	635	33	41	26	97	640	48	31	21						
<b>Identified disability</b>																
Yes	6	622	0	50	50	15	626	17	30	53						
No	94	639	43	37	21	85	643	55	30	14						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	613	14	0	86						
Current LEP beyond first 10 months						2	629	26	30	44						
<b>How much homework do you do on school nights?</b>																
A. None	8	620	29	14	57	6	633	35	29	36						
B. Less than one hour	60	638	35	42	24	55	641	51	30	19						
C. One to two hours	29	643	52	37	11	36	642	51	31	18						
D. More than two hours						4	637	41	31	28						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																
<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																
A. Yes, the questions on the test match what I have learned in mathematics class.											51	40	644	57	16	
B. Yes, they match some of what I have learned.											42	44	641	50	18	
C. Yes, they match just a little of what I have learned.											6	13	635	35	31	
D. No, there is no match.											1	3	625	19	56	
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																
A. very good											34	28	650	72	10	
B. good											54	49	640	49	19	
C. fair											11	20	632	27	32	
D. poor											1	4	626	15	48	
<b>How difficult was the mathematics part of this test?</b>																
A. harder than my regular schoolwork											29	29	636	40	27	
B. about the same as my regular schoolwork											66	58	641	51	18	
C. easier than my regular schoolwork											5	13	648	65	13	
<b>How hard did you try on the mathematics part of this test?</b>																
A. I tried harder on this test than I do on my regular schoolwork.											46	48	640	48	20	
B. I tried about the same as I do on my regular schoolwork.											49	48	642	52	18	
C. I did not try as hard on this test as I do on my regular schoolwork.											4	4	635	37	34	
<b>Which statement best describes the use of calculators in mathematics class?</b>																
A. Calculators are used daily.											1	12	639	45	26	
B. Calculators are used once or twice a week.											30	36	642	51	19	
C. Calculators are used once or twice a month.											46	24	642	52	17	
D. Calculators are rarely or never used.											23	28	639	47	22	
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																
A. less than 30 minutes											16	8	634	35	34	
B. 30-45 minutes											71	39	639	46	21	
C. 45-60 minutes											10	39	643	56	16	
D. more than 60 minutes											2	14	642	55	18	