



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: 10161176
School: Biddeford Middle School
District: Biddeford 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

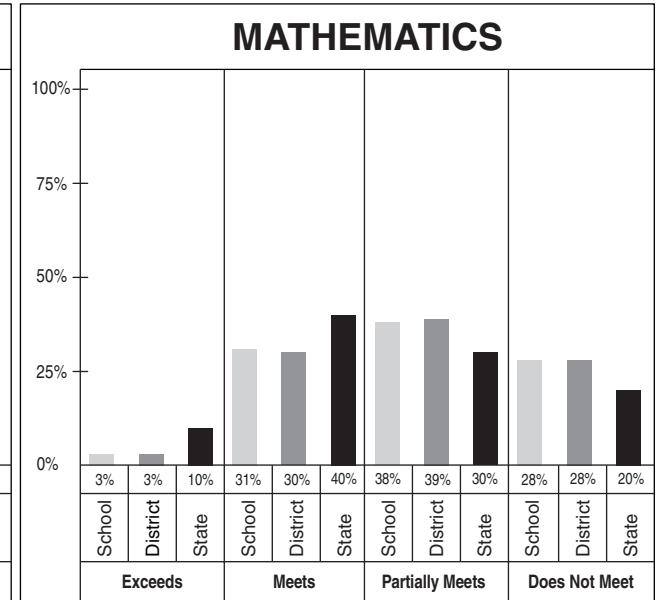
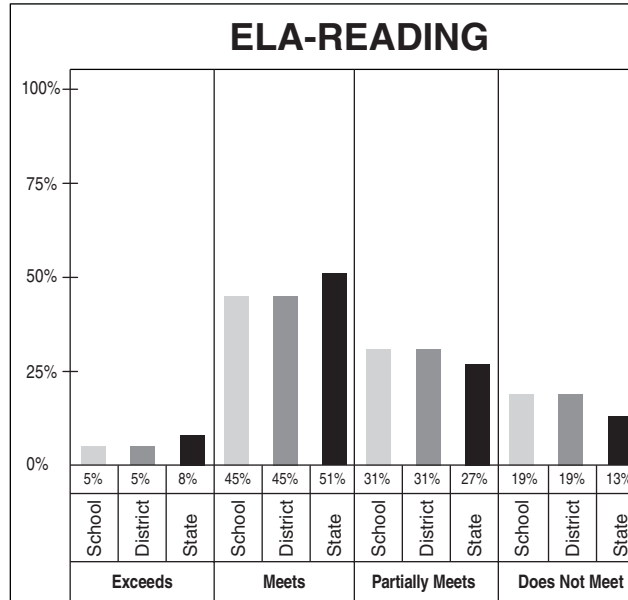


SUMMARY OF SCORES

School: Biddeford Middle School
 District: Biddeford 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	641	641	644
MATHEMATICS 2005–2006	634	634	641





SUMMARY OF STUDENT PARTICIPATION

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

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	221	100	224	100	15164	100
Ethnicity						
African American/Black	5	2	5	2	327	2
American Indian/Native Alaskan	0	0	0	0	117	1
Asian/Pacific Islander	4	2	4	2	180	1
Caucasian/White	210	95	213	95	14411	95
Hispanic	2	1	2	1	117	1
Not Reported	0	0	0	0	12	0
Identified disability	35	16	38	17	2463	16
Current LEP	4	2	4	2	287	2
Economically disadvantaged	101	46	104	46	5557	37
Migrant	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
219	99	221	99	14994	99	219	99	221	99	15000	99			
5	100	5	100	312	95	5	100	5	100	322	98			
0		0		115	98	0		0		115	98			
4	100	4	100	176	98	4	100	4	100	177	98			
208	99	210	99	14264	99	208	99	210	99	14258	99			
2	100	2	100	116	99	2	100	2	100	116	99			
0		0		11	92	0		0		12	100			
34	97	36	95	2380	97	34	97	36	95	2380	97			
4	100	4	100	271	94	4	100	4	100	282	98			
100	99	102	98	5468	98	100	99	102	98	5472	98			
0		0		29	100	0		0		29	100			

MODE OF PARTICIPATION³

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics											
	School		District	State		School		District	State		School		District	State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Students who took the assessment without accommodations	189	86	189	86	12532	84	190	87	190	86	12495	83			
Identified disability (PET/IEP)	4	2	4	2	507	4	5	3	5	3	504	4			
LEP	4	2	4	2	137	1	4	2	4	2	128	1			
504 plan	3	2	3	2	133	1	3	2	3	2	135	1			
Students who took the assessment with accommodations	27	12	28	13	2341	16	26	12	27	12	2390	16			
Identified disability (PET/IEP)	27	100	28	100	1764	75	26	100	27	100	1770	74			
LEP	0	0	0	0	127	5	0	0	0	0	148	6			
504 plan	0	0	0	0	47	2	0	0	0	0	45	2			
Other	0	0	0	0	419	18	0	0	0	0	443	19			
Students who would have participated through a PAAP if one had been available	3	1	4	2	121	1	3	1	4	2	115	1			
Identified disability (PET/IEP)	3	100	4	100	109	90	3	100	4	100	106	92			
LEP	0	0	0	0	7	6	0	0	0	0	6	5			
504 plan	0	0	0	0	2	2	0	0	0	0	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: Biddeford Middle School
 District: Biddeford 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)		2005–2006	11	5	11	5	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)		2005–2006	97	45	97	45	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)		2005–2006	67	31	68	31	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)		2005–2006	41	19	41	19	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	33.3	59.5	33.3	59.5	35.3	63.0
Literary Text	28	50	17.6	62.9	17.6	62.9	18.2	65.0
Informational Text	28	50	15.7	56.1	15.7	56.1	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: Biddeford Middle School
District: Biddeford 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	49	642	57	30	13	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? A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I learned. D. No, there is no match.	43	36	646	66	10
Male	51	640	44	32	25	52	642	54	30	16						
Ethnicity																
African American/Black	2	638	40	20	40	2	636	36	30	33	Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	43	48	645	61	11
American Indian/Native Alaskan						1	638	33	42	25						
Asian/Pacific Islander						1	645	63	23	14						
Caucasian/White	95	641	51	32	18	95	644	60	27	13						
Hispanic						1	639	46	29	26	2	4	634	30	35	
Not Reported						0	641	45	18	36						
Economically disadvantaged																
Yes	46	640	46	33	20	36	640	45	34	21	How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	24	29	650	77	7
No	54	642	53	29	18	64	647	67	24	9						
Title 1A targeted program																
Yes	13	634	17	55	28	6	637	32	45	23	How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	19	15	640	48	23
No	87	642	55	27	18	94	645	61	26	13						
Migrant																
Yes						0	642	55	24	21	How hard did you try on the reading 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.	64	62	645	62	11
No	100	641	50	31	19	100	644	59	27	13						
Gifted/talented program																
Yes						3	660	97	3	0	How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home	9	9	634	29	36
No	98	641	49	32	19	97	644	58	28	14						
Identified disability																
Yes	14	631	19	26	55	15	631	20	36	44	How much homework do you do on school nights? A. None B. Less than one hour C. One to two hours D. More than two hours	53	51	643	55	14
No	86	643	55	32	13	85	646	66	26	8						
Limited English proficient students																
Current LEP in first 10 months											Optional school/district question A. B. C. D.	17	23	645	61	11
Current LEP beyond first 10 months						2	632	26	32	42						



MATHEMATICS RESULTS

School: Biddeford Middle School
 District: Biddeford 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	7	3	7	3	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	66	31	66	30	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	83	38	84	39	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	60	28	60	28	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	7.3	40.6	7.3	40.6	9.2	51.1
Cluster 2: Shape and Size	14	25	4.9	35.0	4.9	35.0	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	3.3	36.7	3.3	36.7	4.0	44.4
Cluster 4: Patterns	15	27	8.9	59.3	8.9	59.3	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>.

