



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: 10741263  
School: Hermon Middle School  
District: Hermon 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

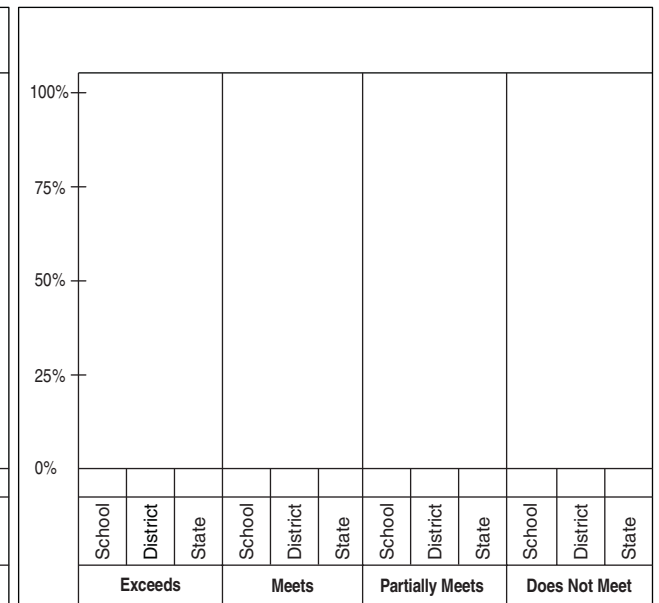
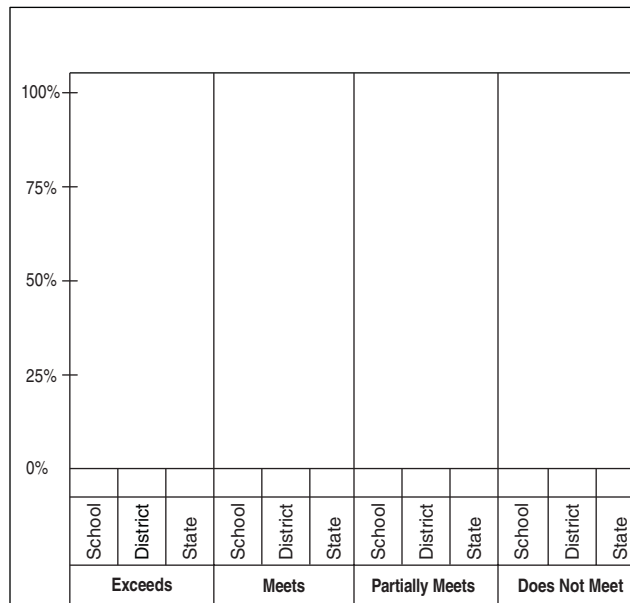
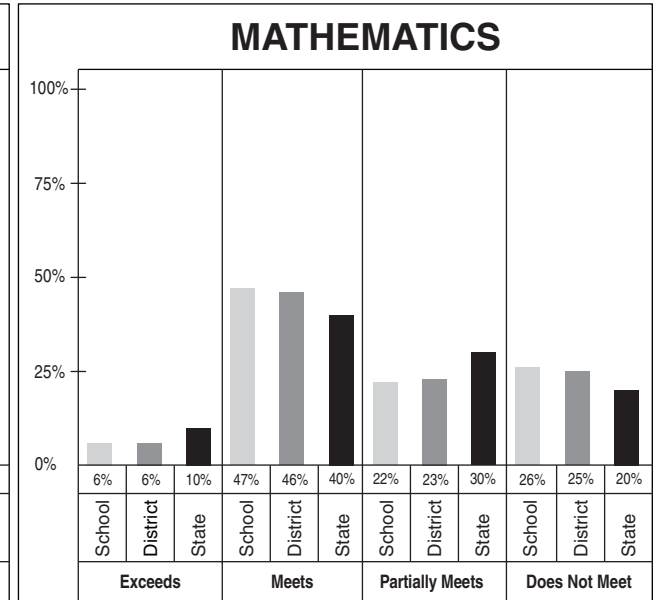
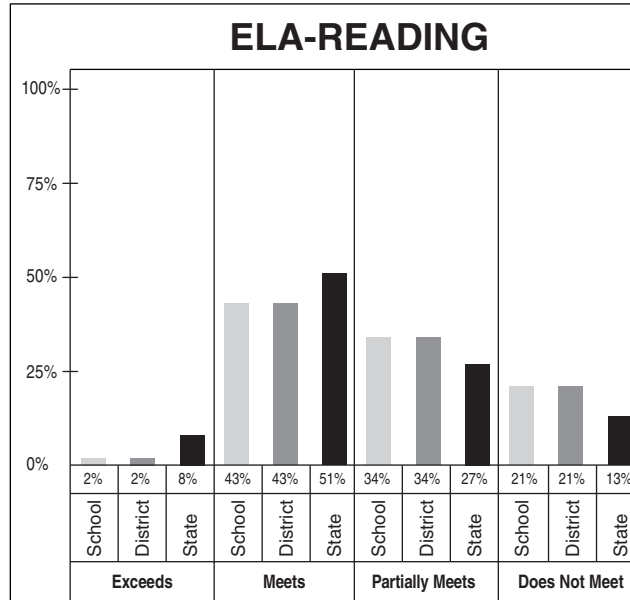


# SUMMARY OF SCORES

School: Hermon Middle School  
 District: Hermon 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	640	640	644
MATHEMATICS 2005–2006	639	639	641





# SUMMARY OF STUDENT PARTICIPATION

School: Hermon Middle School  
 District: Hermon 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>	86	100	87	100	15164	100
<b>Ethnicity</b>						
African American/Black	1	1	1	1	327	2
American Indian/Native Alaskan	0	0	0	0	117	1
Asian/Pacific Islander	1	1	1	1	180	1
Caucasian/White	84	98	85	98	14411	95
Hispanic	0	0	0	0	117	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	9	10	9	10	2463	16
<b>Current LEP</b>	0	0	0	0	287	2
<b>Economically disadvantaged</b>	15	17	16	18	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
86	100	87	100	14994	99	86	100	87	100	15000	99			
1	100	1	100	312	95	1	100	1	100	322	98			
0		0		115	98	0		0		115	98			
1	100	1	100	176	98	1	100	1	100	177	98			
84	100	85	100	14264	99	84	100	85	100	14258	99			
0		0		116	99	0		0		116	99			
0		0		11	92	0		0		12	100			
9	100	9	100	2380	97	9	100	9	100	2380	97			
0		0		271	94	0		0		282	98			
15	100	16	100	5468	98	15	100	16	100	5472	98			
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	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
<b>Students who took the assessment without accommodations</b>	78	91	79	91	12532	84	79	92	80	92	12495	83			
Identified disability (PET/IEP)	2	3	2	3	507	4	2	3	2	3	504	4			
LEP	0	0	0	0	137	1	0	0	0	0	128	1			
504 plan	0	0	0	0	133	1	0	0	0	0	135	1			
<b>Students who took the assessment with accommodations</b>	8	9	8	9	2341	16	7	8	7	8	2390	16			
Identified disability (PET/IEP)	7	88	7	88	1764	75	7	100	7	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	1	13	1	13	419	18	0	0	0	0	443	19			
<b>Students who would have participated through a PAAP if one had been available</b>	0	0	0	0	121	1	0	0	0	0	115	1			
Identified disability (PET/IEP)	0		0		109	90	0		0		106	92			
LEP	0		0		7	6	0		0		6	5			
504 plan	0		0		2	2	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: Hermon Middle School  
 District: Hermon 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	2	2	2	2	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	37	43	37	43	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	29	34	30	34	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	18	21	18	21	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	32.9	58.8	32.9	58.8	35.3	63.0
<b>Literary Text</b>	28	50	16.8	60.0	16.7	59.6	18.2	65.0
<b>Informational Text</b>	28	50	16.2	57.9	16.1	57.5	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:** Hermon Middle School  
**District:** Hermon 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	44	644	53	34	13	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	56	638	40	33	27	52	642	54	30	16		A. Yes, the questions on the test match what I have learned in reading class.	27	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	21	29	650	77
American Indian/Native Alaskan						1	638	33	42	25	B. good	63	53	644	58	12
Asian/Pacific Islander						1	645	63	23	14	C. fair	15	16	637	36	25
Caucasian/White	98	641	46	32	21	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	13	15	640	48	23
<b>Economically disadvantaged</b>											<b>How difficult were the reading passages on this test?</b>					
Yes	17	633	20	33	47	36	640	45	34	21		A. Most of the passages were more difficult than what I normally read.	13	9	634	29
No	83	642	51	34	15	64	647	67	24	9	B. Most of the passages were about the same as what I normally read.	54	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						6	637	32	45	23		A. I tried harder on this test than I do on my regular schoolwork.	43	46	644	57
No	100	640	45	34	21	94	645	61	26	13	B. I tried about the same as I do on my regular schoolwork.	54	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	9	19	647	67
No	100	640	45	34	21	100	644	59	27	13	B. 20 minutes to an hour	44	49	646	64	10
<b>Gifted/talented program</b>											<b>Optional school/district question</b>					
Yes						3	660	97	3	0		A.				
No	100	640	45	34	21	97	644	58	28	14	B.					
<b>Identified disability</b>											<b>How much homework do you do on school nights?</b>					
Yes	10	625	0	22	78	15	631	20	36	44		A. None				
No	90	642	51	35	14	85	646	66	26	8	B. Less than one hour	37	643	56	31	13
<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	49	640	43	33
Current LEP beyond first 10 months						2	632	26	32	42	D. More than two hours	13	637	27	45	27
<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	37	643	56	31	13	55	644	60	27	13	B.					
C. One to two hours	49	640	43	33	24	36	645	63	27	11	C.					
D. More than two hours	13	637	27	45	27	4	642	51	30	19	D.					



# MATHEMATICS RESULTS

School: Hermon Middle School  
 District: Hermon 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	6	5	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	40	47	40	46	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	19	22	20	23	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	22	26	22	25	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	9.1	50.6	9.1	50.6	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	5.3	37.9	5.3	37.9	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	3.7	41.1	3.7	41.1	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	9.4	62.7	9.4	62.7	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: Hermon Middle School  
 District: Hermon 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	44	641	55	24	21	49	641	50	31	20						
Male	56	638	50	21	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	98	639	51	23	26	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
<b>Economically disadvantaged</b>																
Yes	17	632	33	13	53	36	635	37	34	29						
No	83	641	56	24	20	64	644	57	28	15						
<b>Title 1A targeted program</b>																
Yes						6	633	26	40	34						
No	100	639	52	22	26	94	641	51	30	19						
<b>Migrant</b>																
Yes						0	639	48	28	24						
No	100	639	52	22	26	100	641	50	30	20						
<b>Gifted/talented program</b>																
Yes						3	661	95	4	1						
No	100	639	52	22	26	97	640	48	31	21						
<b>Identified disability</b>																
Yes	10	624	0	44	56	15	626	17	30	53						
No	90	641	58	19	22	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						6	633	35	29	36						
B. Less than one hour	37	640	50	25	25	55	641	51	30	19						
C. One to two hours	49	639	52	24	24	36	642	51	31	18						
D. More than two hours	13	639	64	9	27	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.											30	40	644	57	16	
B. Yes, they match some of what I have learned.											48	44	641	50	18	
C. Yes, they match just a little of what I have learned.											21	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											21	28	650	72	10	
B. good											31	49	640	49	19	
C. fair											37	20	632	27	32	
D. poor											10	4	626	15	48	
<b>How difficult was the mathematics part of this test?</b>																
A. harder than my regular schoolwork											18	29	636	40	27	
B. about the same as my regular schoolwork											55	58	641	51	18	
C. easier than my regular schoolwork											27	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.											48	48	640	48	20	
B. I tried about the same as I do on my regular schoolwork.											51	48	642	52	18	
C. I did not try as hard on this test as I do on my regular schoolwork.											1	4	635	37	34	
<b>Which statement best describes the use of calculators in mathematics class?</b>																
A. Calculators are used daily.											8	12	639	45	26	
B. Calculators are used once or twice a week.											21	36	642	51	19	
C. Calculators are used once or twice a month.											31	24	642	52	17	
D. Calculators are rarely or never used.											40	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											12	8	634	35	34	
B. 30-45 minutes											27	39	639	46	21	
C. 45-60 minutes											44	39	643	56	16	
D. more than 60 minutes											18	14	642	55	18	