



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: 10851275
School: Shapleigh Middle School
District: Kittery 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

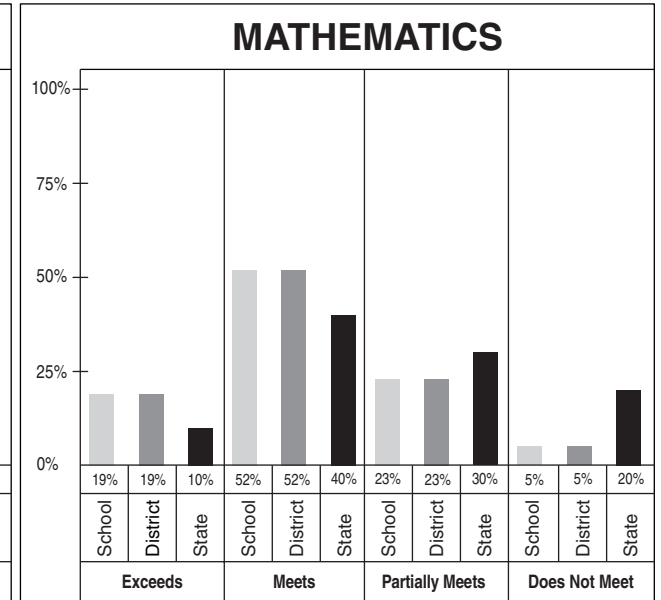
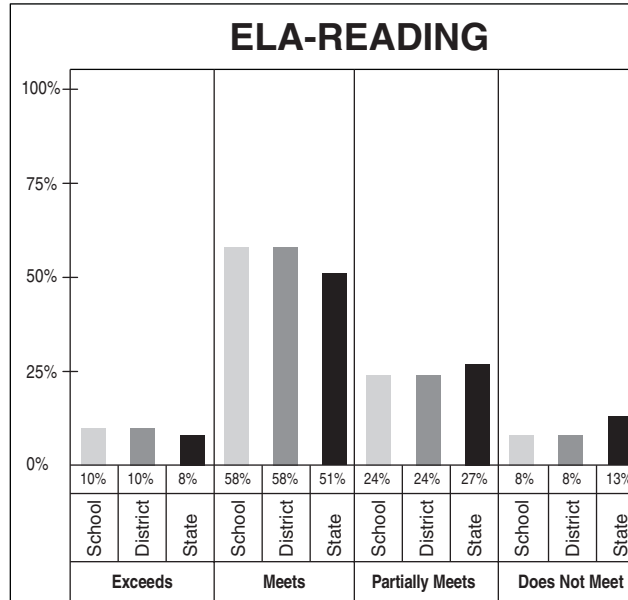


SUMMARY OF SCORES

School: Shapleigh Middle School
 District: Kittery 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	647	644
MATHEMATICS 2005–2006	649	649	641





SUMMARY OF STUDENT PARTICIPATION

School: Shapleigh Middle School
 District: Kittery School Department
 Grade: 6
 Date: March 2006

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	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Total number of students	74	100	74	100	15164	100	72	97	72	97	14994	99	73	99	73	99	15000	99						
Ethnicity																								
African American/Black	2	3	2	3	327	2	2	100	2	100	312	95	2	100	2	100	322	98						
American Indian/Native Alaskan	0	0	0	0	117	1	0		0		115	98	0		0		115	98						
Asian/Pacific Islander	1	1	1	1	180	1	1	100	1	100	176	98	1	100	1	100	177	98						
Caucasian/White	70	95	70	95	14411	95	68	97	68	97	14264	99	69	99	69	99	14258	99						
Hispanic	1	1	1	1	117	1	1	100	1	100	116	99	1	100	1	100	116	99						
Not Reported	0	0	0	0	12	0	0		0		11	92	0		0		12	100						
Identified disability	12	16	12	16	2463	16	11	92	11	92	2380	97	12	100	12	100	2380	97						
Current LEP	1	1	1	1	287	2	1	100	1	100	271	94	1	100	1	100	282	98						
Economically disadvantaged	14	19	14	19	5557	37	13	93	13	93	5468	98	14	100	14	100	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	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	59	82	59	82	12532	84	61	84	61	84	12495	83												
Identified disability (PET/IEP)	0	0	0	0	507	4	2	3	2	3	504	4												
LEP	0	0	0	0	137	1	0	0	0	0	128	1												
504 plan	1	2	1	2	133	1	1	2	1	2	135	1												
Students who took the assessment with accommodations	12	17	12	17	2341	16	12	16	12	16	2390	16												
Identified disability (PET/IEP)	10	83	10	83	1764	75	10	83	10	83	1770	74												
LEP	1	8	1	8	127	5	1	8	1	8	148	6												
504 plan	0	0	0	0	47	2	0	0	0	0	45	2												
Other	2	17	2	17	419	18	2	17	2	17	443	19												
Students who would have participated through a PAAP if one had been available	1	1	1	1	121	1	0	0	0	0	115	1												
Identified disability (PET/IEP)	1	100	1	100	109	90	0		0		106	92												
LEP	0	0	0	0	7	6	0		0		6	5												
504 plan	0	0	0	0	2	2	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: Shapleigh Middle School
 District: Kittery 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	7	10	7	10	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	41	58	41	58	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	17	24	17	24	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	6	8	6	8	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	37.5	67.0	37.5	67.0	35.3	63.0
Literary Text	28	50	19.2	68.6	19.2	68.6	18.2	65.0
Informational Text	28	50	18.3	65.4	18.3	65.4	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>.



MATHEMATICS RESULTS

School: Shapleigh Middle School
 District: Kittery 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	14	19	14	19	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	38	52	38	52	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	17	23	17	23	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	4	5	4	5	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	11.8	65.6	11.8	65.6	9.2	51.1
Cluster 2: Shape and Size	14	25	6.9	49.3	6.9	49.3	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	4.7	52.2	4.7	52.2	4.0	44.4
Cluster 4: Patterns	15	27	10.7	71.3	10.7	71.3	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>.



MATHEMATICS RESULTS

(CONTINUED)

School: Shapleigh Middle School
 District: Kittery 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	42	653	81	19	0	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?					
Male	58	646	64	26	10	51	641	49	30	21		A. Yes, the questions on the test match what I have learned in mathematics class.	61	40	644	57
Ethnicity											B. Yes, they match some of what I have learned.					
African American/Black						2	630	27	31	42		C. Yes, they match just a little of what I have learned.	30	44	641	50
American Indian/Native Alaskan						1	632	28	38	34	D. No, there is no match.	4	13	635	35	31
Asian/Pacific Islander						1	646	64	26	10	Which of the following best describes how you rate yourself as a student in mathematics?					
Caucasian/White	95	650	72	22	6	95	641	50	30	20	A. very good	31	28	650	72	10
Hispanic						1	635	34	31	35	B. good	49	49	640	49	19
Not Reported						0	632	25	42	33	C. fair	14	20	632	27	32
Economically disadvantaged											D. poor	6	4	626	15	48
Yes	19	651	64	36	0	36	635	37	34	29	How difficult was the mathematics part of this test?					
No	81	649	73	20	7	64	644	57	28	15	A. harder than my regular schoolwork	19	29	636	40	27
Title 1A targeted program											B. about the same as my regular schoolwork	61	58	641	51	18
Yes						6	633	26	40	34	C. easier than my regular schoolwork	20	13	648	65	13
No	100	649	71	23	5	94	641	51	30	19	How hard did you try on the mathematics part of this test?					
Migrant											A. I tried harder on this test than I do on my regular schoolwork.	54	48	640	48	20
Yes						0	639	48	28	24	B. I tried about the same as I do on my regular schoolwork.	40	48	642	52	18
No	100	649	71	23	5	100	641	50	30	20	C. I did not try as hard on this test as I do on my regular schoolwork.	6	4	635	37	34
Gifted/talented program											Which statement best describes the use of calculators in mathematics class?					
Yes						3	661	95	4	1	A. Calculators are used daily.	21	12	639	45	26
No	100	649	71	23	5	97	640	48	31	21	B. Calculators are used once or twice a week.	47	36	642	51	19
Identified disability											C. Calculators are used once or twice a month.	16	24	642	52	17
Yes	16	637	42	33	25	15	626	17	30	53	D. Calculators are rarely or never used.	16	28	639	47	22
No	84	652	77	21	2	85	643	55	30	14	On average, how many minutes a day do you spend working on mathematics in class?					
Limited English proficient students											A. less than 30 minutes	3	8	634	35	34
Current LEP in first 10 months						0	613	14	0	86	B. 30-45 minutes	37	39	639	46	21
Current LEP beyond first 10 months						2	629	26	30	44	C. 45-60 minutes	54	39	643	56	16
How much homework do you do on school nights?											D. more than 60 minutes	6	14	642	55	18
A. None						6	633	35	29	36	Optional school/district question					
B. Less than one hour	37	650	69	31	0	55	641	51	30	19	A.					
C. One to two hours	60	652	81	17	2	36	642	51	31	18	B.					
D. More than two hours						4	637	41	31	28	C.					
											D.					