



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: 11341353

School: King Middle School

District: Portland Public Schools

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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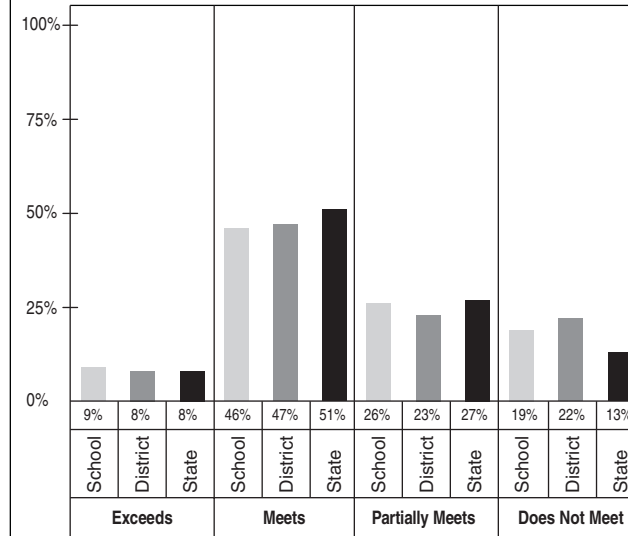
# SUMMARY OF SCORES

School: King Middle School  
 District: Portland Public Schools  
 Grade: 6  
 Date: March 2006

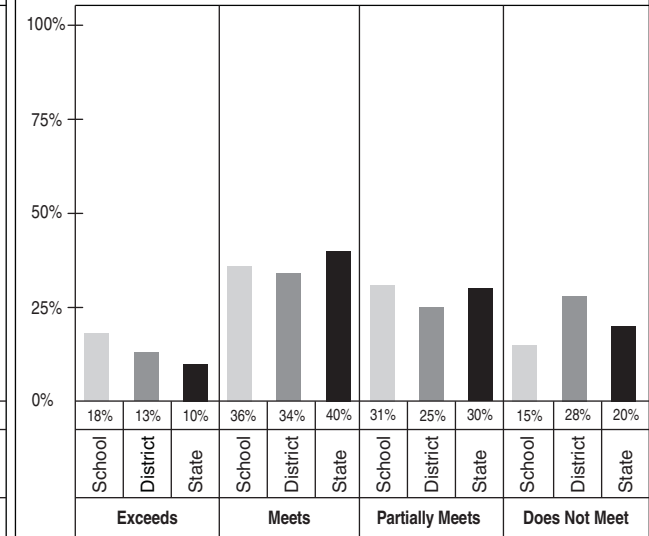
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	644	642	644
MATHEMATICS 2005–2006	645	639	641

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: King Middle School  
 District: Portland Public Schools  
 Grade: 6  
 Date: March 2006

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

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		District		State		ELA-Reading			Mathematics														
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
<b>Total number of students</b>	153	100	497	100	15164	100	153	100	489	98	14994	99	153	100	494	99	15000	99						
<b>Ethnicity</b>																								
African American/Black	40	26	81	16	327	2	40	100	76	94	312	95	40	100	80	99	322	98						
American Indian/Native Alaskan	1	1	2	0	117	1	1	100	2	100	115	98	1	100	2	100	115	98						
Asian/Pacific Islander	15	10	46	9	180	1	15	100	45	98	176	98	15	100	46	100	177	98						
Caucasian/White	94	61	352	71	14411	95	94	100	350	99	14264	99	94	100	350	99	14258	99						
Hispanic	3	2	16	3	117	1	3	100	16	100	116	99	3	100	16	100	116	99						
Not Reported	0	0	0	0	12	0	0		0		11	92	0		0		12	100						
<b>Identified disability</b>	26	17	89	18	2463	16	26	100	86	97	2380	97	26	100	86	97	2380	97						
<b>Current LEP</b>	45	29	105	21	287	2	45	100	99	94	271	94	45	100	104	99	282	98						
<b>Economically disadvantaged</b>	95	62	243	49	5557	37	95	100	235	97	5468	98	95	100	240	99	5472	98						
<b>Migrant</b>	1	1	2	0	29	0	1	100	2	100	29	100	1	100	2	100	29	100						

MODE OF PARTICIPATION <sup>3</sup>	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	%
<b>Students who took the assessment without accommodations</b>	80	52	338	69	12532	84	80	52	338	68	12495	83												
Identified disability (PET/IEP)	0	0	7	2	507	4	0	0	7	2	504	4												
LEP	1	1	35	10	137	1	1	1	35	10	128	1												
504 plan	0	0	1	0	133	1	0	0	1	0	135	1												
<b>Students who took the assessment with accommodations</b>	65	42	143	29	2341	16	65	42	148	30	2390	16												
Identified disability (PET/IEP)	18	28	71	50	1764	75	18	28	71	48	1770	74												
LEP	43	66	63	44	127	5	43	66	68	46	148	6												
504 plan	0	0	5	3	47	2	0	0	5	3	45	2												
Other	2	3	4	3	419	18	2	3	4	3	443	19												
<b>Students who would have participated through a PAAP if one had been available</b>	8	5	8	2	121	1	8	5	8	2	115	1												
Identified disability (PET/IEP)	8	100	8	100	109	90	8	100	8	100	106	92												
LEP	1	13	1	13	7	6	1	13	1	13	6	5												
504 plan	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: King Middle School  
 District: Portland Public Schools  
 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	13	9	38	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	67	46	226	47	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	38	26	110	23	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	27	19	107	22	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	34.9	62.3	33.9	60.5	35.3	63.0
<b>Literary Text</b>	28	50	17.6	62.9	17.3	61.8	18.2	65.0
<b>Informational Text</b>	28	50	17.2	61.4	16.6	59.3	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: King Middle School  
 District: Portland Public Schools  
 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	52	646	62	21	17	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	48	641	48	32	20	52	642	54	30	16							
<b>Ethnicity</b>																	
African American/Black	27	631	13	38	49	2	636	36	30	33	<b>Which of the following best describes how you rate yourself as a student in reading?</b>	48	36	646	66	10	
American Indian/Native Alaskan						1	638	33	42	25		B. Yes, they match some of what I have learned.	41	48	645	61	11
Asian/Pacific Islander	10	638	40	40	20	1	645	63	23	14		C. Yes, they match just a little of what I learned.	8	12	639	43	25
Caucasian/White	60	651	78	18	3	95	644	60	27	13		D. No, there is no match.	3	4	634	30	35
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. very good	36	29	650	77	7
<b>Economically disadvantaged</b>												B. good	48	53	644	58	12
Yes	60	637	32	38	30	36	640	45	34	21		C. fair	14	16	637	36	25
No	40	654	90	9	2	64	647	67	24	9	D. poor	1	2	632	27	39	
<b>Title 1A targeted program</b>																	
Yes	99	644	55	26	19	6	637	32	45	23	<b>How difficult were the reading passages on this test?</b>						
No						94	645	61	26	13		A. Most of the passages were more difficult than what I normally read.	22	9	634	29	36
<b>Migrant</b>						0	642	55	24	21		B. Most of the passages were about the same as what I normally read.	50	51	643	55	14
Yes						100	644	59	27	13	C. Most of the passages were easier than what I normally read.	28	41	648	72	7	
No	99	644	56	26	19	100	644	59	27	13							
<b>Gifted/talented program</b>																	
Yes	5	658	100	0	0	3	660	97	3	0	<b>How hard did you try on the reading part of this test?</b>						
No	95	643	53	28	20	97	644	58	28	14		A. I tried harder on this test than I do on my regular schoolwork.	52	46	644	57	15
<b>Identified disability</b>												B. I tried about the same as I do on my regular schoolwork.	46	51	645	63	11
Yes	12	635	28	44	28	15	631	20	36	44	C. I did not try as hard on this test as I do on my regular schoolwork.	2	4	638	44	26	
No	88	645	59	24	17	85	646	66	26	8							
<b>Limited English proficient students</b>																	
Current LEP in first 10 months											<b>How much time do you spend reading at home each day?</b>						
Current LEP beyond first 10 months	30	631	17	34	49	2	632	26	32	42		A. more than one hour	27	19	647	67	11
<b>How much homework do you do on school nights?</b>												B. 20 minutes to an hour	54	49	646	64	10
A. None	7	637	30	30	40	6	638	41	31	28		C. less than 20 minutes	9	13	643	55	16
B. Less than one hour	41	646	66	21	13	55	644	60	27	13	D. I rarely read at home	10	19	639	43	20	
C. One to two hours	45	644	53	29	18	36	645	63	27	11							
D. More than two hours	7	641	40	40	20	4	642	51	30	19							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	



# MATHEMATICS RESULTS

School: King Middle School  
 District: Portland Public Schools  
 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	26	18	62	13	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	52	36	166	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	45	31	123	25	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	15	135	28	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	9.0	50.0	8.4	46.7	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	6.9	49.3	5.7	40.7	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	5.1	56.7	4.3	47.8	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	10.0	66.7	9.2	61.3	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: King Middle School  
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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	52	644	51	34	14	49	641	50	31	20						
Male	48	646	57	28	16	51	641	49	30	21						
<b>Ethnicity</b>																
African American/Black	27	632	33	23	44	2	630	27	31	42						
American Indian/Native Alaskan						1	632	28	38	34						
Asian/Pacific Islander	10	643	60	27	13	1	646	64	26	10						
Caucasian/White	60	651	63	34	2	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
<b>Economically disadvantaged</b>																
Yes	60	637	38	37	25	36	635	37	34	29						
No	40	656	78	22	0	64	644	57	28	15						
<b>Title 1A targeted program</b>																
Yes	99	645	53	31	15	6	633	26	40	34						
No						94	641	51	30	19						
<b>Migrant</b>																
Yes						0	639	48	28	24						
No	99	645	53	31	15	100	641	50	30	20						
<b>Gifted/talented program</b>																
Yes	5	667	100	0	0	3	661	95	4	1						
No	95	643	51	33	16	97	640	48	31	21						
<b>Identified disability</b>																
Yes	12	637	33	44	22	15	626	17	30	53						
No	88	646	57	29	14	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	30	632	29	27	44	2	629	26	30	44						
<b>How much homework do you do on school nights?</b>																
A. None	7	633	30	40	30	6	633	35	29	36						
B. Less than one hour	41	648	59	29	13	55	641	51	30	19						
C. One to two hours	45	645	56	31	13	36	642	51	31	18						
D. More than two hours	7	638	40	40	20	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.	41		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.	8		13	635	35	31										
D. No, there is no match.	4		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	45		49	640	49	19										
C. fair	25		20	632	27	32										
D. poor	9		4	626	15	48										
<b>How difficult was the mathematics part of this test?</b>																
A. harder than my regular schoolwork	35		29	636	40	27										
B. about the same as my regular schoolwork	54		58	641	51	18										
C. easier than my regular schoolwork	12		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.	58		48	640	48	20										
B. I tried about the same as I do on my regular schoolwork.	37		48	642	52	18										
C. I did not try as hard on this test as I do on my regular schoolwork.	5		4	635	37	34										
<b>Which statement best describes the use of calculators in mathematics class?</b>																
A. Calculators are used daily.	11		12	639	45	26										
B. Calculators are used once or twice a week.	49		36	642	51	19										
C. Calculators are used once or twice a month.	19		24	642	52	17										
D. Calculators are rarely or never used.	21		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	6		8	634	35	34										
B. 30-45 minutes	42		39	639	46	21										
C. 45-60 minutes	45		39	643	56	16										
D. more than 60 minutes	7		14	642	55	18										