



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: 11341354

School: Lincoln 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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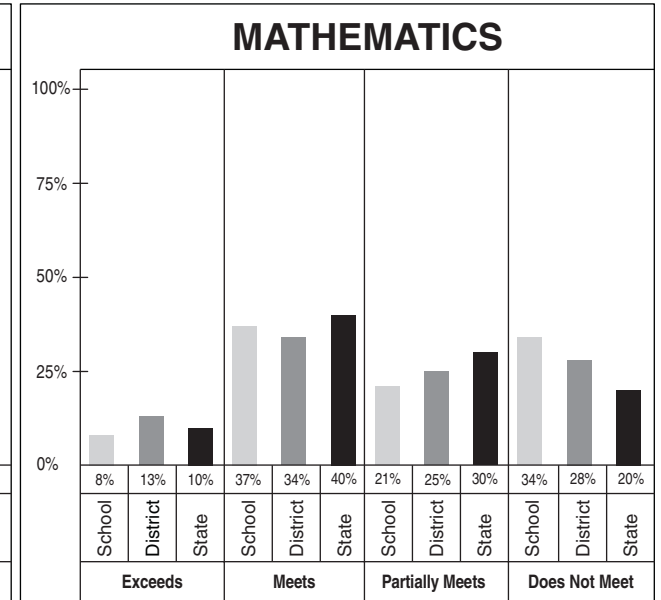
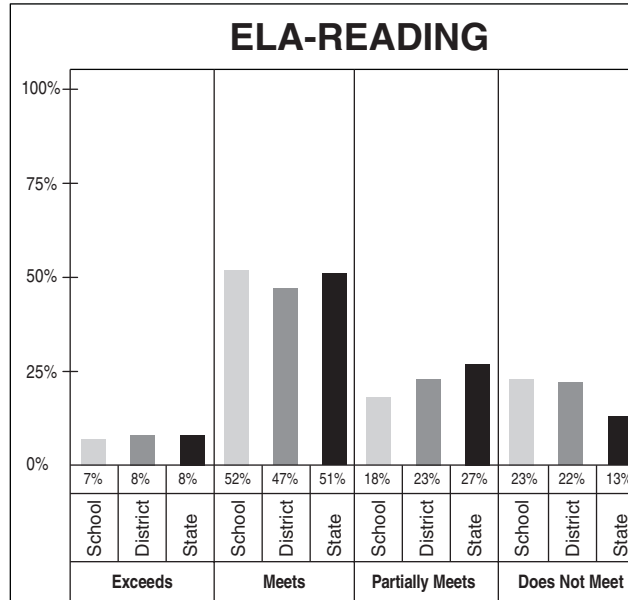


SUMMARY OF SCORES

School: Lincoln 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	642	642	644
MATHEMATICS 2005–2006	635	639	641





SUMMARY OF STUDENT PARTICIPATION

School: Lincoln Middle School
 District: Portland Public Schools
 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	158	100	497	100	15164	100
Ethnicity						
African American/Black	24	15	81	16	327	2
American Indian/Native Alaskan	0	0	2	0	117	1
Asian/Pacific Islander	25	16	46	9	180	1
Caucasian/White	105	66	352	71	14411	95
Hispanic	4	3	16	3	117	1
Not Reported	0	0	0	0	12	0
Identified disability	21	13	89	18	2463	16
Current LEP	38	24	105	21	287	2
Economically disadvantaged	74	47	243	49	5557	37
Migrant	1	1	2	0	29	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
153	97	489	98	14994	99	158	100	494	99	15000	99						
20	83	76	94	312	95	24	100	80	99	322	98						
0		2	100	115	98	0		2	100	115	98						
24	96	45	98	176	98	25	100	46	100	177	98						
105	100	350	99	14264	99	105	100	350	99	14258	99						
4	100	16	100	116	99	4	100	16	100	116	99						
0		0		11	92	0		0		12	100						
21	100	86	97	2380	97	21	100	86	97	2380	97						
33	87	99	94	271	94	38	100	104	99	282	98						
69	93	235	97	5468	98	74	100	240	99	5472	98						
1	100	2	100	29	100	1	100	2	100	29	100						

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics														
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	120	78	338	69	12532	84	119	75	338	68	12495	83						
Identified disability (PET/IEP)	1	1	7	2	507	4	1	1	7	2	504	4						
LEP	18	15	35	10	137	1	18	15	35	10	128	1						
504 plan	1	1	1	0	133	1	1	1	1	0	135	1						
Students who took the assessment with accommodations	33	22	143	29	2341	16	39	25	148	30	2390	16						
Identified disability (PET/IEP)	20	61	71	50	1764	75	20	51	71	48	1770	74						
LEP	15	45	63	44	127	5	20	51	68	46	148	6						
504 plan	0	0	5	3	47	2	0	0	5	3	45	2						
Other	0	0	4	3	419	18	1	3	4	3	443	19						
Students who would have participated through a PAAP if one had been available	0	0	8	2	121	1	0	0	8	2	115	1						
Identified disability (PET/IEP)	0		8	100	109	90	0		8	100	106	92						
LEP	0		1	13	7	6	0		1	13	6	5						
504 plan	0		0	0	2	2	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: Lincoln 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	%	%	
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	7	38	8	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	79	52	226	47	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	28	18	110	23	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	35	23	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	%
Total Reading Cluster	56	100	33.6	60.0	33.9	60.5	35.3	63.0
Literary Text	28	50	17.1	61.1	17.3	61.8	18.2	65.0
Informational Text	28	50	16.5	58.9	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: Lincoln 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
Gender																
Female	50	644	67	14	18	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. Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor 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 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. 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. 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	32	36	646	66	10
Male	50	639	51	22	27	52	642	54	30	16						
Ethnicity																
African American/Black	13	624	15	15	70	2	636	36	30	33						
American Indian/Native Alaskan						1	638	33	42	25						
Asian/Pacific Islander	16	637	42	25	33	1	645	63	23	14						
Caucasian/White	69	646	71	16	12	95	644	60	27	13						
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36						
Economically disadvantaged																
Yes	45	633	35	25	41	36	640	45	34	21						
No	55	649	79	13	8	64	647	67	24	9						
Title 1A targeted program																
Yes						6	637	32	45	23						
No	100	642	59	18	23	94	645	61	26	13						
Migrant																
Yes						0	642	55	24	21						
No	99	642	59	18	23	100	644	59	27	13						
Gifted/talented program																
Yes						3	660	97	3	0						
No	99	641	58	19	23	97	644	58	28	14						
Identified disability																
Yes	14	625	10	19	71	15	631	20	36	44						
No	86	644	67	18	15	85	646	66	26	8						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months	23	628	18	27	55	2	632	26	32	42						
How much homework do you do on school nights?																
A. None	3	623	20	20	60	6	638	41	31	28						
B. Less than one hour	43	638	52	17	31	55	644	60	27	13						
C. One to two hours	49	646	68	18	14	36	645	63	27	11						
D. More than two hours	5	640	57	43	0	4	642	51	30	19						
Optional school/district question																
A.																
B.																
C.																
D.																



MATHEMATICS RESULTS

School: Lincoln 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	%	%	
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	13	8	62	13	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	58	37	166	34	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	33	21	123	25	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	54	34	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	%
Cluster 1: Numbers and Operations	18	32	8.1	45.0	8.4	46.7	9.2	51.1
Cluster 2: Shape and Size	14	25	5.1	36.4	5.7	40.7	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	3.9	43.3	4.3	47.8	4.0	44.4
Cluster 4: Patterns	15	27	8.7	58.0	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: Lincoln 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
Gender																
Female	51	635	43	23	35	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	49	636	47	19	33	51	641	49	30	21		A. Yes, the questions on the test match what I have learned in mathematics class.	32	40	644	57
Ethnicity											Which of the following best describes how you rate yourself as a student in mathematics?					
African American/Black	15	615	8	4	88	2	630	27	31	42		A. very good	29	28	650	72
American Indian/Native Alaskan						1	632	28	38	34	B. good	56	49	640	49	19
Asian/Pacific Islander	16	635	48	20	32	1	646	64	26	10	C. fair	12	20	632	27	32
Caucasian/White	66	640	53	25	22	95	641	50	30	20	D. poor	3	4	626	15	48
Hispanic						1	635	34	31	35	How difficult was the mathematics part of this test?					
Not Reported						0	632	25	42	33	A. harder than my regular schoolwork	36	29	636	40	27
Economically disadvantaged											B. about the same as my regular schoolwork	53	58	641	51	18
Yes	47	626	26	18	57	36	635	37	34	29	C. easier than my regular schoolwork	11	13	648	65	13
No	53	644	62	24	14	64	644	57	28	15	How hard did you try on the mathematics part of this test?					
Title 1A targeted program											A. I tried harder on this test than I do on my regular schoolwork.	41	48	640	48	20
Yes						6	633	26	40	34	B. I tried about the same as I do on my regular schoolwork.	53	48	642	52	18
No	100	635	45	21	34	94	641	51	30	19	C. I did not try as hard on this test as I do on my regular schoolwork.	7	4	635	37	34
Migrant											Which statement best describes the use of calculators in mathematics class?					
Yes						0	639	48	28	24	A. Calculators are used daily.	16	12	639	45	26
No	99	635	45	20	34	100	641	50	30	20	B. Calculators are used once or twice a week.	46	36	642	51	19
Gifted/talented program											C. Calculators are used once or twice a month.	21	24	642	52	17
Yes						3	661	95	4	1	D. Calculators are rarely or never used.	17	28	639	47	22
No	99	635	44	21	35	97	640	48	31	21	On average, how many minutes a day do you spend working on mathematics in class?					
Identified disability											A. less than 30 minutes	7	8	634	35	34
Yes	13	615	10	5	86	15	626	17	30	53	B. 30-45 minutes	33	39	639	46	21
No	87	638	50	23	26	85	643	55	30	14	C. 45-60 minutes	52	39	643	56	16
Limited English proficient students											D. more than 60 minutes	8	14	642	55	18
Current LEP in first 10 months						0	613	14	0	86						
Current LEP beyond first 10 months	24	622	17	19	64	2	629	26	30	44						
How much homework do you do on school nights?																
A. None	3	615	20	0	80	6	633	35	29	36						
B. Less than one hour	44	630	34	19	47	55	641	51	30	19						
C. One to two hours	47	643	61	21	18	36	642	51	31	18						
D. More than two hours	5	632	13	50	38	4	637	41	31	28						
Optional school/district question																
A.																
B.																
C.																
D.																