



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: 11961465  
School: Presque Isle Middle School  
District: MSAD 01  
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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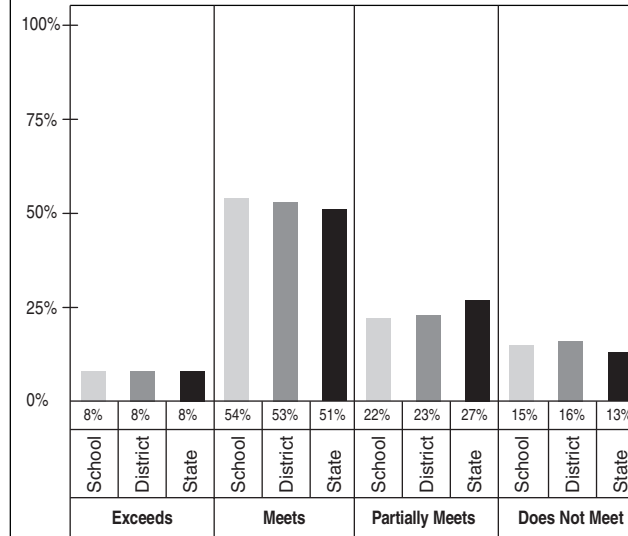
# SUMMARY OF SCORES

School: Presque Isle Middle School  
 District: MSAD 01  
 Grade: 6  
 Date: March 2006

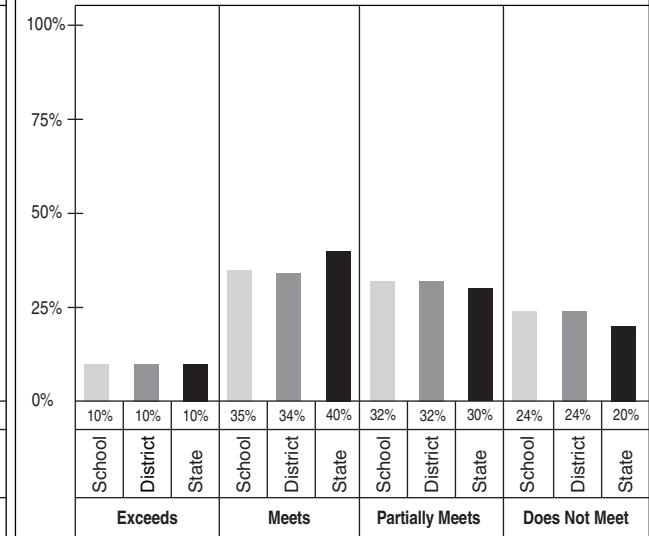
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	643	643	644
MATHEMATICS 2005-2006	638	638	641

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: Presque Isle Middle School  
 District: MSAD 01  
 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>	157	100	155	100	15164	100
<b>Ethnicity</b>						
African American/Black	0	0	0	0	327	2
American Indian/Native Alaskan	4	3	4	3	117	1
Asian/Pacific Islander	4	3	4	3	180	1
Caucasian/White	149	95	147	95	14411	95
Hispanic	0	0	0	0	117	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	31	20	31	20	2463	16
<b>Current LEP</b>	0	0	0	0	287	2
<b>Economically disadvantaged</b>	64	41	64	41	5557	37
<b>Migrant</b>	1	1	1	1	29	0

ELA-Reading			Mathematics											
School		District	State		School		District	State		School		District	State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
156	99	154	99	14994	99	156	99	154	99	15000	99			
0		0		312	95	0		0		322	98			
4	100	4	100	115	98	4	100	4	100	115	98			
4	100	4	100	176	98	4	100	4	100	177	98			
148	99	146	99	14264	99	148	99	146	99	14258	99			
0		0		116	99	0		0		116	99			
0		0		11	92	0		0		12	100			
30	97	30	97	2380	97	30	97	30	97	2380	97			
0		0		271	94	0		0		282	98			
64	100	64	100	5468	98	64	100	64	100	5472	98			
1	100	1	100	29	100	1	100	1	100	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>	130	83	128	83	12532	84	129	83	127	82	12495	83			
Identified disability (PET/IEP)	6	5	6	5	507	4	5	4	5	4	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>	26	17	26	17	2341	16	27	17	27	18	2390	16			
Identified disability (PET/IEP)	24	92	24	92	1764	75	25	93	25	93	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	2	8	2	8	419	18	2	7	2	7	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: Presque Isle Middle School  
 District: MSAD 01  
 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	8	13	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	84	54	82	53	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	35	22	35	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	24	15	24	16	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	34.6	61.8	34.5	61.6	35.3	63.0
<b>Literary Text</b>	28	50	17.6	62.9	17.6	62.9	18.2	65.0
<b>Informational Text</b>	28	50	17.0	60.7	16.9	60.4	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>.



# ELA-READING RESULTS

## (CONTINUED)

**School:** Presque Isle Middle School  
**District:** MSAD 01  
**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	46	647	69	25	6	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> 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.	27	36	646	66	10	
Male	54	640	56	20	24	52	642	54	30	16							
<b>Ethnicity</b>																	
African American/Black						2	636	36	30	33	<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	55	48	645	61	11	
American Indian/Native Alaskan						1	638	33	42	25							
Asian/Pacific Islander						1	645	63	23	14							
Caucasian/White	95	643	63	23	14	95	644	60	27	13							
Hispanic						1	639	46	29	26							
Not Reported						0	641	45	18	36							
<b>Economically disadvantaged</b>																	
Yes	41	637	45	28	27	36	640	45	34	21	<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20	15	640	48	23	
No	59	648	74	18	8	64	647	67	24	9							
<b>Title 1A targeted program</b>																	
Yes	4	640	50	50	0	6	637	32	45	23							
No	96	643	63	21	16	94	645	61	26	13							
<b>Migrant</b>																	
Yes						0	642	55	24	21	<b>How difficult were the reading passages on this test?</b> 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.	9	9	634	29	36	
No	99	643	63	23	15	100	644	59	27	13							
<b>Gifted/talented program</b>																	
Yes						3	660	97	3	0		<b>How hard did you try on the reading part of this test?</b> 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.	58	51	643	55	14
No	100	643	62	22	15	97	644	58	28	14							
<b>Identified disability</b>																	
Yes	19	628	23	20	57	15	631	20	36	44	<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home		48	46	644	57	15
No	81	647	71	23	6	85	646	66	26	8							
<b>Limited English proficient students</b>																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	632	26	32	42							
<b>How much homework do you do on school nights?</b>																	
A. None	4	647	83	17	0	6	638	41	31	28	<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home	17	19	647	67	11	
B. Less than one hour	59	645	69	17	14	55	644	60	27	13							
C. One to two hours	33	642	51	35	14	36	645	63	27	11							
D. More than two hours	4	627	17	17	67	4	642	51	30	19							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	



# MATHEMATICS RESULTS

School: Presque Isle Middle School  
 District: MSAD 01  
 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	15	10	15	10	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	54	35	52	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	50	32	50	32	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	37	24	37	24	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	8.5	47.2	8.5	47.2	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	5.2	37.1	5.2	37.1	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	4.2	46.7	4.2	46.7	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	9.2	61.3	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: Presque Isle Middle School  
 District: MSAD 01  
 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	46	639	42	41	17	49	641	50	31	20						
Male	54	637	46	25	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	95	638	44	32	24	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
<b>Economically disadvantaged</b>																
Yes	41	630	23	38	39	36	635	37	34	29						
No	59	644	59	28	13	64	644	57	28	15						
<b>Title 1A targeted program</b>																
Yes	4	641	50	50	0	6	633	26	40	34						
No	96	638	44	31	25	94	641	51	30	19						
<b>Migrant</b>																
Yes						0	639	48	28	24						
No	99	638	45	32	23	100	641	50	30	20						
<b>Gifted/talented program</b>																
Yes						3	661	95	4	1						
No	100	638	44	32	24	97	640	48	31	21						
<b>Identified disability</b>																
Yes	19	620	10	23	67	15	626	17	30	53						
No	81	643	52	34	13	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	4	642	50	50	0	6	633	35	29	36						
B. Less than one hour	59	639	48	29	23	55	641	51	30	19						
C. One to two hours	33	638	35	41	24	36	642	51	31	18						
D. More than two hours	4	625	50	0	50	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.											43	40	644	57	16	
B. Yes, they match some of what I have learned.											34	44	641	50	18	
C. Yes, they match just a little of what I have learned.											18	13	635	35	31	
D. No, there is no match.											5	3	625	19	56	
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																
A. very good											25	28	650	72	10	
B. good											52	49	640	49	19	
C. fair											19	20	632	27	32	
D. poor											4	4	626	15	48	
<b>How difficult was the mathematics part of this test?</b>																
A. harder than my regular schoolwork											30	29	636	40	27	
B. about the same as my regular schoolwork											64	58	641	51	18	
C. easier than my regular schoolwork											6	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.											50	48	640	48	20	
B. I tried about the same as I do on my regular schoolwork.											46	48	642	52	18	
C. I did not try as hard on this test as I do on my regular schoolwork.											4	4	635	37	34	
<b>Which statement best describes the use of calculators in mathematics class?</b>																
A. Calculators are used daily.											16	12	639	45	26	
B. Calculators are used once or twice a week.											51	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.											14	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											9	8	634	35	34	
B. 30-45 minutes											73	39	639	46	21	
C. 45-60 minutes											14	39	643	56	16	
D. more than 60 minutes											4	14	642	55	18	