



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: 12501719
School: Searsport District Middle Sch
District: MSAD 56
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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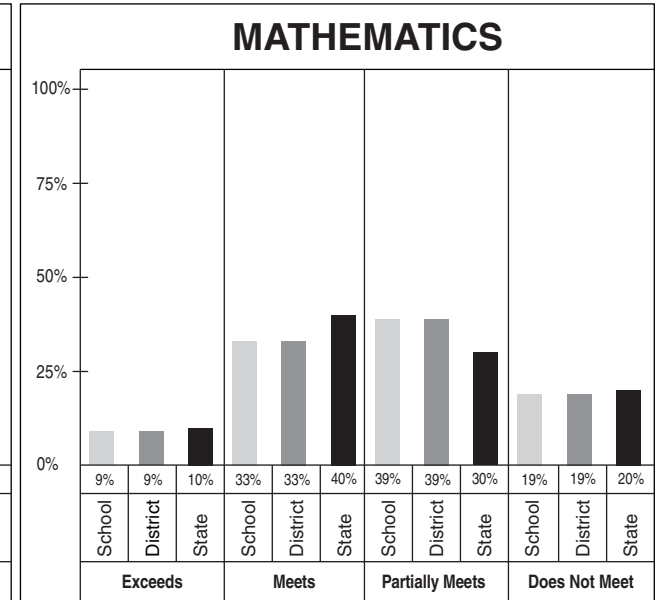
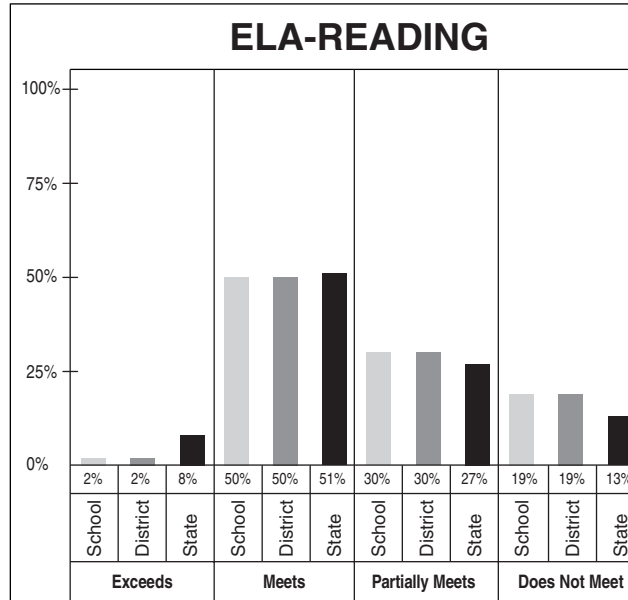


SUMMARY OF SCORES

School: Searsport District Middle Sch
 District: MSAD 56
 Grade: 6
 Date: March 2006

Summary of District, School and State Scores

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





SUMMARY OF STUDENT PARTICIPATION

School: Searsport District Middle Sch
 District: MSAD 56
 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	54	100	54	100	15164	100
Ethnicity						
African American/Black	1	2	1	2	327	2
American Indian/Native Alaskan	1	2	1	2	117	1
Asian/Pacific Islander	1	2	1	2	180	1
Caucasian/White	51	94	51	94	14411	95
Hispanic	0	0	0	0	117	1
Not Reported	0	0	0	0	12	0
Identified disability	12	22	12	22	2463	16
Current LEP	0	0	0	0	287	2
Economically disadvantaged	32	59	32	59	5557	37
Migrant	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
54	100	54	100	14994	99	54	100	54	100	15000	99			
1	100	1	100	312	95	1	100	1	100	322	98			
1	100	1	100	115	98	1	100	1	100	115	98			
1	100	1	100	176	98	1	100	1	100	177	98			
51	100	51	100	14264	99	51	100	51	100	14258	99			
0		0		116	99	0		0		116	99			
0		0		11	92	0		0		12	100			
12	100	12	100	2380	97	12	100	12	100	2380	97			
0		0		271	94	0		0		282	98			
32	100	32	100	5468	98	32	100	32	100	5472	98			
0		0		29	100	0		0		29	100			

MODE OF PARTICIPATION³

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics											
	School		District	State		School		District	State		School		District	State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Students who took the assessment without accommodations	42	78	42	78	12532	84	42	78	42	78	12495	83			
Identified disability (PET/IEP)	0	0	0	0	507	4	0	0	0	0	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			
Students who took the assessment with accommodations	12	22	12	22	2341	16	12	22	12	22	2390	16			
Identified disability (PET/IEP)	12	100	12	100	1764	75	12	100	12	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	0	0	0	0	419	18	0	0	0	0	443	19			
Students who would have participated through a PAAP if one had been available	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			

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: Searsport District Middle Sch
 District: MSAD 56
 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	1	2	1	2	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	27	50	27	50	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	16	30	16	30	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	10	19	10	19	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	33.0	58.9	33.0	58.9	35.3	63.0
Literary Text	28	50	17.1	61.1	17.1	61.1	18.2	65.0
Informational Text	28	50	16.0	57.1	16.0	57.1	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: Searsport District Middle Sch
District: MSAD 56
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	44	643	54	33	13	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?					
Male	56	639	50	27	23	52	642	54	30	16		A. Yes, the questions on the test match what I have learned in reading class.	43	36	646	66
Ethnicity											Which of the following best describes how you rate yourself as a student in reading?					
African American/Black						2	636	36	30	33		A. very good	26	29	650	77
American Indian/Native Alaskan						1	638	33	42	25	B. good	50	53	644	58	12
Asian/Pacific Islander						1	645	63	23	14	C. fair	20	16	637	36	25
Caucasian/White	94	641	51	29	20	95	644	60	27	13	D. poor	4	2	632	27	39
Hispanic						1	639	46	29	26	How difficult was the reading part of this test?					
Not Reported						0	641	45	18	36	A. harder than my regular schoolwork	17	15	640	48	23
Economically disadvantaged											How difficult were the reading passages on this test?					
Yes	59	639	41	34	25	36	640	45	34	21		A. Most of the passages were more difficult than what I normally read.	8	9	634	29
No	41	644	68	23	9	64	647	67	24	9	B. Most of the passages were about the same as what I normally read.	57	51	643	55	14
Title 1A targeted program											How hard did you try on the reading part of this test?					
Yes						6	637	32	45	23		A. I tried harder on this test than I do on my regular schoolwork.	66	46	644	57
No	100	641	52	30	19	94	645	61	26	13	B. I tried about the same as I do on my regular schoolwork.	30	51	645	63	11
Migrant											How much time do you spend reading at home each day?					
Yes						0	642	55	24	21		A. more than one hour	24	19	647	67
No	100	641	52	30	19	100	644	59	27	13	B. 20 minutes to an hour	43	49	646	64	10
Gifted/talented program											Optional school/district question					
Yes						3	660	97	3	0		A.				
No	100	641	52	30	19	97	644	58	28	14	B.					
Identified disability											How much homework do you do on school nights?					
Yes	22	628	0	42	58	15	631	20	36	44		A. None				
No	78	644	67	26	7	85	646	66	26	8	B. Less than one hour	64	639	44	32	24
Limited English proficient students											How much time do you spend reading at home each day?					
Current LEP in first 10 months												C. One to two hours	32	645	71	18
Current LEP beyond first 10 months						2	632	26	32	42	D. More than two hours					
How much homework do you do on school nights?											Optional school/district question					
A. None						6	638	41	31	28		A.				
B. Less than one hour	64	639	44	32	24	55	644	60	27	13	B.					
C. One to two hours	32	645	71	18	12	36	645	63	27	11	C.					
D. More than two hours						4	642	51	30	19	D.					



MATHEMATICS RESULTS

School: Searsport District Middle Sch
 District: MSAD 56
 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	5	9	5	9	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	18	33	18	33	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	21	39	21	39	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	10	19	10	19	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	8.3	46.1	8.3	46.1	9.2	51.1
Cluster 2: Shape and Size	14	25	5.5	39.3	5.5	39.3	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	4.2	46.7	4.2	46.7	4.0	44.4
Cluster 4: Patterns	15	27	9.3	62.0	9.3	62.0	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: **Searsport District Middle Sch**
 District: **MSAD 56**
 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	44	639	46	29	25	49	641	50	31	20						
Male	56	639	40	47	13	51	641	49	30	21						
Ethnicity																
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	94	639	41	41	18	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
Economically disadvantaged																
Yes	59	638	41	41	19	36	635	37	34	29						
No	41	640	45	36	18	64	644	57	28	15						
Title 1A targeted program																
Yes						6	633	26	40	34						
No	100	639	43	39	19	94	641	51	30	19						
Migrant																
Yes						0	639	48	28	24						
No	100	639	43	39	19	100	641	50	30	20						
Gifted/talented program																
Yes						3	661	95	4	1						
No	100	639	43	39	19	97	640	48	31	21						
Identified disability																
Yes	22	624	0	42	58	15	626	17	30	53						
No	78	643	55	38	7	85	643	55	30	14						
Limited English proficient students																
Current LEP in first 10 months						0	613	14	0	86						
Current LEP beyond first 10 months						2	629	26	30	44						
How much homework do you do on school nights?																
A. None						6	633	35	29	36						
B. Less than one hour	64	637	32	47	21	55	641	51	30	19						
C. One to two hours	32	644	65	18	18	36	642	51	31	18						
D. More than two hours						4	637	41	31	28						
Optional school/district question																
A.																
B.																
C.																
D.																
Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																
A. Yes, the questions on the test match what I have learned in mathematics class.											57	40	644	57	16	
B. Yes, they match some of what I have learned.											41	44	641	50	18	
C. Yes, they match just a little of what I have learned.											0	13	635	35	31	
D. No, there is no match.											2	3	625	19	56	
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good											26	28	650	72	10	
B. good											50	49	640	49	19	
C. fair											19	20	632	27	32	
D. poor											6	4	626	15	48	
How difficult was the mathematics part of this test?																
A. harder than my regular schoolwork											21	29	636	40	27	
B. about the same as my regular schoolwork											62	58	641	51	18	
C. easier than my regular schoolwork											17	13	648	65	13	
How hard did you try on the mathematics part of this test?																
A. I tried harder on this test than I do on my regular schoolwork.											69	48	640	48	20	
B. I tried about the same as I do on my regular schoolwork.											29	48	642	52	18	
C. I did not try as hard on this test as I do on my regular schoolwork.											2	4	635	37	34	
Which statement best describes the use of calculators in mathematics class?																
A. Calculators are used daily.											7	12	639	45	26	
B. Calculators are used once or twice a week.											9	36	642	51	19	
C. Calculators are used once or twice a month.											24	24	642	52	17	
D. Calculators are rarely or never used.											59	28	639	47	22	
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes											9	8	634	35	34	
B. 30-45 minutes											35	39	639	46	21	
C. 45-60 minutes											43	39	643	56	16	
D. more than 60 minutes											13	14	642	55	18	