



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: 12541746
School: Noble VI/Berwick V School
District: MSAD 60
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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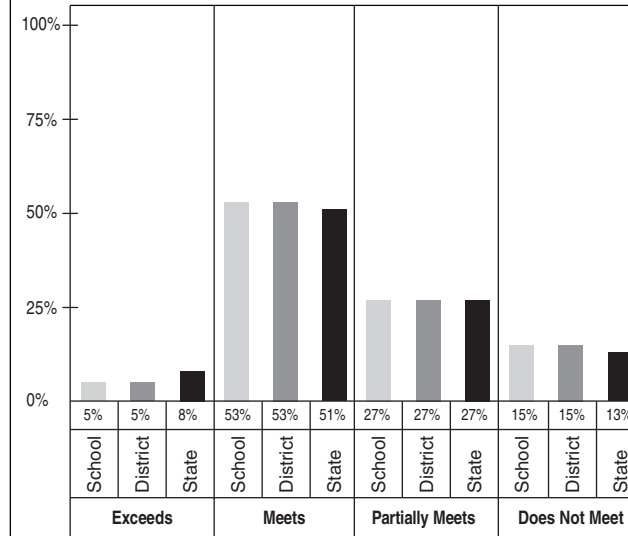
SUMMARY OF SCORES

School: Noble VI/Berwick V School
 District: MSAD 60
 Grade: 6
 Date: March 2006

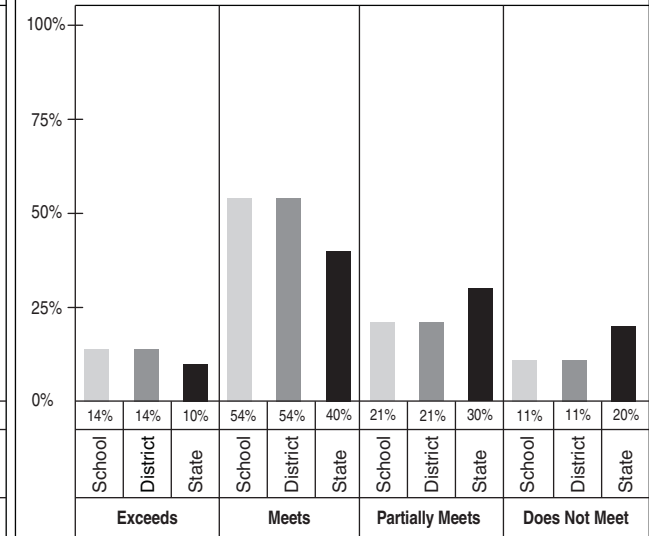
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	643	643	644
MATHEMATICS 2005–2006	647	647	641

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Noble VI/Berwick V School
 District: MSAD 60
 Grade: 6
 Date: March 2006

CONTENT AREA PARTICIPATION²

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	%				
Total number of students	230	100	230	100	15164	100	227	99	227	99	14994	99	226	98	226	98	15000	99								
Ethnicity																										
African American/Black	2	1	2	1	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	0	1	0	180	1	1	100	1	100	176	98	1	100	1	100	177	98								
Caucasian/White	226	98	226	98	14411	95	223	99	223	99	14264	99	222	98	222	98	14258	99								
Hispanic	1	0	1	0	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	46	20	46	20	2463	16	46	100	46	100	2380	97	46	100	46	100	2380	97								
Current LEP	0	0	0	0	287	2	0		0		271	94	0		0		282	98								
Economically disadvantaged	229	100	229	100	5557	37	226	99	226	99	5468	98	225	98	225	98	5472	98								
Migrant	1	0	1	0	29	0	1	100	1	100	29	100	1	100	1	100	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	%
Students who took the assessment without accommodations	195	86	195	86	12532	84	194	86	194	86	12495	83												
Identified disability (PET/IEP)	16	8	16	8	507	4	15	8	15	8	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	32	14	32	14	2341	16	32	14	32	14	2390	16												
Identified disability (PET/IEP)	30	94	30	94	1764	75	31	97	31	97	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	6	2	6	419	18	1	3	1	3	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: Noble VI/Berwick V School
 District: MSAD 60
 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	12	5	12	5	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	121	53	121	53	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	61	27	61	27	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	33	15	33	15	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	34.8	62.1	34.8	62.1	35.3	63.0
Literary Text	28	50	17.9	63.9	17.9	63.9	18.2	65.0
Informational Text	28	50	16.9	60.4	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: Noble VI/Berwick V School
 District: MSAD 60
 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	647	71	24	5	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					
Male	49	639	46	30	24	52	642	54	30	16						
Ethnicity																
African American/Black						2	636	36	30	33						
American Indian/Native Alaskan						1	638	33	42	25						
Asian/Pacific Islander						1	645	63	23	14						
Caucasian/White	98	643	59	27	14	95	644	60	27	13						
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36						
Economically disadvantaged																
Yes						36	640	45	34	21						
No	100	643	58	27	15	64	647	67	24	9						
Title 1A targeted program																
Yes						6	637	32	45	23						
No	100	643	59	27	15	94	645	61	26	13						
Migrant																
Yes						0	642	55	24	21						
No	100	643	58	27	15	100	644	59	27	13						
Gifted/talented program																
Yes						3	660	97	3	0						
No	100	643	59	27	15	97	644	58	28	14						
Identified disability																
Yes	20	632	17	41	41	15	631	20	36	44						
No	80	646	69	23	8	85	646	66	26	8						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	632	26	32	42						
How much homework do you do on school nights?																
A. None	3	644	67	17	17	6	638	41	31	28						
B. Less than one hour	67	643	57	28	15	55	644	60	27	13						
C. One to two hours	30	644	63	25	12	36	645	63	27	11						
D. More than two hours						4	642	51	30	19						
Optional school/district question																
A.																
B.																
C.																
D.																



MATHEMATICS RESULTS

School: Noble VI/Berwick V School
 District: MSAD 60
 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	32	14	32	14	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	122	54	122	54	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	48	21	48	21	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	24	11	24	11	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	10.8	60.0	10.8	60.0	9.2	51.1
Cluster 2: Shape and Size	14	25	7.3	52.1	7.3	52.1	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	4.3	47.8	4.3	47.8	4.0	44.4
Cluster 4: Patterns	15	27	10.5	70.0	10.5	70.0	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: Noble VI/Berwick V School
 District: MSAD 60
 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	650	77	16	7	49	641	50	31	20	<p>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</p> <p>A. Yes, the questions on the test match what I have learned in mathematics class.</p> <p>B. Yes, they match some of what I have learned.</p> <p>C. Yes, they match just a little of what I have learned.</p> <p>D. No, there is no match.</p> <p>Which of the following best describes how you rate yourself as a student in mathematics?</p> <p>A. very good</p> <p>B. good</p> <p>C. fair</p> <p>D. poor</p> <p>How difficult was the mathematics part of this test?</p> <p>A. harder than my regular schoolwork</p> <p>B. about the same as my regular schoolwork</p> <p>C. easier than my regular schoolwork</p> <p>How hard did you try on the mathematics part of this test?</p> <p>A. I tried harder on this test than I do on my regular schoolwork.</p> <p>B. I tried about the same as I do on my regular schoolwork.</p> <p>C. I did not try as hard on this test as I do on my regular schoolwork.</p> <p>Which statement best describes the use of calculators in mathematics class?</p> <p>A. Calculators are used daily.</p> <p>B. Calculators are used once or twice a week.</p> <p>C. Calculators are used once or twice a month.</p> <p>D. Calculators are rarely or never used.</p> <p>On average, how many minutes a day do you spend working on mathematics in class?</p> <p>A. less than 30 minutes</p> <p>B. 30-45 minutes</p> <p>C. 45-60 minutes</p> <p>D. more than 60 minutes</p>						
Male	49	645	59	26	15	51	641	49	30	21		64	40	644	57	16	
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	98	647	69	21	10	95	641	50	30	20							
Hispanic						1	635	34	31	35							
Not Reported						0	632	25	42	33							
Economically disadvantaged																	
Yes						36	635	37	34	29							
No	100	647	68	21	11	64	644	57	28	15							
Title 1A targeted program																	
Yes						6	633	26	40	34							
No	100	647	68	21	11	94	641	51	30	19							
Migrant																	
Yes						0	639	48	28	24							
No	100	647	68	21	11	100	641	50	30	20							
Gifted/talented program																	
Yes						3	661	95	4	1							
No	100	647	68	21	11	97	640	48	31	21							
Identified disability																	
Yes	20	637	37	35	28	15	626	17	30	53							
No	80	650	76	18	6	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	3	656	83	17	0	6	633	35	29	36							
B. Less than one hour	67	647	66	21	13	55	641	51	30	19							
C. One to two hours	30	648	73	21	6	36	642	51	31	18							
D. More than two hours						4	637	41	31	28							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	