



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: 12631785
School: Middle School of the Kennebunk
District: MSAD 71
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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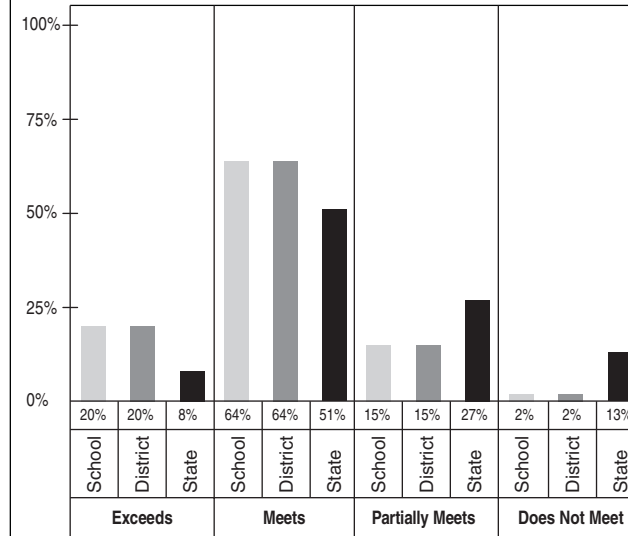
SUMMARY OF SCORES

School: Middle School of the Kennebunk
 District: MSAD 71
 Grade: 6
 Date: March 2006

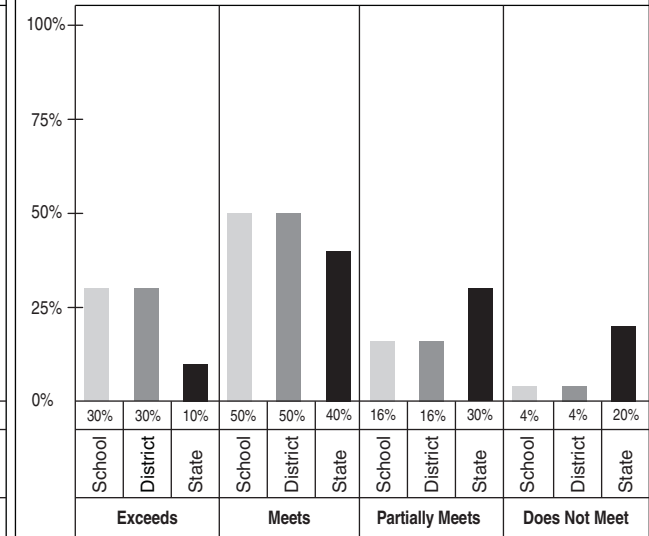
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	652	652	644
MATHEMATICS 2005-2006	654	654	641

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Middle School of the Kennebunk
 District: MSAD 71
 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	180	100	180	100	15164	100
Ethnicity						
African American/Black	1	1	1	1	327	2
American Indian/Native Alaskan	0	0	0	0	117	1
Asian/Pacific Islander	1	1	1	1	180	1
Caucasian/White	177	98	177	98	14411	95
Hispanic	1	1	1	1	117	1
Not Reported	0	0	0	0	12	0
Identified disability	21	12	21	12	2463	16
Current LEP	2	1	2	1	287	2
Economically disadvantaged	22	12	22	12	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	%	n	%
179	99	179	99	14994	99	179	99	179	99	15000	99						
1	100	1	100	312	95	1	100	1	100	322	98						
0		0		115	98	0		0		115	98						
1	100	1	100	176	98	1	100	1	100	177	98						
176	99	176	99	14264	99	176	99	176	99	14258	99						
1	100	1	100	116	99	1	100	1	100	116	99						
0		0		11	92	0		0		12	100						
20	95	20	95	2380	97	20	95	20	95	2380	97						
2	100	2	100	271	94	2	100	2	100	282	98						
22	100	22	100	5468	98	22	100	22	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	%	n	%
Students who took the assessment without accommodations	164	92	164	92	12532	84	165	92	165	92	12495	83						
Identified disability (PET/IEP)	6	4	6	4	507	4	6	4	6	4	504	4						
LEP	1	1	1	1	137	1	1	1	1	1	128	1						
504 plan	8	5	8	5	133	1	9	5	9	5	135	1						
Students who took the assessment with accommodations	15	8	15	8	2341	16	14	8	14	8	2390	16						
Identified disability (PET/IEP)	14	93	14	93	1764	75	14	100	14	100	1770	74						
LEP	1	7	1	7	127	5	1	7	1	7	148	6						
504 plan	1	7	1	7	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: Middle School of the Kennebunk
 District: MSAD 71
 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	35	20	35	20	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	114	64	114	64	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	26	15	26	15	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	4	2	4	2	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	40.5	72.3	40.5	72.3	35.3	63.0
Literary Text	28	50	20.7	73.9	20.7	73.9	18.2	65.0
Informational Text	28	50	19.8	70.7	19.8	70.7	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: Middle School of the Kennebunk
District: MSAD 71
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	55	651	79	18	3	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	45	653	89	10	1	52	642	54	30	16		A. Yes, the questions on the test match what I have learned in reading class.	36	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	24	29	650	77
American Indian/Native Alaskan						1	638	33	42	25	B. good	61	53	644	58	12
Asian/Pacific Islander						1	645	63	23	14	C. fair	13	16	637	36	25
Caucasian/White	98	652	84	14	2	95	644	60	27	13	D. poor	2	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	15	15	640	48	23
Economically disadvantaged											How difficult were the reading passages on this test?					
Yes	12	646	64	32	5	36	640	45	34	21		A. Most of the passages were more difficult than what I normally read.	6	9	634	29
No	88	653	86	12	2	64	647	67	24	9	B. Most of the passages were about the same as what I normally read.	50	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.	38	46	644	57
No	100	652	83	15	2	94	645	61	26	13	B. I tried about the same as I do on my regular schoolwork.	58	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	18	19	647	67
No	100	652	83	15	2	100	644	59	27	13	B. 20 minutes to an hour	47	49	646	64	10
Gifted/talented program											Optional school/district question					
Yes						3	660	97	3	0		A.				
No	100	652	83	15	2	97	644	58	28	14	B.					
Identified disability											How much homework do you do on school nights?					
Yes	11	642	50	30	20	15	631	20	36	44		A. None	3	641	50	33
No	89	653	87	13	0	85	646	66	26	8	B. Less than one hour	49	652	83	14	3
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	42	653	85	15
Current LEP beyond first 10 months						2	632	26	32	42	D. More than two hours	6	653	90	10	0
How much homework do you do on school nights?																
A. None	3	641	50	33	17	6	638	41	31	28						
B. Less than one hour	49	652	83	14	3	55	644	60	27	13						
C. One to two hours	42	653	85	15	0	36	645	63	27	11						
D. More than two hours	6	653	90	10	0	4	642	51	30	19						
Optional school/district question																
A.																
B.																
C.																
D.																



MATHEMATICS RESULTS

School: Middle School of the Kennebunk
 District: MSAD 71
 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	53	30	53	30	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	90	50	90	50	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	29	16	29	16	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	7	4	7	4	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	12.1	67.2	12.1	67.2	9.2	51.1
Cluster 2: Shape and Size	14	25	8.4	60.0	8.4	60.0	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	5.4	60.0	5.4	60.0	4.0	44.4
Cluster 4: Patterns	15	27	11.5	76.7	11.5	76.7	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>.

