



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: 12641791  
School: Molly Ockett Middle School  
District: MSAD 72  
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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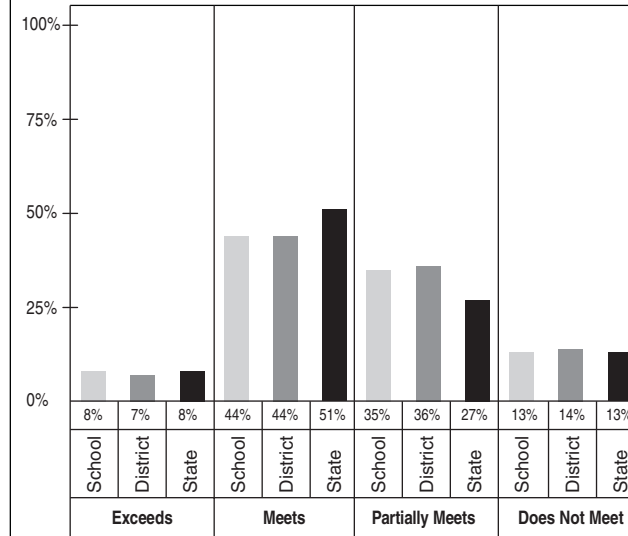
# SUMMARY OF SCORES

School: Molly Ockett Middle School  
 District: MSAD 72  
 Grade: 6  
 Date: March 2006

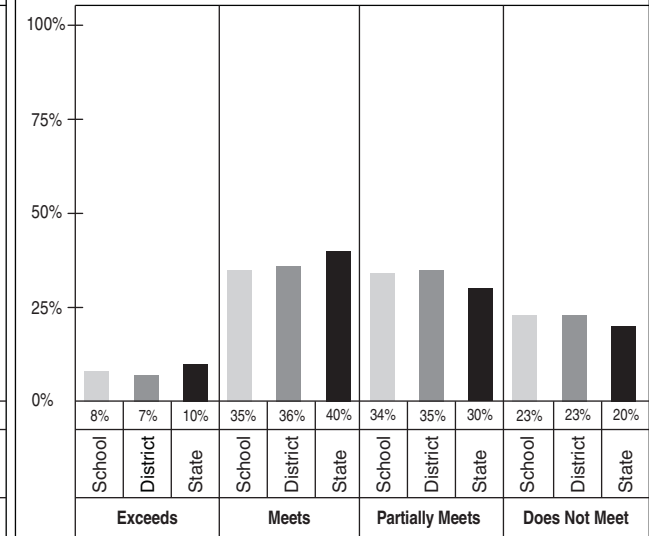
## Summary of District, School and State Scores

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: Molly Ockett Middle School  
 District: MSAD 72  
 Grade: 6  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		District		State		ELA-Reading			Mathematics														
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
<b>Total number of students</b>	121	100	120	100	15164	100	119	98	118	98	14994	99	119	98	118	98	15000	99						
<b>Ethnicity</b>																								
African American/Black	3	2	3	3	327	2	3	100	3	100	312	95	3	100	3	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	1	1	1	180	1	1	100	1	100	176	98	1	100	1	100	177	98						
Caucasian/White	116	96	115	96	14411	95	114	98	113	98	14264	99	114	98	113	98	14258	99						
Hispanic	1	1	1	1	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						
<b>Identified disability</b>	19	16	19	16	2463	16	19	100	19	100	2380	97	19	100	19	100	2380	97						
<b>Current LEP</b>	1	1	1	1	287	2	1	100	1	100	271	94	1	100	1	100	282	98						
<b>Economically disadvantaged</b>	38	31	38	32	5557	37	38	100	38	100	5468	98	38	100	38	100	5472	98						
<b>Migrant</b>	0	0	0	0	29	0	0		0		29	100	0		0		29	100						

MODE OF PARTICIPATION <sup>3</sup>	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	%
<b>Students who took the assessment without accommodations</b>	105	88	104	88	12532	84	105	88	104	88	12495	83												
Identified disability (PET/IEP)	5	5	5	5	507	4	5	5	5	5	504	4												
LEP	1	1	1	1	137	1	1	1	1	1	128	1												
504 plan	3	3	3	3	133	1	3	3	3	3	135	1												
<b>Students who took the assessment with accommodations</b>	14	12	14	12	2341	16	14	12	14	12	2390	16												
Identified disability (PET/IEP)	14	100	14	100	1764	75	14	100	14	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												
<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: Molly Ockett Middle School  
 District: MSAD 72  
 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	9	8	8	7	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	52	44	52	44	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	42	35	42	36	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	16	13	16	14	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	34.5	61.6	34.4	61.4	35.3	63.0
<b>Literary Text</b>	28	50	17.9	63.9	17.8	63.6	18.2	65.0
<b>Informational Text</b>	28	50	16.6	59.3	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: Molly Ockett Middle School  
 District: MSAD 72  
 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	57	646	63	24	13	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>					
Male	43	639	35	51	14	52	642	54	30	16						
<b>Ethnicity</b>											A. Yes, the questions on the test match what I have learned in reading class.	27	36	646	66	10
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	96	643	52	35	13	95	644	60	27	13						
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36						
<b>Economically disadvantaged</b>											B. Yes, they match some of what I have learned.	55	48	645	61	11
Yes	32	642	42	42	16	36	640	45	34	21						
No	68	643	56	32	12	64	647	67	24	9						
<b>Title 1A targeted program</b>											C. Yes, they match just a little of what I learned.	15	12	639	43	25
Yes						6	637	32	45	23						
No	100	643	51	35	13	94	645	61	26	13						
<b>Migrant</b>											D. No, there is no match.	3	4	634	30	35
Yes						0	642	55	24	21						
No	100	643	51	35	13	100	644	59	27	13						
<b>Gifted/talented program</b>											<b>Which of the following best describes how you rate yourself as a student in reading?</b>	14	29	650	77	7
Yes	19	653	91	9	0	3	660	97	3	0						
No	81	640	42	42	17	97	644	58	28	14						
<b>Identified disability</b>											A. very good	61	53	644	58	12
Yes	16	631	21	32	47	15	631	20	36	44						
No	84	645	57	36	7	85	646	66	26	8						
<b>Limited English proficient students</b>											B. good	21	16	637	36	25
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>											C. fair	4	2	632	27	39
A. None						6	638	41	31	28						
B. Less than one hour	50	643	53	32	15	55	644	60	27	13						
C. One to two hours	39	645	57	35	9	36	645	63	27	11						
D. More than two hours	9	640	36	55	9	4	642	51	30	19						
<b>Optional school/district question</b>											D. poor	6	9	634	29	36
A.	46	648	71	24	4											
B.	48	642	47	35	18											
C.																
D.																
											<b>How difficult was the reading part of this test?</b>	8	15	640	48	23
											B. about the same as my regular schoolwork	62	62	645	62	11
											C. easier than my regular schoolwork	30	23	645	61	11
											<b>How difficult were the reading passages on this test?</b>	6	9	634	29	36
											A. Most of the passages were more difficult than what I normally read.	50	51	643	55	14
											B. Most of the passages were about the same as what I normally read.	44	41	648	72	7
											<b>How hard did you try on the reading part of this test?</b>	36	46	644	57	15
											A. I tried harder on this test than I do on my regular schoolwork.	57	51	645	63	11
											B. I tried about the same as I do on my regular schoolwork.	8	4	638	44	26
											<b>How much time do you spend reading at home each day?</b>	18	19	647	67	11
											A. more than one hour	45	49	646	64	10
											B. 20 minutes to an hour	13	13	643	55	16
											C. less than 20 minutes	24	19	639	43	20
											D. I rarely read at home					



# MATHEMATICS RESULTS

School: Molly Ockett Middle School  
 District: MSAD 72  
 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	9	8	8	7	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	42	35	42	36	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	41	34	41	35	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	27	23	27	23	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	8.3	46.1	8.2	45.6	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	5.0	35.7	5.0	35.7	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	3.8	42.2	3.8	42.2	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	9.8	65.3	9.8	65.3	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>.

