



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 7

ID: 10921292
School: Philip W Sugg Middle School
District: Lisbon School Department
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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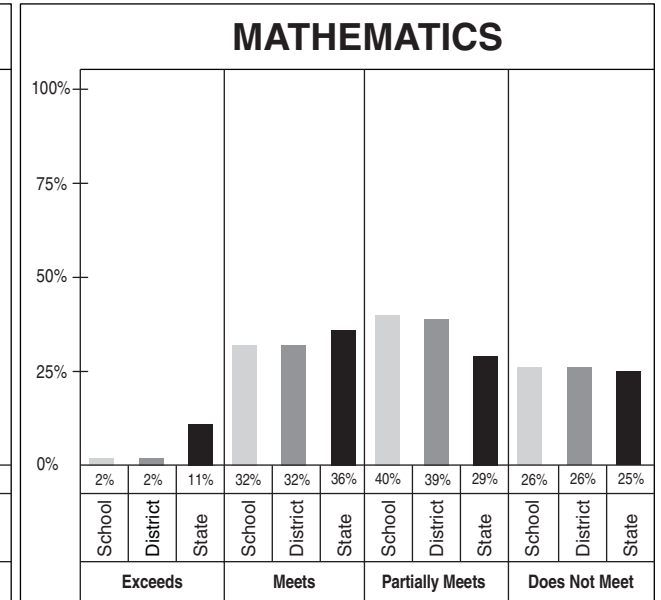
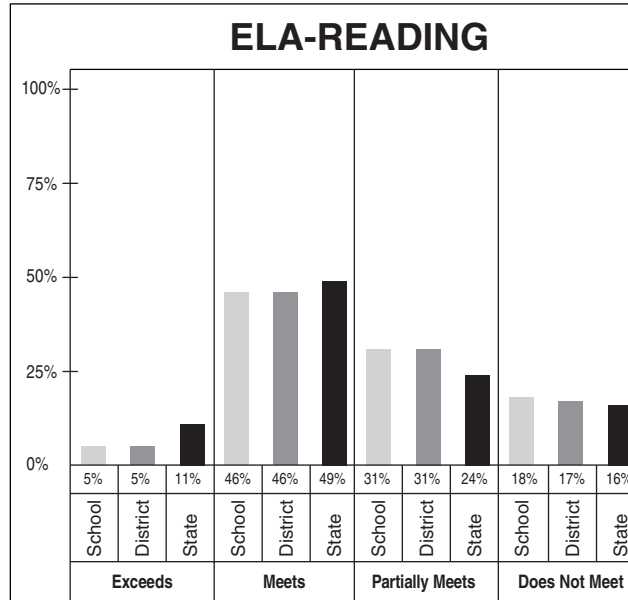


SUMMARY OF SCORES

School: Philip W Sugg Middle School
 District: Lisbon School Department
 Grade: 7
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	742	742	745
MATHEMATICS 2005–2006	736	736	740





SUMMARY OF STUDENT PARTICIPATION

School: Philip W Sugg Middle School
 District: Lisbon School Department
 Grade: 7
 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	%				
Total number of students	127	100	129	100	15803	100	125	98	127	98	15617	99	125	98	127	98	15612	99						
Ethnicity																								
African American/Black	2	2	2	2	317	2	2	100	2	100	310	98	2	100	2	100	311	98						
American Indian/Native Alaskan	0	0	0	0	112	1	0		0		109	97	0		0		110	98						
Asian/Pacific Islander	0	0	0	0	181	1	0		0		175	97	0		0		177	98						
Caucasian/White	123	97	125	97	15025	95	121	98	123	98	14860	99	121	98	123	98	14849	99						
Hispanic	2	2	2	2	155	1	2	100	2	100	150	97	2	100	2	100	152	98						
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		13	100						
Identified disability	17	13	18	14	2564	16	16	94	17	94	2482	97	16	94	17	94	2476	97						
Current LEP	2	2	2	2	268	2	2	100	2	100	256	96	2	100	2	100	264	99						
Economically disadvantaged	40	31	40	31	5627	36	40	100	40	100	5526	98	40	100	40	100	5523	98						
Migrant	0	0	0	0	24	0	0		0		24	100	0		0		24	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	125	100	126	99	13199	85	125	100	126	99	13211	85												
Identified disability (PET/IEP)	16	13	16	13	541	4	16	13	16	13	542	4												
LEP	2	2	2	2	144	1	2	2	2	2	144	1												
504 plan	0	0	0	0	149	1	0	0	0	0	149	1												
Students who took the assessment with accommodations	0	0	1	1	2263	14	0	0	1	1	2243	14												
Identified disability (PET/IEP)	0		1	100	1796	79	0		1	100	1784	80												
LEP	0		0	0	105	5	0		0	0	114	5												
504 plan	0		0	0	31	1	0		0	0	30	1												
Other	0		0	0	356	16	0		0	0	339	15												
Students who would have participated through a PAAP if one had been available	0	0	0	0	155	1	0	0	0	0	158	1												
Identified disability (PET/IEP)	0		0		145	94	0		0		150	95												
LEP	0		0		7	5	0		0		6	4												
504 plan	0		0		0	0	0		0		0	0												

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. Page 3



ELA-READING RESULTS

School: Philip W Sugg Middle School
 District: Lisbon School Department
 Grade: 7
 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 761-780)		2005–2006	6	5	6	5	11
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 741-760)		2005–2006	58	46	59	46	49
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 729-740)		2005–2006	39	31	40	31	24
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 700-728)		2005–2006	22	18	22	17	16

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	34.8	62.1
Literary Text	28	50	17.9	63.9	17.9	63.9	18.6	66.4
Informational Text	28	50	15.1	53.9	15.1	53.9	16.2	57.9

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>.



MATHEMATICS RESULTS

School: Philip W Sugg Middle School
 District: Lisbon School Department
 Grade: 7
 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 761-780)		2005–2006	3	2	3	2	11
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 741-760)		2005–2006	40	32	41	32	36
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 727-740)		2005–2006	50	40	50	39	29
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 700-726)		2005–2006	32	26	33	26	25

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	19	34	8.7	45.8	8.7	45.8	9.4	49.5
Cluster 2: Shape and Size	14	25	5.3	37.9	5.3	37.9	6.3	45.0
Cluster 3: Mathematical Decision Making	8	14	4.7	58.8	4.7	58.8	4.8	60.0
Cluster 4: Patterns	15	27	6.1	40.7	6.1	40.7	7.4	49.3

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: Philip W Sugg Middle School
 District: Lisbon School Department
 Grade: 7
 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	54	733	25	46	29	49	739	45	30	24						
Male	46	738	46	33	21	51	740	47	28	25						
Ethnicity																
African American/Black						2	731	27	34	39						
American Indian/Native Alaskan						1	729	24	28	48						
Asian/Pacific Islander						1	743	55	25	20						
Caucasian/White	97	736	35	40	25	95	740	47	29	24						
Hispanic						1	736	37	28	35						
Not Reported						0	734	38	31	31						
Economically disadvantaged																
Yes	32	731	20	40	40	35	733	32	32	37						
No	68	738	41	40	19	65	743	54	28	18						
Title 1A targeted program																
Yes						5	732	25	37	39						
No	100	736	34	40	26	95	740	47	29	24						
Migrant																
Yes						0	737	25	33	42						
No	100	736	34	40	26	100	740	46	29	25						
Gifted/talented program																
Yes						3	762	95	5	1						
No	100	736	34	40	26	97	739	45	30	25						
Identified disability																
Yes	13	727	6	44	50	15	723	13	26	61						
No	87	737	39	39	22	85	742	52	30	18						
Limited English proficient students																
Current LEP in first 10 months						0	714	8	8	83						
Current LEP beyond first 10 months						2	728	24	31	45						
How much homework do you do on school nights?																
A. None	13	734	31	31	38	7	730	28	27	45						
B. Less than one hour	58	737	39	41	20	48	740	47	29	24						
C. One to two hours	27	733	24	42	33	40	741	49	30	21						
D. More than two hours						5	738	43	30	27						
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.	15					27	745			58						18
B. Yes, they match some of what I have learned.	58					46	741			49						21
C. Yes, they match just a little of what I have learned.	24					21	734			33						32
D. No, there is no match.	3					6	726			19						54
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good	15					22	751			73						11
B. good	57					46	741			51						20
C. fair	23					27	732			26						36
D. poor	6					6	725			10						55
How difficult was the mathematics part of this test?																
A. harder than my regular schoolwork	54					45	736			38						29
B. about the same as my regular schoolwork	43					46	742			51						21
C. easier than my regular schoolwork	2					9	752			69						15
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.	54					45	739			45						25
B. I tried about the same as I do on my regular schoolwork.	43					49	741			50						22
C. I did not try as hard on this test as I do on my regular schoolwork.	3					6	733			29						37
How often do you use laptops in mathematics class?																
A. almost every day	2					7	736			41						32
B. two or three days a week	11					17	738			43						26
C. two or three times each month	48					41	741			50						20
D. never	38					35	739			46						26
Which statement best describes the use of calculators in mathematics class?																
A. Calculators are used daily.	52					23	742			51						23
B. Calculators are used once or twice a week.	25					35	741			48						23
C. Calculators are used once or twice a month.	12					18	739			46						23
D. Calculators are rarely or never used.	10					24	737			41						28
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes	7					10	734			34						36
B. 30-45 minutes	31					45	739			44						26
C. 45-60 minutes	56					36	743			53						19
D. more than 60 minutes	6					10	739			46						25