



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: 12481709
School: Skowhegan Area Middle School
District: MSAD 54
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.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7



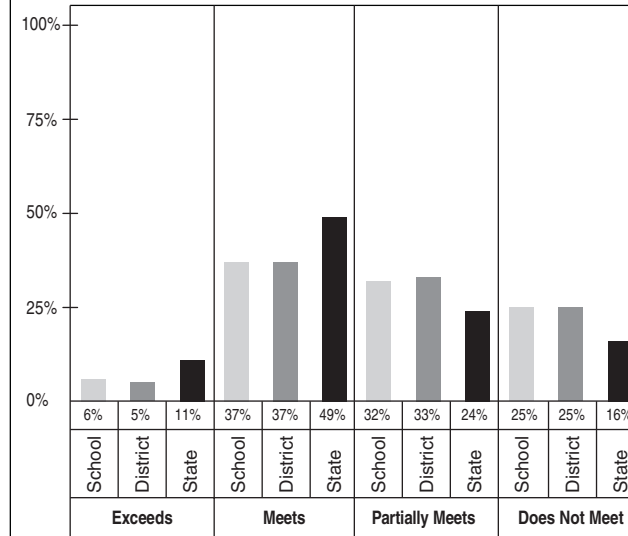
SUMMARY OF SCORES

School: Skowhegan Area Middle School
 District: MSAD 54
 Grade: 7
 Date: March 2006

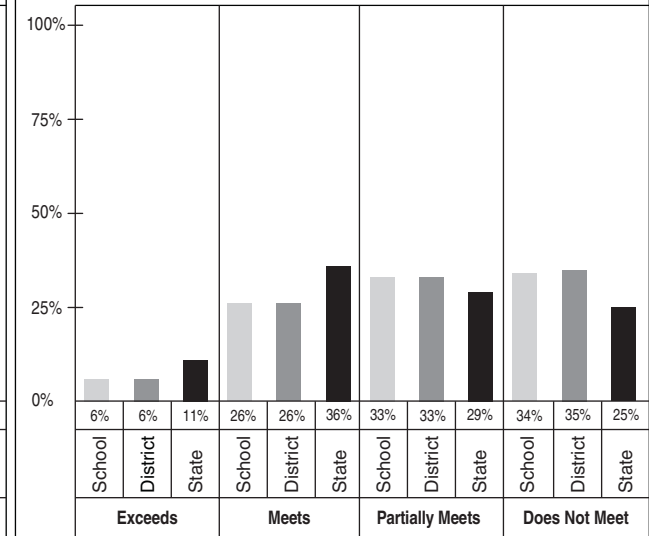
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	740	740	745
MATHEMATICS 2005–2006	734	733	740

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Skowhegan Area Middle School
 District: MSAD 54
 Grade: 7
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	221	100	224	100	15803	100
Ethnicity						
African American/Black	1	0	1	0	317	2
American Indian/Native Alaskan	0	0	0	0	112	1
Asian/Pacific Islander	3	1	3	1	181	1
Caucasian/White	216	98	219	98	15025	95
Hispanic	1	0	1	0	155	1
Not Reported	0	0	0	0	13	0
Identified disability	47	21	49	22	2564	16
Current LEP	2	1	2	1	268	2
Economically disadvantaged	75	34	77	34	5627	36
Migrant	2	1	2	1	24	0

ELA-Reading			Mathematics												
School		District	State		School		District	State		School		District	State		
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
220	100	223	100	15617	99	220	100	223	100	15612	99				
1	100	1	100	310	98	1	100	1	100	311	98				
0		0		109	97	0		0		110	98				
2	67	2	67	175	97	2	67	2	67	177	98				
216	100	219	100	14860	99	216	100	219	100	14849	99				
1	100	1	100	150	97	1	100	1	100	152	98				
0		0		13	100	0		0		13	100				
47	100	49	100	2482	97	47	100	49	100	2476	97				
2	100	2	100	256	96	2	100	2	100	264	99				
74	99	76	99	5526	98	74	99	76	99	5523	98				
2	100	2	100	24	100	2	100	2	100	24	100				

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	169	77	172	77	13199	85	169	77	172	77	13211	85				
Identified disability (PET/IEP)	4	2	6	3	541	4	4	2	6	3	542	4				
LEP	0	0	0	0	144	1	0	0	0	0	144	1				
504 plan	5	3	5	3	149	1	5	3	5	3	149	1				
Students who took the assessment with accommodations	49	22	49	22	2263	14	49	22	49	22	2243	14				
Identified disability (PET/IEP)	41	84	41	84	1796	79	41	84	41	84	1784	80				
LEP	2	4	2	4	105	5	2	4	2	4	114	5				
504 plan	2	4	2	4	31	1	2	4	2	4	30	1				
Other	4	8	4	8	356	16	4	8	4	8	339	15				
Students who would have participated through a PAAP if one had been available	2	1	2	1	155	1	2	1	2	1	158	1				
Identified disability (PET/IEP)	2	100	2	100	145	94	2	100	2	100	150	95				
LEP	0	0	0	0	7	5	0	0	0	0	6	4				
504 plan	0	0	0	0	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.



ELA-READING RESULTS

School: Skowhegan Area Middle School
 District: MSAD 54
 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	12	6	12	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	81	37	81	37	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	70	32	72	33	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	55	25	56	25	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	31.8	56.8	31.7	56.6	34.8	62.1
Literary Text	28	50	17.1	61.1	17.0	60.7	18.6	66.4
Informational Text	28	50	14.7	52.5	14.6	52.1	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>.



ELA-READING RESULTS

(CONTINUED)

School: Skowhegan Area Middle School
District: MSAD 54
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	39	741	44	37	19	49	747	65	23	12	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.	36	30	748	69	11
Male	61	739	42	29	29	51	743	55	25	19						
Ethnicity											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 harder 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					
African American/Black						2	738	43	27	30						
American Indian/Native Alaskan						1	735	32	31	37						
Asian/Pacific Islander						1	746	59	26	15						
Caucasian/White	98	740	43	31	25	95	745	61	24	15						
Hispanic						1	743	57	23	20						
Not Reported						0	743	54	38	8						
Economically disadvantaged																
Yes	34	737	35	32	32	35	739	45	30	25		29	27	752	81	7
No	66	742	47	32	22	65	748	68	21	10		51	51	744	61	13
Title 1A targeted program																
Yes						5	738	36	39	25		18	19	737	36	28
No	100	740	43	32	25	95	745	61	24	15		3	3	731	20	46
Migrant																
Yes						0	741	46	29	25		22	17	740	48	26
No	99	740	43	31	25	100	745	60	24	16		59	62	745	62	13
Gifted/talented program																
Yes	4	759	100	0	0	3	761	96	3	1		19	21	747	67	11
No	96	739	40	33	26	97	744	59	25	16		11	9	733	27	42
Identified disability																
Yes	21	727	4	29	67	15	730	19	32	50		58	52	743	55	16
No	79	744	53	33	14	85	747	67	23	9		30	39	750	76	7
Limited English proficient students																
Current LEP in first 10 months						0	718	10	0	90		49	42	744	58	16
Current LEP beyond first 10 months						2	732	26	33	41		45	53	746	64	13
How much homework do you do on school nights?																
A. None	8	734	24	29	47	7	736	39	25	35		6	5	738	45	30
B. Less than one hour	55	740	45	33	23	48	745	60	25	15		13	19	749	72	10
C. One to two hours	35	741	44	33	23	40	747	65	24	11		42	43	747	66	11
D. More than two hours	3	739	50	0	50	5	744	55	26	20		17	14	743	54	19
Optional school/district question																
A.												28	25	739	46	23
B.																
C.																
D.																



MATHEMATICS RESULTS

School: Skowhegan Area Middle School
 District: MSAD 54
 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	13	6	13	6	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	57	26	58	26	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	73	33	73	33	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	75	34	77	35	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	8.1	42.6	8.0	42.1	9.4	49.5
Cluster 2: Shape and Size	14	25	5.7	40.7	5.7	40.7	6.3	45.0
Cluster 3: Mathematical Decision Making	8	14	4.2	52.5	4.2	52.5	4.8	60.0
Cluster 4: Patterns	15	27	6.2	41.3	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: Skowhegan Area Middle School
 District: MSAD 54
 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	39	734	33	33	33	49	739	45	30	24	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. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match. Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor How difficult was the mathematics 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 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. 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 often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used. On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes						
Male	61	734	31	34	35	51	740	47	28	25		22	27	745	58	18	
Ethnicity																	
African American/Black						2	731	27	34	39		52	46	741	49	21	
American Indian/Native Alaskan						1	729	24	28	48		20	21	734	33	32	
Asian/Pacific Islander						1	743	55	25	20		6	6	726	19	54	
Caucasian/White	98	734	32	34	34	95	740	47	29	24							
Hispanic						1	736	37	28	35							
Not Reported						0	734	38	31	31							
Economically disadvantaged																	
Yes	34	732	34	28	38	35	733	32	32	37		22	22	751	73	11	
No	66	735	31	36	33	65	743	54	28	18		48	46	741	51	20	
Title 1A targeted program																	
Yes						5	732	25	37	39		26	27	732	26	36	
No	100	734	32	33	34	95	740	47	29	24		3	6	725	10	55	
Migrant																	
Yes						0	737	25	33	42		51	45	736	38	29	
No	99	734	32	34	34	100	740	46	29	25		44	46	742	51	21	
Gifted/talented program																	
Yes	4	753	88	13	0	3	762	95	5	1		5	9	752	69	15	
No	96	733	30	34	36	97	739	45	30	25	57	45	739	45	25		
Identified disability																	
Yes	21	715	4	13	82	15	723	13	26	61	38	49	741	50	22		
No	79	739	39	39	22	85	742	52	30	18	5	6	733	29	37		
Limited English proficient students																	
Current LEP in first 10 months						0	714	8	8	83	57	45	739	45	25		
Current LEP beyond first 10 months						2	728	24	31	45	38	49	741	50	22		
How much homework do you do on school nights?																	
A. None	8	728	29	12	59	7	730	28	27	45	5	6	733	29	37		
B. Less than one hour	55	734	34	30	35	48	740	47	29	24	4	7	736	41	32		
C. One to two hours	35	735	29	44	27	40	741	49	30	21	11	17	738	43	26		
D. More than two hours	3	736	33	17	50	5	738	43	30	27	44	41	741	50	20		
Optional school/district question																	
A.											42	35	739	46	26		
B.											27	23	742	51	23		
C.											46	35	741	48	23		
D.											14	18	739	46	23		