



November 2006

DEPARTMENT OF EDUCATION

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State’s measure of student progress in achieving the State standards, known as Learning Results, adopted by the Maine Legislature in 1997. Historically, the Maine Educational Assessment (MEA), based on the Learning Results, was the assessment administered to students in grades 4, 8 and 11 to meet these state assessment requirements. For the first time this year, the MEA was administered to students in all grades 3 through 8 and the SAT Reasoning Test (SAT) was administered at the high school level in place of the MEA. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement.

Due to those changes, it was necessary to set new standards across the assessment system 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 informed by Maine teachers and reviewed by advisory committees.

These 2005-2006 Maine High School Assessment Summary Reports contain the baseline status results of student performance on the SAT in critical reading, mathematics and writing reported according to the new achievement standards and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions and select answers to multiple-choice questions. More information about the design, history and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

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 graduate from any Maine high school prepared for college, career and citizenship.

Sincerely,

Susan A. Gendron

Susan A. Gendron  
Commissioner of Education



District Report

ID: 1028

District: Calais School Department

Date: April/May 2006

Contents of the Report

The report is divided into six 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
Critical Reading Results.....	4
Mathematics Results.....	5
Writing Results.....	6
Results by Reporting Subgroup.....	7-8

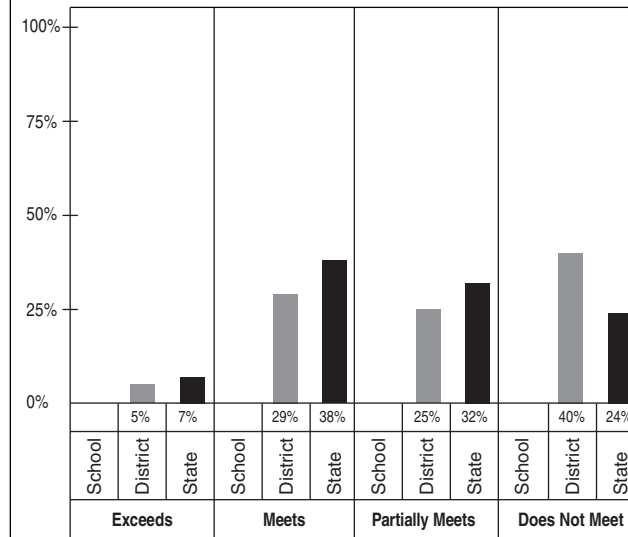
# SUMMARY OF SCORES

District: Calais School Department  
Date: April/May 2006

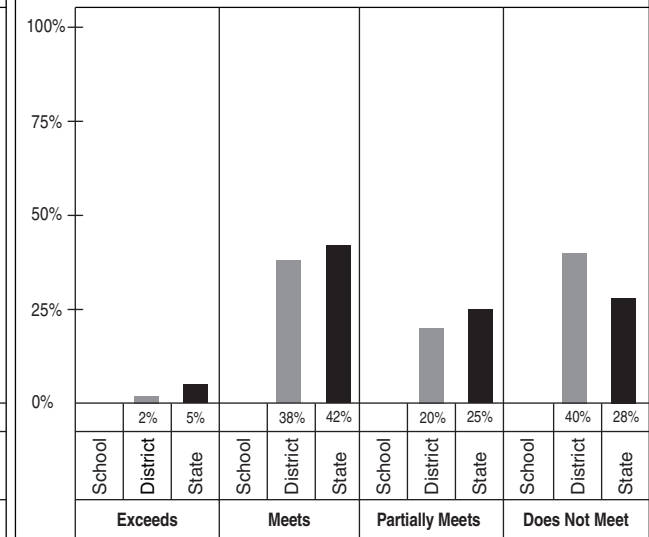
## Summary of District and State Scores

Year	Average Scaled Score		
	School	District	State
CRITICAL READING 2005-2006		416	443
MATHEMATICS 2005-2006		415	444
WRITING 2005-2006		395	435

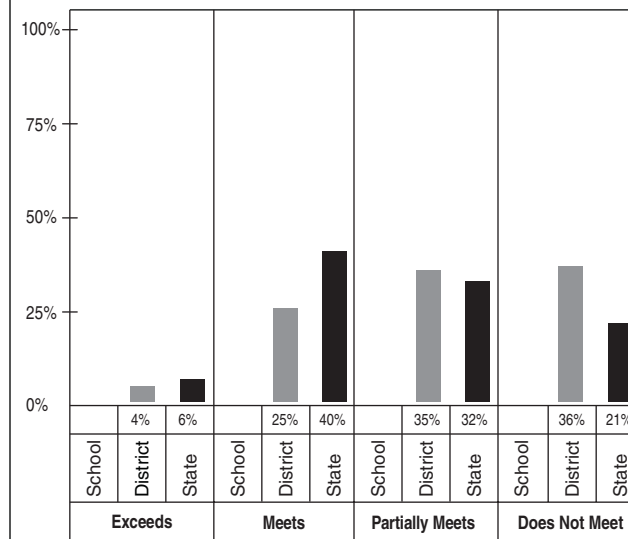
### CRITICAL READING



### MATHEMATICS



### WRITING



# SUMMARY OF STUDENT PARTICIPATION

District: Calais School Department  
Date: April/May 2006

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup>			CONTENT AREA PARTICIPATION <sup>2</sup>																				
	School		District		State		Critical Reading			Mathematics			Writing											
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Total number of students</b>			61	100	16050	100			56	92	15300	95			56	92	15299	95			56	92	15302	95
<b>Ethnicity</b>																								
African American/Black			0	0	263	2			0		233	89			0		234	89			0		234	89
American Indian/Native Alaskan			0	0	98	1			0		90	92			0		90	92			0		90	92
Asian/Pacific Islander			0	0	199	1			0		179	90			0		179	90			0		179	90
Caucasian/White			58	95	15362	96			54	93	14685	96			54	93	14683	96			54	93	14686	96
Hispanic			3	5	128	1			2	67	113	88			2	67	113	88			2	67	113	88
Not Reported			0	0	0	0			0		0				0		0				0		0	
<b>Identified disability</b>			4	7	1979	12			4	100	1740	88			4	100	1739	88			4	100	1742	88
<b>Current LEP</b>			0	0	201	1			0		163	81			0		161	80			0		163	81
<b>Economically disadvantaged</b>			27	44	3928	24			25	93	3641	93			25	93	3643	93			25	93	3643	93
<b>Migrant</b>			0	0	10	0			0		8	80			0		8	80			0		8	80

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading			Mathematics			Writing																	
	School		District		State		School		District		State		School		District		State							
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Students who took the assessment without accommodations</b>			47	84	13618	89			47	84	13617	89			47	84	13619	89						
Identified disability (PET/IEP)			2	4	582	4			2	4	581	4			2	4	582	4						
LEP			0	0	101	1			0	0	101	1			0	0	101	1						
504 plan			2	4	159	1			2	4	159	1			2	4	159	1						
<b>Students who took the assessment with accommodations</b>			8	14	1525	10			8	14	1525	10			8	14	1525	10						
Identified disability (PET/IEP)			2	25	1016	67			2	25	1016	67			2	25	1016	67						
LEP			0	0	56	4			0	0	56	4			0	0	56	4						
504 plan			0	0	41	3			0	0	41	3			0	0	41	3						
Other			6	75	422	28			6	75	422	28			6	75	422	28						
<b>Students who participated through alternate assessment (PAAP)<sup>4</sup></b>			1	2	157	1			1	2	157	1			1	2	158	1						
Identified disability (PET/IEP)			0	0	142	90			0	0	142	90			0	0	144	91						
LEP			0	0	6	4			0	0	4	3			0	0	6	4						
504 plan			0	0	0	0			0	0	0	0			0	0	0	0						

<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. <sup>4</sup> Students would have participated through alternate assessment (PAAP) in writing if one had been available.

# CRITICAL READING RESULTS

District: Calais School Department  
 Date: April/May 2006

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<p><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 applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 620-800)</p>	2005-2006			3	5	1079	7
<p><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 applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 460-610)</p>	2005-2006			16	29	5697	38
<p><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 use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 370-450)</p>	2005-2006			14	25	4772	32
<p><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 incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 200-360)</p>	2005-2006			22	40	3595	24

# MATHEMATICS RESULTS

District: Calais School Department  
 Date: April/May 2006

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

	2005-2006	School		District		State	
		N	%	N	%	N	%
		<p><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 or unfamiliar problems, and apply complex concepts. (scaled score 650-800)</p>			1	2	696
<p><b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 460-640)</p>			21	38	6423	42	
<p><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 apply concepts. (scaled score 380-450)</p>			11	20	3748	25	
<p><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 apply concepts. (scaled score 200-370)</p>			22	40	4275	28	

# WRITING RESULTS

District: Calais School Department  
Date: April/May 2006

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the writing standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<p><b>Exceeds the Standards</b> – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 620-800)</p>	2005-2006			2	4	952	6
<p><b>Meets the Standards</b> – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 450-610)</p>	2005-2006			14	25	6055	40
<p><b>Partially Meets the Standards</b> – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 350-440)</p>	2005-2006			19	35	4916	32
<p><b>Does Not Meet the Standards</b> – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 200-340)</p>	2005-2006			20	36	3221	21

# RESULTS BY REPORTING SUBGROUPS

District: Calais School Department  
Date: April/May 2006

Reporting Subgroups	Critical Reading										Mathematics										
	District					State					District					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	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	
<b>Gender</b>																					
Female	65	439	36	33	31	49	451	47	33	20	65	430	44	17	39	49	437	44	27	29	
Male	35	371	32	11	58	51	436	43	30	27	35	387	32	26	42	51	450	50	23	28	
<b>Ethnicity</b>																					
African American/Black						2	385	28	29	44					2	375	22	30	47		
American Indian/Native Alaskan						1	424	36	38	26					1	419	31	35	34		
Asian/Pacific Islander						1	429	37	34	29					1	466	54	24	21		
Caucasian/White	96	413	34	26	40	96	445	45	31	23	96	416	40	21	40	96	445	47	25	28	
Hispanic						1	429	37	35	28					1	421	37	29	34		
Not Reported																					
<b>Economically disadvantaged</b>																					
Yes	45	396	28	20	52	24	399	30	32	38	45	386	32	16	52	24	402	33	25	42	
No	55	432	40	30	30	76	457	49	31	19	55	440	47	23	30	76	456	51	25	24	
<b>Title 1A targeted program</b>																					
Yes						0	345	12	28	60					0	354	17	22	62		
No	100	416	35	25	40	100	444	45	32	24	100	415	40	20	40	100	444	47	25	28	
<b>Migrant</b>																					
Yes						0	386	13	38	50					0	411	25	50	25		
No	100	416	35	25	40	100	443	45	32	24	100	415	40	20	40	100	444	47	25	28	
<b>Gifted/talented program</b>																					
Yes						1	604	92	8	0					1	602	93	7	1		
No	100	416	35	25	40	99	441	44	32	24	100	415	40	20	40	99	442	46	25	29	
<b>Identified disability</b>																					
Yes						11	336	11	24	66					11	330	11	16	73		
No	93	423	37	24	39	89	456	49	32	19	93	420	43	20	37	89	457	51	26	23	
<b>Limited English proficient students</b>																					
Current LEP in first 10 months																					
Current LEP beyond first 10 months						1	321	6	27	68					1	353	16	26	58		

# RESULTS BY REPORTING SUBGROUPS

District: Calais School Department  
 Date: April/May 2006

Reporting Subgroups	Writing									
	District					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
<b>Gender</b>										
Female	65	421	33	36	31	49	454	53	33	15
Male	35	346	21	32	47	51	417	40	32	28
<b>Ethnicity</b>										
African American/Black						2	375	25	36	40
American Indian/Native Alaskan						1	406	38	34	28
Asian/Pacific Islander						1	434	43	36	21
Caucasian/White	96	396	28	36	36	96	437	47	32	21
Hispanic						1	413	43	32	25
Not Reported										
<b>Economically disadvantaged</b>										
Yes	45	371	16	52	32	24	388	29	36	35
No	55	415	40	20	40	76	450	51	31	17
<b>Title 1A targeted program</b>										
Yes						0	338	6	43	51
No	100	395	29	35	36	100	436	46	32	21
<b>Migrant</b>										
Yes						0	383	25	38	38
No	100	395	29	35	36	100	435	46	32	21
<b>Gifted/talented program</b>										
Yes						1	595	96	2	2
No	100	395	29	35	36	99	433	46	33	22
<b>Identified disability</b>										
Yes						11	318	9	26	65
No	93	404	31	35	33	89	449	51	33	16
<b>Limited English proficient students</b>										
Current LEP in first 10 months										
Current LEP beyond first 10 months						1	323	11	29	60