



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/.

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
Commissioner of Education



District Report

ID: 1154

District: Southport 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.

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SUMMARY OF STUDENT PARTICIPATION

District: Southport School Department
Date: April/May 2006

| CATEGORY OF PARTICIPATION | Enrollment ¹ | | | CONTENT AREA PARTICIPATION ² | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|-------------------------|---|----------|---|-------|-----|------------------|----------|-------|-------------|----------|-------|---------|----------|-------|--------|----------|-------|---|---|---|-----|-------|----|
| | School | | District | | State | | Critical Reading | | | Mathematics | | | Writing | | | | | | | | | | | |
| | n | % | n | % | n | % | School | District | State | School | District | State | School | District | State | School | District | State | | | | | | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | | | | |
| Total number of students | | | 4 | 100 | 16050 | 100 | | | 4 | 100 | 15300 | 95 | | | 4 | 100 | 15299 | 95 | | | 4 | 100 | 15302 | 95 |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | 4 | 100 | 15362 | 96 | | | 4 | 100 | 14685 | 96 | | | 4 | 100 | 14683 | 96 | | | 4 | 100 | 14686 | 96 |
| Hispanic | | | 0 | 0 | 128 | 1 | | | 0 | | 113 | 88 | | | 0 | | 113 | 88 | | | 0 | | 113 | 88 |
| Not Reported | | | 0 | 0 | 0 | 0 | | | 0 | | 0 | | | | 0 | | 0 | | | | 0 | | 0 | |
| Identified disability | | | 0 | 0 | 1979 | 12 | | | 0 | | 1740 | 88 | | | 0 | | 1739 | 88 | | | 0 | | 1742 | 88 |
| Current LEP | | | 0 | 0 | 201 | 1 | | | 0 | | 163 | 81 | | | 0 | | 161 | 80 | | | 0 | | 163 | 81 |
| Economically disadvantaged | | | 0 | 0 | 3928 | 24 | | | 0 | | 3641 | 93 | | | 0 | | 3643 | 93 | | | 0 | | 3643 | 93 |
| Migrant | | | 0 | 0 | 10 | 0 | | | 0 | | 8 | 80 | | | 0 | | 8 | 80 | | | 0 | | 8 | 80 |

| MODE OF PARTICIPATION ³ | 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 | % | | | | | | |
| Students who took the assessment without accommodations | | | 4 | 100 | 13618 | 89 | | | 4 | 100 | 13617 | 89 | | | 4 | 100 | 13619 | 89 | | | | | | |
| Identified disability (PET/IEP) | | | 0 | 0 | 582 | 4 | | | 0 | 0 | 581 | 4 | | | 0 | 0 | 582 | 4 | | | | | | |
| LEP | | | 0 | 0 | 101 | 1 | | | 0 | 0 | 101 | 1 | | | 0 | 0 | 101 | 1 | | | | | | |
| 504 plan | | | 0 | 0 | 159 | 1 | | | 0 | 0 | 159 | 1 | | | 0 | 0 | 159 | 1 | | | | | | |
| Students who took the assessment with accommodations | | | 0 | 0 | 1525 | 10 | | | 0 | 0 | 1525 | 10 | | | 0 | 0 | 1525 | 10 | | | | | | |
| Identified disability (PET/IEP) | | | 0 | | 1016 | 67 | | | 0 | | 1016 | 67 | | | 0 | | 1016 | 67 | | | | | | |
| LEP | | | 0 | | 56 | 4 | | | 0 | | 56 | 4 | | | 0 | | 56 | 4 | | | | | | |
| 504 plan | | | 0 | | 41 | 3 | | | 0 | | 41 | 3 | | | 0 | | 41 | 3 | | | | | | |
| Other | | | 0 | | 422 | 28 | | | 0 | | 422 | 28 | | | 0 | | 422 | 28 | | | | | | |
| Students who participated through alternate assessment (PAAP)⁴ | | | 0 | 0 | 157 | 1 | | | 0 | 0 | 157 | 1 | | | 0 | 0 | 158 | 1 | | | | | | |
| Identified disability (PET/IEP) | | | 0 | | 142 | 90 | | | 0 | | 142 | 90 | | | 0 | | 144 | 91 | | | | | | |
| LEP | | | 0 | | 6 | 4 | | | 0 | | 4 | 3 | | | 0 | | 6 | 4 | | | | | | |
| 504 plan | | | 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. ⁴ Students would have participated through alternate assessment (PAAP) in writing if one had been available.