



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

Susan A. Gendron
Commissioner of Education



District Report

ID: 1207

District: MSAD 13

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.

Table with 2 columns: Topic and Page. Topics include Summary of Scores (2), Summary of Student Participation (3), Critical Reading Results (4), Mathematics Results (5), Writing Results (6), and Results by Reporting Subgroup (7-8).

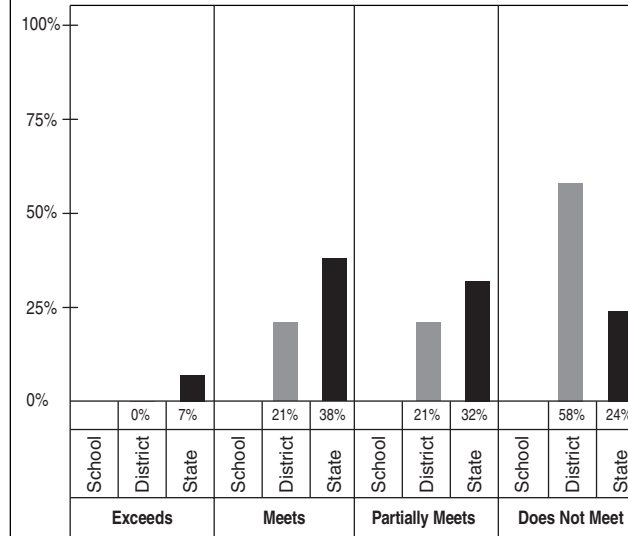
SUMMARY OF SCORES

District: MSAD 13
Date: April/May 2006

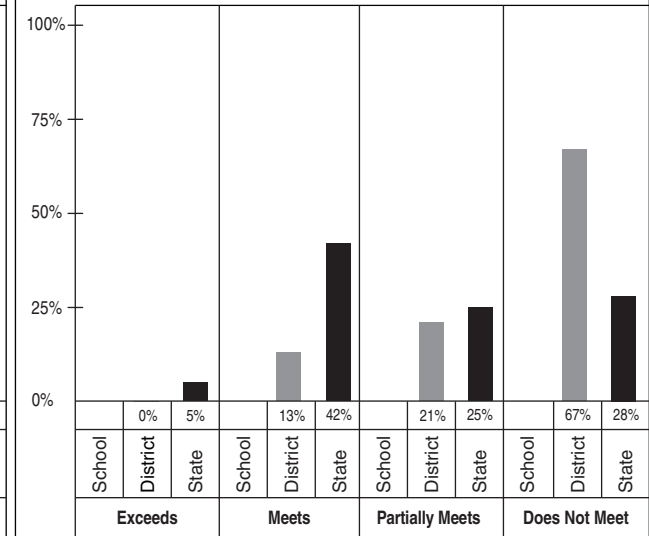
Summary of District and State Scores

| Year | Average Scaled Score | | |
|-------------------------------|----------------------|----------|-------|
| | School | District | State |
| CRITICAL READING 2005-2006 | | 374 | 443 |
| MATHEMATICS 2005-2006 | | 366 | 444 |
| WRITING 2005-2006 | | 333 | 435 |
| | | | |

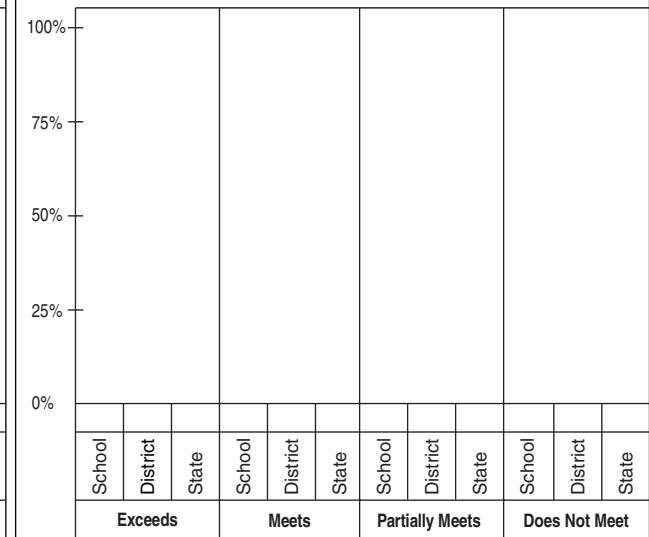
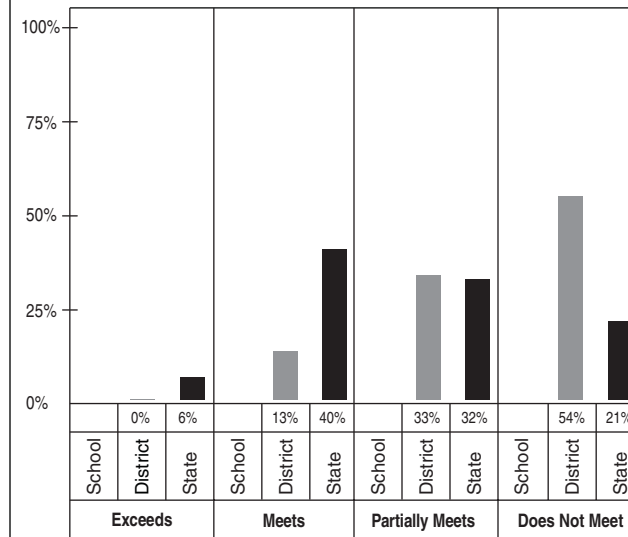
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

District: MSAD 13
Date: April/May 2006

| CATEGORY OF PARTICIPATION | Enrollment ¹ | | | CONTENT AREA PARTICIPATION ² | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|-------------------------|---|----------|---|-------|-----|------------------|---|----|-------------|-------|----|---------|---|----|-----|-------|----|--|--|----|-----|-------|----|
| | 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 | % | | | | | | |
| Total number of students | | | 25 | 100 | 16050 | 100 | | | 25 | 100 | 15300 | 95 | | | 24 | 96 | 15299 | 95 | | | 25 | 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 | | | 25 | 100 | 15362 | 96 | | | 25 | 100 | 14685 | 96 | | | 24 | 96 | 14683 | 96 | | | 25 | 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 | | | 7 | 28 | 1979 | 12 | | | 7 | 100 | 1740 | 88 | | | 6 | 86 | 1739 | 88 | | | 7 | 100 | 1742 | 88 |
| Current LEP | | | 0 | 0 | 201 | 1 | | | 0 | | 163 | 81 | | | 0 | | 161 | 80 | | | 0 | | 163 | 81 |
| Economically disadvantaged | | | 15 | 60 | 3928 | 24 | | | 15 | 100 | 3641 | 93 | | | 15 | 100 | 3643 | 93 | | | 15 | 100 | 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 | | | | | | | | | | | | | | | | | | |
| Identified disability (PET/IEP) | | | 6 | 26 | 582 | 4 | | | 6 | 26 | 581 | 4 | | | 6 | 26 | 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 | | | 1 | 4 | 1525 | 10 | | | 1 | 4 | 1525 | 10 | | | 1 | 4 | 1525 | 10 |
| Identified disability (PET/IEP) | | | 0 | 0 | 1016 | 67 | | | 0 | 0 | 1016 | 67 | | | 0 | 0 | 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 | | | 1 | 100 | 422 | 28 | | | 1 | 100 | 422 | 28 | | | 1 | 100 | 422 | 28 |
| Students who participated through alternate assessment (PAAP)⁴ | | | 1 | 4 | 157 | 1 | | | 0 | 0 | 157 | 1 | | | 1 | 4 | 158 | 1 |
| Identified disability (PET/IEP) | | | 1 | 100 | 142 | 90 | | | 0 | | 142 | 90 | | | 1 | 100 | 144 | 91 |
| LEP | | | 0 | 0 | 6 | 4 | | | 0 | | 4 | 3 | | | 0 | 0 | 6 | 4 |
| 504 plan | | | 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. ⁴ Students would have participated through alternate assessment (PAAP) in writing if one had been available.

CRITICAL READING RESULTS

District: MSAD 13
 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

| | 2005-2006 | School | | District | | State | |
|---|-----------|--|----|----------|------|-------|------|
| | | N | % | N | % | N | % |
| | | <p>Exceeds the Standards – 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> | | | 0 | 0 | 1079 |
| <p>Meets the Standards – 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> | | | 5 | 21 | 5697 | 38 | |
| <p>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 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> | | | 5 | 21 | 4772 | 32 | |
| <p>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 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> | | | 14 | 58 | 3595 | 24 | |

MATHEMATICS RESULTS

District: MSAD 13
 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

| | | School | | District | | State | |
|---|-----------|--|-----------|----------|----|-------|----|
| | | N | % | N | % | N | % |
| | | <p>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 or unfamiliar problems, and apply complex concepts. (scaled score 650-800)</p> | 2005-2006 | | | 0 | 0 |
| <p>Meets the Standards – 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> | 2005-2006 | | | 3 | 13 | 6423 | 42 |
| <p>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 apply concepts. (scaled score 380-450)</p> | 2005-2006 | | | 5 | 21 | 3748 | 25 |
| <p>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 apply concepts. (scaled score 200-370)</p> | 2005-2006 | | | 16 | 67 | 4275 | 28 |

WRITING RESULTS

District: MSAD 13
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>Exceeds the Standards – 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 | | | 0 | 0 | 952 | 6 |
| <p>Meets the Standards – 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 | | | 3 | 13 | 6055 | 40 |
| <p>Partially Meets the Standards – 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 | | | 8 | 33 | 4916 | 32 |
| <p>Does Not Meet the Standards – 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 | | | 13 | 54 | 3221 | 21 |

RESULTS BY REPORTING SUBGROUPS

District: MSAD 13
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 |
| Gender | | | | | | | | | | | | | | | | | | | | |
| Female | 54 | 392 | 31 | 15 | 54 | 49 | 451 | 47 | 33 | 20 | 54 | 367 | 15 | 15 | 69 | 49 | 437 | 44 | 27 | 29 |
| Male | 46 | 352 | 9 | 27 | 64 | 51 | 436 | 43 | 30 | 27 | 46 | 365 | 9 | 27 | 64 | 51 | 450 | 50 | 23 | 28 |
| Ethnicity | | | | | | | | | | | | | | | | | | | | |
| 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 | 100 | 374 | 21 | 21 | 58 | 96 | 445 | 45 | 31 | 23 | 100 | 366 | 13 | 21 | 67 | 96 | 445 | 47 | 25 | 28 |
| Hispanic | | | | | | 1 | 429 | 37 | 35 | 28 | | | | | | 1 | 421 | 37 | 29 | 34 |
| Not Reported | | | | | | | | | | | | | | | | | | | | |
| Economically disadvantaged | | | | | | | | | | | | | | | | | | | | |
| Yes | 63 | 367 | 20 | 13 | 67 | 24 | 399 | 30 | 32 | 38 | 63 | 378 | 20 | 20 | 60 | 24 | 402 | 33 | 25 | 42 |
| No | 38 | 386 | 22 | 33 | 44 | 76 | 457 | 49 | 31 | 19 | 38 | 346 | 0 | 22 | 78 | 76 | 456 | 51 | 25 | 24 |
| Title 1A targeted program | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | 0 | 345 | 12 | 28 | 60 | | | | | | 0 | 354 | 17 | 22 | 62 |
| No | 100 | 374 | 21 | 21 | 58 | 100 | 444 | 45 | 32 | 24 | 100 | 366 | 13 | 21 | 67 | 100 | 444 | 47 | 25 | 28 |
| Migrant | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | 0 | 386 | 13 | 38 | 50 | | | | | | 0 | 411 | 25 | 50 | 25 |
| No | 100 | 374 | 21 | 21 | 58 | 100 | 443 | 45 | 32 | 24 | 100 | 366 | 13 | 21 | 67 | 100 | 444 | 47 | 25 | 28 |
| Gifted/talented program | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | 1 | 604 | 92 | 8 | 0 | | | | | | 1 | 602 | 93 | 7 | 1 |
| No | 100 | 374 | 21 | 21 | 58 | 99 | 441 | 44 | 32 | 24 | 100 | 366 | 13 | 21 | 67 | 99 | 442 | 46 | 25 | 29 |
| Identified disability | | | | | | | | | | | | | | | | | | | | |
| Yes | 25 | 335 | 0 | 17 | 83 | 11 | 336 | 11 | 24 | 66 | 25 | 325 | 0 | 17 | 83 | 11 | 330 | 11 | 16 | 73 |
| No | 75 | 387 | 28 | 22 | 50 | 89 | 456 | 49 | 32 | 19 | 75 | 379 | 17 | 22 | 61 | 89 | 457 | 51 | 26 | 23 |
| Limited English proficient students | | | | | | | | | | | | | | | | | | | | |
| 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: MSAD 13
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 |
| Gender | | | | | | | | | | |
| Female | 54 | 353 | 23 | 31 | 46 | 49 | 454 | 53 | 33 | 15 |
| Male | 46 | 310 | 0 | 36 | 64 | 51 | 417 | 40 | 32 | 28 |
| Ethnicity | | | | | | | | | | |
| 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 | 100 | 333 | 13 | 33 | 54 | 96 | 437 | 47 | 32 | 21 |
| Hispanic | | | | | | 1 | 413 | 43 | 32 | 25 |
| Not Reported | | | | | | | | | | |
| Economically disadvantaged | | | | | | | | | | |
| Yes | 63 | 324 | 7 | 33 | 60 | 24 | 388 | 29 | 36 | 35 |
| No | 38 | 349 | 22 | 33 | 44 | 76 | 450 | 51 | 31 | 17 |
| Title 1A targeted program | | | | | | | | | | |
| Yes | | | | | | 0 | 338 | 6 | 43 | 51 |
| No | 100 | 333 | 13 | 33 | 54 | 100 | 436 | 46 | 32 | 21 |
| Migrant | | | | | | | | | | |
| Yes | | | | | | 0 | 383 | 25 | 38 | 38 |
| No | 100 | 333 | 13 | 33 | 54 | 100 | 435 | 46 | 32 | 21 |
| Gifted/talented program | | | | | | | | | | |
| Yes | | | | | | 1 | 595 | 96 | 2 | 2 |
| No | 100 | 333 | 13 | 33 | 54 | 99 | 433 | 46 | 33 | 22 |
| Identified disability | | | | | | | | | | |
| Yes | 25 | 277 | 0 | 0 | 100 | 11 | 318 | 9 | 26 | 65 |
| No | 75 | 352 | 17 | 44 | 39 | 89 | 449 | 51 | 33 | 16 |
| Limited English proficient students | | | | | | | | | | |
| Current LEP in first 10 months | | | | | | | | | | |
| Current LEP beyond first 10 months | | | | | | 1 | 323 | 11 | 29 | 60 |