

BANGOR SCHOOL DEPARTMENT

2005 Performance Report



2005

Performance Report

Executive Summary

September 2, 2005

TO: Bangor School Committee

FROM: Robert Ervin
Superintendent of Schools

RE: Executive Summary – 2005 Performance Report

The 2005 Performance Report details student achievement in 2005 using national, state and local data. The Bangor School Department continues to use multiple measures from different sources to confirm achievement levels.

Metropolitan Achievement Test (MAT)

Average national percentile scores continue to be high in both Reading and Mathematics. While there is minor annual fluctuation scores over the 70th Percentile are indicative of excellent achievements. Pages 9 and 10 provide a longitudinal view of annual scores. The Bangor Curriculum can never be, and probably should not be, perfectly aligned with MAT content. For this reason, reaching ever-higher achievement faces a measurement barrier. As (probably to many) graphs attest, individual school achievement is generally outstanding. Variation is indicative of student transience and other factors related to support for learning. Nevertheless, the data for these circumstances is very good.

Scholastic Test

Bangor High School continues to have the highest cumulative number of National Merit Semi-Finalists in Maine.

Maine Educational Assessment

Bangor students generally outperformed their state peers on all sections of the Maine educational Assessment (MEA) although writing continues to stubbornly flat. Local data does not confirm MEA scores. The statewide scoring of MEA Writing is problematical.

Scaled scores are very good across the three tested grades. With out percentile calculation, I am quite certain that our scores would make our schools among the highest in the state. Of course, I would like all schools to be at or above 541 (the cutoff for “meets the standard”) and the schools

are making progress to their end, but the performance levels set by the state may be unrealistic for some subjects and grade levels. The state meetings to discuss the performance “out scores” seem to confirm this possibility. The percentage of students “meeting the standard” is very good, and in some instances (Grade 4&8 Reading and Math, and Grade 11 Reading, Writing, and Math). Of equal note is the rapidly shifting number of students in the “does not meet” category. Comparisons will show that Bangor percents are significantly below state figures. For instance in Grade 8 Mathematics, Bangor has only 13 percent in this category while the state, at 27, has over twice the percent. These figures, combined with other data, attest that our instructional interventions for struggling learners have a positive effect.

Literacy/Reading Recovery

The Reading Progress of our Grade 1 students is evident with fall to spring gains exceptional. It is hard to imagine that ten years ago, we had an average level score of 12 (that is for 300+ students). Second grade scores are at about the 3.0 level which is our goal.

Our Reading Recovery rate of 83% led the state. The disparity with the state is obvious. Frankly, at 55% the state level is disconcerting. While a few of our students did not discontinue (“graduate”), many in the remaining 17% were transients or enrolled late and could not finish.

Math “Must Knows”

At 90%, the performance bar has been set very high, by as the graphs indicate (pg. 49), Grade 3 schools have pushed hard to meet the level. Clearly, the Downeast School has a challenging instructional issue, but their achievement is very good.

In its second year of full implementation, the Grade 5 results are very good (pg. 50). The achievement trend is unmistakable. The Principals report that the math gains on other assessments are directly related to “must know” math achievement.

Grade 7 “must know” math achievement is tied to enrollment in Course 1 of the Addison Wesley Program. With students distributed by acceleration, we test by instructional level not grade. Therefore, “must know” figures include advanced sixth-graders.

Writing Prompts

Generally, writing scores from the system-wide writing assessment increased. For translation purposes, 2.5 to 3.5 is our “meets the standard” range with scores over 3.0 considered very good.