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**The Identification of Higher and Lower Performing Maine Schools**  
**School Profiles and Characteristics**

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May 2007

# **The Identification of Higher and Lower Performing Maine Schools**

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## **Introduction**

Identifying Maine's higher and lower performing schools may be useful for many purposes, but two are particularly important. Identifying these schools is important for developing and refining Maine's new funding formula. Maine's Essential Programs and Services (EPS) school funding formula is what is known nationally as a cost-based adequacy model. The underlying premise of the formula is that **all** schools should have adequate resources to ensure that **all** children may achieve high standards of learning. In the case of Maine, these high standards are the Learning Results.

What are adequate levels of resources needed to achieve the Learning Results? From the very beginning of the development of the new funding model, the goal has been to define adequate levels of resources as those resources found in higher achieving Maine schools. To that end, and for the last two years, the Maine Education Policy Research Institute, at the request of the Joint Committee on Education and Cultural Affairs of the Maine Legislature, has been analyzing achievement results for Maine's schools. The Joint Committee has received and reviewed these analyses, and has requested that the findings be more widely disseminated for a second purpose; that is, to help schools begin to examine themselves more closely and learn from each other strategies for improving student achievement.

## **Defining Higher Performing Schools**

How should higher and lower performing schools be defined? Many definitions may be used. For purposes of this analysis, six general premises guided the development of definitions. First, performance was defined as performance on the Maine Educational Assessments, the MEAs. Why the MEA? The Maine Educational Assessments were used because they are the only statewide measure of Maine's Learning Results. A second criterion was

that higher performance should be occurring in more than one MEA content area. Thus, the performance in four different MEA content areas, mathematics, reading, writing and science, were averaged. Third, three year MEA content score averages were used because it is important that higher performance be sustained over a period of time, not just for one individual year.

The fourth criterion was that higher performing schools had to be scoring higher on the MEA than the State average; in fact, a third of a standard deviation higher than the State average. Fifth, higher performing schools had to demonstrate the ability to educate all children well, not just those children who are more advantaged academically and economically. One of the flaws in simply comparing test scores is the tendency of students who score higher on tests to offset lower scores of those students who may not be achieving at a similar level. That said, a school that is educating its top students well and thus providing the opportunity for them to score well on the MEA may, in fact, be leaving students on the lower end of the scale behind entirely. For the purposes of this research, schools needed to be concerned with educating all of their students, not just those who were already at the top of the class. Thus, in higher performing schools the number of students Partially Meeting or Meeting State MEA standards had to be one-third of a standard deviation above the State average, as well as the performance of both economically disadvantaged and economically advantaged students (if sufficient data was available).

Sixth, and perhaps most importantly, higher performing schools need to be scoring higher in the MEA content areas than what might be expected given the characteristics of the students and community. In reality, some of the differences in school average achievement scores may be attributable to community characteristics (e.g. community education and poverty levels) and, in the upper grades, by student performance in the lower grades. In fact, some studies have shown community characteristics and prior achievement may

account for as much as 50% of the differences in average school scores between different communities.

This has resulted in many researchers re-defining higher performance by what is sometimes called a “value-added” definition of higher performance. Using a value-added definition, a school is designated as higher performing only when its average performance score is higher than would be expected based on that community’s characteristics and students’ prior achievement. In essence, the school is defined as adding value beyond the community. For this project, these characteristics include a) the percentage of students who receive free or reduced lunch, b) the percentage of households in the community with at least one member who holds a bachelor’s degree, and c) for upper grade students, the average MEA score of the town or district’s earlier grade students (i.e. 4<sup>th</sup> or 8<sup>th</sup> graders). Numbers representing these characteristics were used in a mathematical formula to determine a predicted score for each school. And this score was compared to actual MEA performance. To be classified as a higher performing school on this sixth criterion, a school’s actual MEA scale score had to be at least one third of a standard deviation above their predicted score. The same six definitional criteria, but in reverse, were used in identifying lower performing schools.

The above criteria were used to examine all 666 Maine public schools that were operating during the 2003-04 school year, but 170 of these schools were excluded from the analysis for one or more of the following reasons:

1. the school did not have complete MEA data;
2. there were too few students tested to ensure accurate results;
3. the school was not a public school; or
4. MEA performance was not attributable to the school.

In the case of the fourth reason, for example, 4-6 grade schools were excluded from the analysis because the MEA scores for these schools are more likely attributable to another school (e.g. K-3 schools) than to the 4-6 grade schools. Any school that was not in operation during the 2003-04 school year was also

excluded. Accordingly, 170 schools were excluded from the analysis, leaving 496 schools in the study sample.

Application of the criteria described above to the 496 schools in the study sample resulted in the identification of 89 (17.9%) higher performing schools, and 106 (21.4%) lower performing schools. The breakdown by school level appears in Table 1. For grade schools and K-8 schools, the percentages of higher and lower performing schools were similar. But in the case of middle and high schools, fewer schools were identified as higher performing. The

**Table 1: Higher and Lower Performing Maine Public Schools**

School Level	Schools Evaluated	Higher Performing	Lower Performing
High School (9-12)	118	14 (11.9%)	24 (20.3%)
Middle School (6-8)	94	15 (16.0%)	21 (22.3%)
Grade School (K-5)	188	42 (22.3%)	44 (23.4%)
K-8 School	96	18 (18.8%)	17 (17.7%)
<b>Total</b>	<b>496</b>	<b>89 (17.9%)</b>	<b>106 (21.4%)</b>

names of the Maine schools at each school level and by higher and lower performance appear in Appendix A.

How should this information be used? Clearly it should be used cautiously. Not all schools have been reviewed, and some may argue that a school’s performance should be assessed in more ways than by achievement on a statewide achievement test. But even given these caveats, the information should be useful to schools and communities as they begin to review their schools. The emphasis must be on beginning the review, because performance data alone does not provide answers to all the complexities of schooling. The data should be used as a conversation starter, not as summary judgments about any particular school. To that end, school staff should conduct further analysis of their performance data and school characteristics.

Assessing the academic performance record of a school is a complex task that requires good data, thoughtful analysis, and sound professional judgment.

To assist in this analysis, a set of six performance indices are being made available electronically on the internet to school districts for use in the assessment of their schools. Each performance index is based on the Maine Educational Assessment (MEA), and constitutes a measurement of a different aspect of school success. The six indices are:

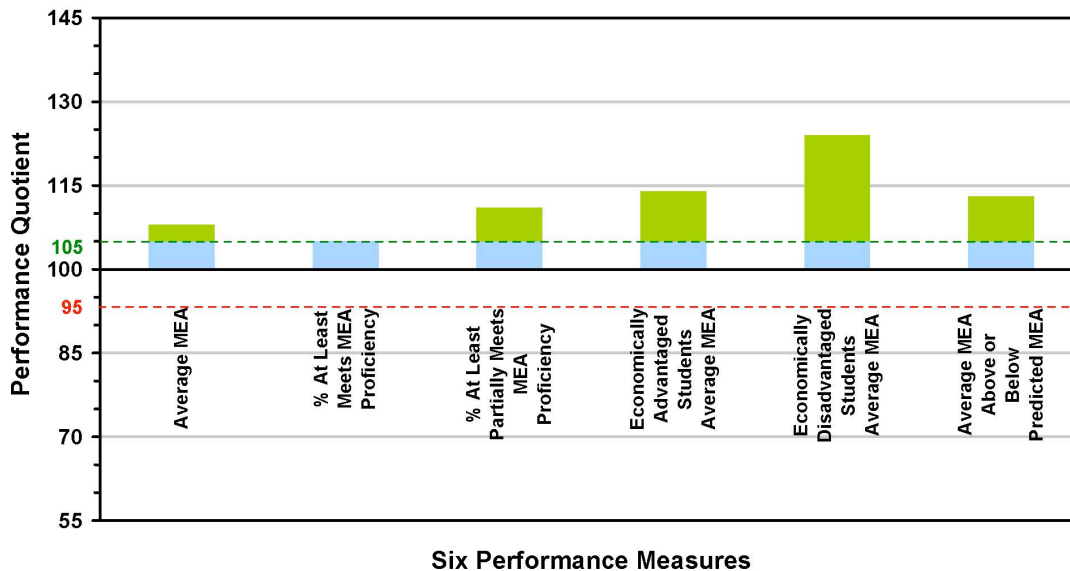
- Average MEA Composite Scale Score Index: This index is the three year school average MEA composite scale score comprised of the cumulative scores in math, writing, reading, and science for MEA data years 2003-2005.
- Percent At Least Meets MEA Proficiency Index: This index is the three year school average of the percent of students who are meeting State proficiency standards based on the MEA composite scale score for MEA data years 2003-2005.
- Percent At Least Partially Meets MEA Proficiency Index: This index is the three year school average of the percent of students that Partially Meet, Meet, or Exceed the State proficiency standards based on the MEA composite scale score for MEA data years 2003-2005.
- Economically Advantaged Students Average MEA Index: This is the two year school average MEA composite scale score for students considered economically advantaged by the National Student Lunch Program.
- Economically Disadvantaged Students Average MEA Index: This is the two year school average composite scale score for students deemed as eligible for free or reduced lunch based on family income for MEA data years 2004-2005.
- Average MEA Above or Below Predicted MEA: This index is a predicted MEA composite scale score for the school. The sixth index represents how much better or worse the school's average MEA score is than would be expected, given the characteristics of the students and community.

## School Performance Profiles

Using these six indices, a school's achievement performance may be displayed on a bar chart, one bar for each performance index. An example appears in Figure 1 below. The performance indices have been standardized with the State average set at 100, and every 15 points represents one standard deviation. This means that approximately two-thirds of all schools will have a performance index between 85 and 115. Dotted lines have been placed on the chart at 95 and 105 to indicate that a performance index within this range is considered as very near the state average.

The strength in the chart is its ability to allow for the collective interpretation of the six performance indices. If all bars are well above the State averages, as may be seen in Figure 1, then a school may say that their

**Figure 1: Sample Higher Performing Maine School**

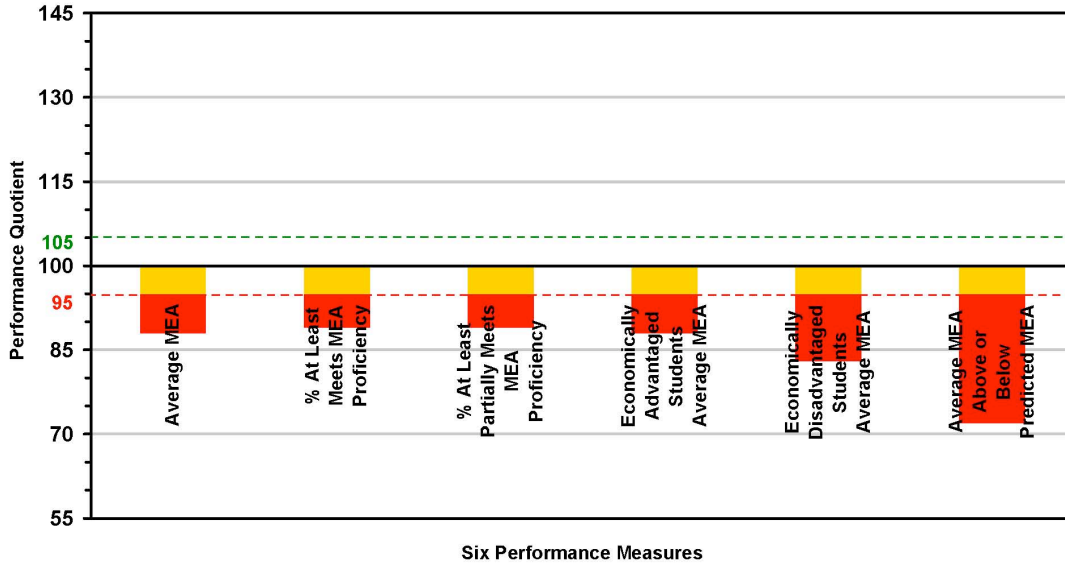


MEA scores are good; that a majority of their children are meeting or partially meeting the State learning standards; that they are making sure all their students are meeting standards, and not just the advantaged or disadvantaged students; and that they have moved their children beyond what was predicted of them based on demographic characteristics and perceived prior academic



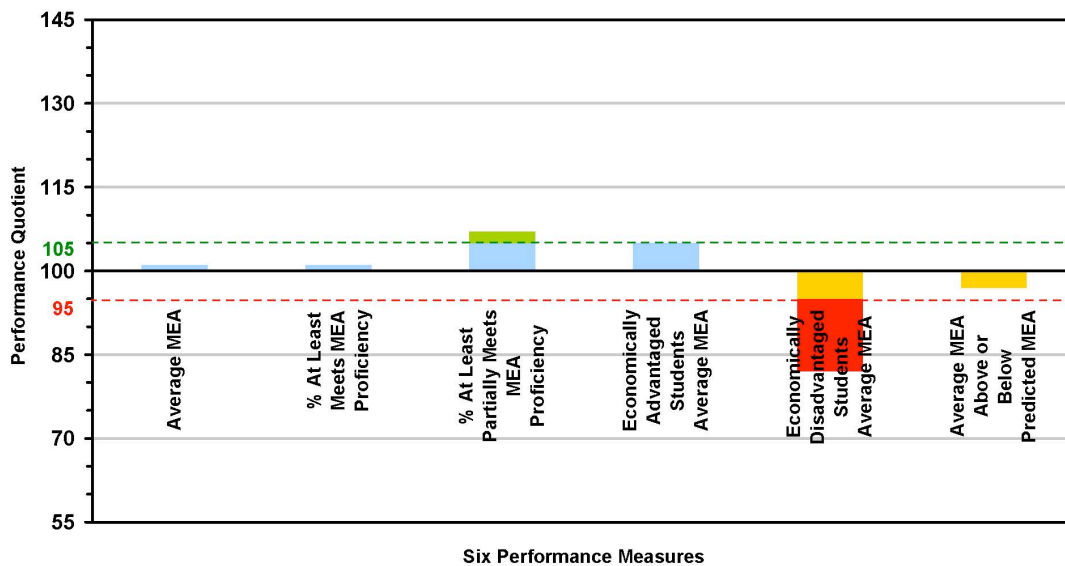
performance. If all bars are below the State average, as shown in Figure 2 on the next page, the opposite statements may be made.

**Figure 2: Sample Lower Performing Maine School**



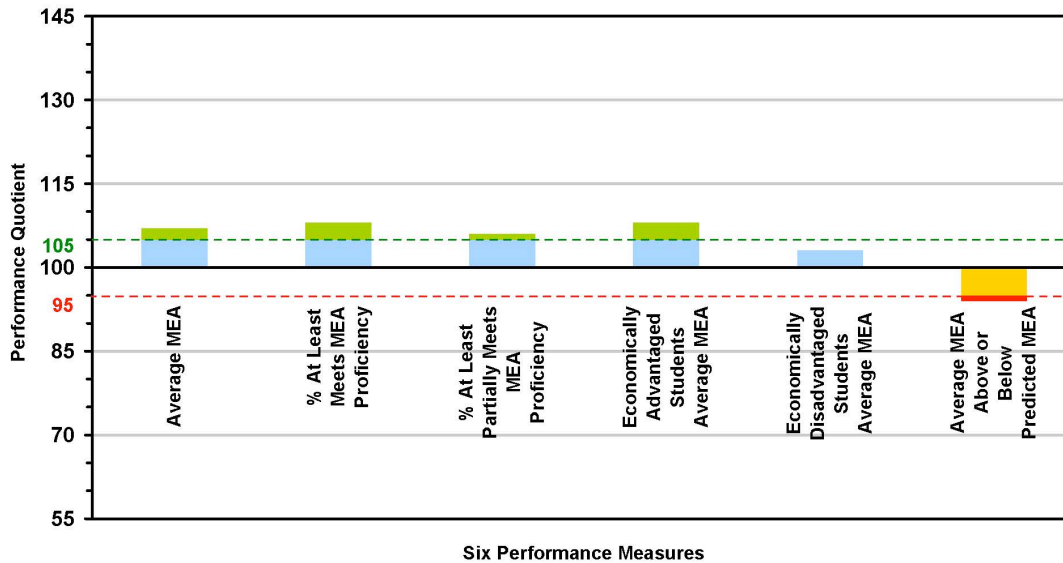
However, in many cases, more than likely, a school will have some bars above to varying heights and some bars below to varying depths. For example, in Figure 3, this school appears to have average performance, except in the case of disadvantaged students.

**Figure 3: Sample Mixed Performing Maine School**



And a particularly noteworthy profile appears in Figure 4. For this school it appears that average performance, as well as subgroup performance, are

**Figure 4: Sample Lower Than Predicted Maine School**



substantially above the State average. However, the school’s predicted score is only about average. This suggests that the students are doing well, but they could be doing even better considering their MEA performance in an earlier grade, and community factors.

These performance indices have been developed to assist schools in examining their achievement performance, and identifying areas to explore. They are intended to be used as *conversation starters*. They should not be viewed as a definitive picture of a school’s performance. School performance may be measured in a variety of ways and by many criteria and standards. These six performance indices should be viewed as one set of indicators, albeit important ones, in assessing school performance. Information on how to access a school’s performance profile appears in Appendix B.

Once the profile analysis is complete, a second step may be for a school district to begin to examine which school characteristics may be related to higher performance. To assist in this analysis, existing common data on higher and lower performing schools have been examined.

Four data sources were used in the school characteristics analysis:

1. Data submitted by school districts to the Maine Department of Education in the areas of staffing, school demographics, and expenditures.
2. Survey data submitted by students and schools as part of the yearly Maine Education Assessment (MEA) program.
3. School resource survey data provided by Maine school principals (MEPRI).
4. Student Speak II survey data provided by middle and high school students to the National Center for Student Aspiration (University of Maine).

This analysis is limited by the amount of accurate information that is available on many school characteristics, but even with the limited data, some distinguishing characteristics were discernible between schools.

Because in some cases the amount of data was limited (e.g., small number of schools within school size grouping; survey data available only for a limited number of schools etc.), patterns of differences were identified using an Effect Size (ES) criteria wherever possible. Effect size (ES) is a statistical tool for measuring the magnitude of differences between two groups; in this case, differences between higher performing and lower performing schools. An ES equal to or greater than .50 is considered a substantial difference.

### **Distinguishing Characteristics of Higher Performing Schools**

Tables 2 – 4 summarize this analysis for three broad categories of school, staff and student characteristics: Context, Resources, and Outcomes. An asterisk denotes a substantial difference between the two groups of schools (i.e., Effect size greater than .50).

In the case of **School Context** characteristics, there are no differences in expenditure levels between higher and lower performing schools, at all levels. School size does not differ for K-5 Grade and K-8 Grade schools; but overall, higher performing Middle and High Schools are larger than their lower performing counterparts. The percent of students who qualify for free and

**Table 2: Distinguishing Characteristics of Higher Performing Schools Context**

Characteristic*	K-5 Grade Schools	K-8 Grade Schools	Middle Schools	High Schools
1. School Enrollment Size	N.D.	N.D.	*Larger	* Larger
2. Percent Free & Reduced Lunch qualified students	*Lower	N.D.	*Lower	*Lower
3. Percent Special Education students	N.D.	*Lower	*Lower	N.D.
4. Teacher Salaries	*Lower	N.D.	N.D.	*Lower
5. Average Expenditures per pupil	N.D.	N.D.	N.D.	N.D.

\*Effect size in favor of higher performing schools.

N.D. = No difference between higher and lower performing schools.

reduced lunch programs or for special education services are higher in lower performing schools. However, like the larger size of higher performing Middle and High Schools, there is considerable variance with the two groups of schools. Some higher performing schools are smaller and have a higher percentage of students who qualify for free and reduced lunch or special education services.

For the **Resource** characteristics, some patterns are also apparent. Pupil-teacher ratios are similar across higher and lower performing schools, but for higher performing Middle and High Schools, teachers are more highly educated and a higher percent of classes are taught by the federal designation of Highly Qualified Teachers. In higher performing lower grade schools, more instructional time is devoted to English/Language Arts, and at the Middle and High School level students are completing more higher level courses, and complete more homework in the evenings. At all levels, the curriculum in higher performing schools match more closely what is assessed on the MEA, and students in these schools read more. And where information is available, middle school and high school students report academics are important in their schools.

**Table 3: Distinguishing Characteristics of Higher Performing Schools Resources**

<b>Characteristic*</b>	<b>K-5 Grade Schools</b>	<b>K-8 Grade Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
1. Teacher Experience	*Longer	N.D.	N.D.	N.D.
2. Teacher Education Level (MS or MS+)	N.D.	N.D.	*Higher	*Higher
3. Percent Highly Qualified Teachers	N.D.	N.D.	*Higher	*Higher
4. Pupil-Teacher Ratio	N.D.	N.D.	N.D.	N.D.
5. Administrator-Teacher Ratio	N.D.	*Lower	N.D.	N.D.
6. Total Instructional Time	*More	N.D.	N.D.	N.D.
7. Instructional Time in Mathematics	N.D.	N.D.	N.D.	NA
8. Instructional Time ELA	*More	*More	*More	NA
9. Total Professional Development Time	*More	*More	N.D.	*Lower
10. Course Completion Patterns	NA	NA	*More *Deeper	*More *Deeper
11. Amount of Homework	N.D.	N.D.	*More	*More
12. Read at Home	*More	*More	*More	*More
13. Curriculum Match MEA	*More	*More	*More	*More
14. Academics are Important in School	NA	NA	*More Important	*More Important
15. Arts are Important in School	NA	NA	N.D.	*More Important
16. Sports are Important in School	NA	NA	N.D.	*More Important

\*Effect size in favor of higher performing schools.

N.D. = No difference between higher and lower performing schools.

NA = Not applicable

In terms of **Outcome** characteristics, outside of the MEA, there are no statewide standardized performance results. But at the high school level other outcome data exist, and in all cases, higher performing high schools outperform lower performing high schools. Dropout rates are lower, graduation rates are higher, more students are taking AP courses and passing AP examinations, and students score higher on the SAT. And finally, more students in higher performing schools indicate they intend to attend some type of post-secondary higher education institution.

**Table 4: Distinguishing Characteristics of Higher Performing Schools Outcomes**

<b>Characteristic*</b>	<b>K-5 Grade Schools</b>	<b>K-8 Grade Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
1. MEA Scale Score	*Higher	*Higher	*Higher	*Higher
2. SAT Math Score	NA	NA	NA	*Higher
3. SAT Verbal Score	NA	NA	NA	*Higher
4. Percent Taking AP Courses	NA	NA	NA	*Higher
5. Percent Passing AP Exam Scores	NA	NA	NA	*Higher
6. Dropout Rate	NA	NA	NA	*Lower
7. Graduation Rate	NA	NA	NA	*Higher
8. Intend to go to College	NA	NA	NA	*Higher

### **Summary**

Identifying Maine’s higher performing schools may be important for two key purposes. First, for defining and refining resource allocations in Maine’s new funding model, the Essential Programs and Services model. Examining resources levels in higher and lower performing is useful in defining adequate levels of resources needed in all Maine schools. To that end, information on

higher and lower performing Maine schools is being used periodically in assessing Maine's funding formula.

Second, identifying higher performing schools and the resources and characteristics found in these schools may be useful to school leaders and policy makers as they work toward improving academic performance in all Maine schools. To assist in these endeavors, school performance profiles have been developed for Maine schools, along with preliminary information on some of the distinguishing characteristics found in higher performing Maine public schools. It is hoped that these profiles and information may serve as conversation starters on how we may improve all Maine schools in the future.

## Appendix A

### Higher Performing Maine Public Non K - 8 Elementary Schools

Unit Name	School Name	County	3-Year Average Grade Size
S.A.D. 44	Andover Elementary School	Oxford	10
S.A.D. 67	Dr Carl E Troutt School	Penobscot	11
S.A.D. 55	Fred W Morrill School	York	12
School Union 42	Wayne Elementary School	Kennebec	12
School Union 49	Edgecomb Eddy School	Lincoln	12
S.A.D. 40	Friendship Village School	Knox	13
S.A.D. 75	West Harpswell Elementary School	Cumberland	13
S.A.D. 22	Newburgh Elementary School	Penobscot	15
Easton	Easton Elementary School	Aroostook	16
School Union 48	Dresden Elementary School	Lincoln	18
School Union 42	Mt Vernon Elementary School	Kennebec	21
S.A.D. 33	Dr Levesque Elementary School	Aroostook	23
S.A.D. 32	Ashland Central School	Aroostook	28
S.A.D. 75	Bowdoin Central School	Sagadahoc	29
S.A.D. 63	Holden School	Penobscot	31
S.A.D. 01	Mapleton Elementary School	Aroostook	32
S.A.D. 75	Bowdoinham Community School	Sagadahoc	33
S.A.D. 06	HB Emery Jr Memorial School	York	34
S.A.D. 72	New Suncook School	Oxford	37
S.A.D. 71	Kennebunkport Consolidated School	York	42
Richmond	Marcia Buker School	Sagadahoc	43
Lewiston	Farwell Elementary School	Androscoggin	45
S.A.D 11	Laura E Richards School	Kennebec	45
S.A.D. 60	Stevens Brook School	Cumberland	47
School Union 87	Asa C Adams School	Penobscot	47
S.A.D. 75	Williams-Cone School	Sagadahoc	49



<b>Unit Name</b>	<b>School Name</b>	<b>County</b>	<b>3-Year Average Grade Size</b>
S.A.D. 60	North Berwick Elementary School	York	52
Wiscasset	Wiscasset Primary School	Lincoln	52
S.A.D. 44	Crescent Park School	Oxford	55
Portland	Longfellow School	Cumberland	57
S.A.D. 06	Frank Jewett School	York	60
Brunswick	Longfellow School	Cumberland	61
Raymond	Raymond Elementary School	Cumberland	62
S.A.D. 68	Morton Avenue Elementary School	Piscataquis	66
S.A.D. 75	Woodside Elementary School	Sagadahoc	78
Brunswick	Jordan Acres School	Cumberland	84
Wells-Ogunquit CSD	Wells Elementary School	York	91
Portland	Harrison Lyseth Elementary School	Cumberland	96
Yarmouth	Yarmouth Elementary School	Cumberland	100
S.A.D. 49	Benton Elementary School	Kennebec	116
Cape Elizabeth	Pond Cove Elementary	Cumberland	127
York	Coastal Ridge Elementary	York	131

### Lower Performing Maine Public Non K-8 Elementary Schools

Unit Name	School Name	County	3-Year Average Grade Size
S.A.D. 59	Starks Elementary School	Somerset	8
S.A.D. 55	Hiram Elementary School	Oxford	9
S.A.D. 21	Canton Elementary School	Oxford	9
S.A.D. 56	Frankfort Elementary School	Waldo	10
S.A.D. 64	Stetson Elementary School	Penobscot	10
S.A.D. 54	Cornville Elementary School	Somerset	11
S.A.D. 03	Monroe Elementary School	Waldo	11
S.A.D. 56	Stockton Springs Elementary	Waldo	17
School Union 90	Viola Rand School	Penobscot	17
S.A.D. 55	Baldwin Consolidated School	Cumberland	18
S.A.D. 11	River View Community School	Kennebec	19
S.A.D. 34	East Belfast School	Waldo	19
S.A.D. 34	Edna Drinkwater School	Waldo	19
S.A.D. 48	Palmyra Consolidated School	Somerset	20
S.A.D. 34	Kermit S. Nickerson School	Waldo	22
S.A.D. 11	Teresa C Hamlin School	Kennebec	24
S.A.D. 48	St. Albans Consolidated	Somerset	26
S.A.D. 03	Morse Memorial School	Waldo	26
Brunswick	Hawthorne School	Cumberland	26
School Union 107	Woodland Elementary School	Washington	26
S.A.D. 11	Pittston Consolidated School	Kennebec	31
S.A.D. 56	Searsport Elementary	Waldo	32
Lewiston	Governor James B Longley Elementary School	Androscoggin	34
S.A.D. 23	Levant Elementary School	Penobscot	36
S.A.D. 50	Lura Libby School	Knox	36
S.A.D. 11	Helen Thompson School	Kennebec	38
Lewiston	Martel School	Androscoggin	39

<b>Unit Name</b>	<b>School Name</b>	<b>County</b>	<b>3-Year Average Grade Size</b>
S.A.D. 20	Fort Fairfield Elementary School	Aroostook	41
S.A.D. 54	Central Grade School	Somerset	41
S.A.D. 40	Warren Community School	Knox	48
S.A.D. 55	South Hiram Elementary School	Oxford	48
S.A.D. 48	Newport Elementary School	Penobscot	50
S.A.D. 40	Miller School	Lincoln	54
S.A.D. 17	Oxford Elementary School	Oxford	55
S.A.D. 53	Vickery School	Somerset	57
School Union 52	China Primary School	Kennebec	58
S.A.D. 17	Guy E Rowe School	Oxford	60
Portland	Riverton School	Cumberland	65
Auburn	Sherwood Heights Elementary	Androscoggin	66
School Union 29	Poland Community School	Androscoggin	66
S.A.D. 36	Livermore Elementary School	Androscoggin	77
Portland	Howard C Reiche Community School	Cumberland	81
Sanford	Carl J Lamb School	York	92
S.A.D. 54	Bloomfield Elementary School	Somerset	118

### Higher Performing Maine Public K-8 Type Schools

Unit Name	School Name	County	3-Year Average Grade Size
School Union 122	New Sweden Consolidated School	Aroostook	7
School Union 106	Robbinston Grade School	Washington	7
MSAD 27	Eagle Lake Elem/Jr High School	Aroostook	10
MSAD 37	Columbia Falls Elementary	Washington	10
School Union 104	Perry Elementary School	Washington	10
MSAD 37	Cherryfield Elementary	Washington	14
School Union 103	Jonesport Elementary School	Washington	15
MSAD 62	Pownal Elementary School	Cumberland	15
School Union 104	Eastport Elementary School	Washington	16
MSAD 58	Phillips Middle School	Franklin	18
School Union 133	Palermo Consolidated School	Waldo	18
School Union 98	Mt Desert Elementary School	Hancock	21
MSAD 58	Strong Elementary School	Franklin	22
School Union 87	Veazie Community School	Penobscot	22
MSAD 27	Fort Kent Elementary School	Aroostook	39
Great Salt Bay CSD	Great Salt Bay Community School	Lincoln	47
School Union 98	Connors-Emerson School	Hancock	49
Boothbay-Boothbay Harbor CSD	Boothbay Region Elementary School	Lincoln	56

### Lower Performing Maine Public K-8 Type Schools

Unit Name	School Name	County	3-Year Average Grade Size
MSAD 26	Cave Hill School	Hancock	9
MSAD 77	Fort O'Brien School	Washington	10
MSAD 27	St Francis Elementary School	Aroostook	10
Maine Indian Education	Indian Island School	Penobscot	11
MSAD 74	Central Elementary School	Somerset	12
MSAD 37	Millbridge Elementary School	Washington	13
Maine Indian Education	Beatrice Rafferty School	Washington	13
School Union 76	Sedgwick Elementary School	Hancock	13
School Union 96	Ella Lewis School	Washington	14
Maine Indian Education	Indian Township School	Penobscot	14
School Union 69	Appleton Village School	Knox	15
School Union 90	Helen S Dunn Elementary School	Penobscot	20
School Union 44	Wales Central School	Androscoggin	20
MSAD 74	Garret Schenck Elementary	Somerset	22
School Union 91	Orland Consolidated School	Hancock	23
Arundel School Department	Mildred L Day School	York	45
Glenburn School Department	Glenburn Elementary School	Penobscot	53

### Higher Performing Maine Public Middle Schools

Unit Name	School Name	County	3-Year Average Grade Size
School Union 87	Orono Middle School	Penobscot	55
MSAD 22	Samuel L Wagner Middle School	Waldo	59
MSAD 01	Cunningham Middle School	Aroostook	81
Ellsworth School Department	Ellsworth Middle School	Hancock	88
MSAD 67	Mattanawcook Jr High School	Penobscot	107
Wells-Ogunquit CSD	Wells Junior High School	York	120
Yarmouth Schools	Frank H Harrison Middle School	Cumberland	125
MSAD 22	Reeds Brook Middle School	Penobscot	133
Cape Elizabeth School Dept	Cape Elizabeth Middle School	Cumberland	153
Bangor School Department	William S Cohen School	Penobscot	169
Falmouth School Department	Falmouth Middle School	Cumberland	171
MSAD 52	Tripp Middle School	Androscoggin	191
MSAD 51	Greely Jr High School	Cumberland	209
Brunswick School Department	Brunswick Jr High School	Cumberland	251
Scarborough School Department	Scarborough Middle School	Cumberland	265

### Lower Performing Maine Public Middle Schools

Unit Name	School Name	County	3-Year Average Grade Size
Bucksport School Department	Bucksport Middle School	Hancock	28
MSAD 30	Mt Jefferson Jr High School	Penobscot	36
School Union 44	Carrie Ricker Middle School	Kennebec	53
MSAD 50	Thomaston Grammar School	Knox	54
MSAD 31	Hichborn Middle School	Penobscot	61
MSAD 59	Madison Junior High School	Somerset	65
MSAD 56	Searsport District Middle School	Waldo	68
MSAD 01	Skyway Middle School	Aroostook	82
MSAD 40	A D Gray Middle School	Lincoln	89
MSAD 36	Livermore Falls Middle School	Androscoggin	90
Caribou School Department	Caribou Middle School	Aroostook	115
MSAD 05	Rockland District Middle School	Knox	117
School Union 30	Philip W Sugg Middle School	Androscoggin	125
MSAD 03	Mt View Jr High School	Waldo	134
MSAD 54	Skowhegan Area Middle School	Somerset	159
MSAD 34	Troy A Howard Middle School	Waldo	160
MSAD 61	Lake Region Middle School	Cumberland	188
MSAD 11	Gardiner Regional Middle School	Kennebec	198
Auburn School Department	Auburn Middle School	Androscoggin	284
MSAD 17	Oxford Hills Middle School	Oxford	303
Lewiston School Department	Lewiston Middle School	Androscoggin	359

### Higher Performing Maine Public High Schools

Unit Name	School Name	County	3-Year Average School Size
Easton School Department	Easton Junior-Senior High School	Aroostook	99
Monmouth School Department	Monmouth Academy	Kennebec	262
MSAD 58	Mt Abram Regional High School	Franklin	308
MSAD 46	Dexter Regional High School	Penobscot	357
MSAD 16	Hall-Dale High School	Kennebec	394
Madawaska School Department	Madawaska Middle/High School	Aroostook	437
Yarmouth Schools	Yarmouth High School	Cumberland	483
Cape Elizabeth School Dept	Cape Elizabeth High School	Cumberland	531
MSAD 51	Greely High School	Cumberland	662
Waterville Public Schools	Waterville High School	Kennebec	675
MSAD 22	Hampden Academy	Penobscot	767
Gorham School Department	Gorham High School	Cumberland	770
MSAD 35	Marshwood High School	York	851
Bangor School Department	Bangor High School	Penobscot	1479



### Lower Performing Maine Public High Schools

Unit Name	School Name	County	3-Year Average School Size
Moosebec CSD	Jonesport-Beals High School	Washington	102
School Union 102	Machias Memorial High School	Washington	154
School Union 104	Shead High School	Washington	172
Deer Isle-Stonington CSD	Deer Isle-Stonington High School	Hancock	185
MSAD 24	Van Buren District Secondary School	Aroostook	203
MSAD 32	Ashland Community High School	Aroostook	211
MSAD 25	Katahdin Middle/High School	Penobscot	242
School Union 106	Calais High School	Washington	295
MSAD 44	Telstar High School	Oxford	318
Millinocket School Department	Stearns High School	Penobscot	321
Jay School Department	Jay High School	Franklin	323
Flanders Bay CSD	Sumner Memorial High School	Hancock	342
MSAD 41	Penquis Valley High School	Piscataquis	433
Bucksport School Department	Bucksport High School	Hancock	478
Hermon School Department	Hermon High School	Penobscot	496
MSAD 55	Sacopee Valley Jr-Sr High School	Oxford	497
MSAD 03	Mt View High School	Waldo	531
MSAD 05	Rockland District High School	Knox	544
Oak Hill CSD	Oak Hill High School	Androscoggin	562
MSAD 34	Belfast Area High School	Waldo	652
MSAD 48	Nokomis Regional High School	Penobscot	765
MSAD 52	Leavitt Area High School	Androscoggin	772
Old Town School Department	Old Town High School	Penobscot	777
MSAD 60	Noble High School	York	1136

## Appendix B

How to access individual school performance profiles:

Go to the CEPARE website:

[www.cephare.usm.maine.edu](http://www.cephare.usm.maine.edu)

Click on the “Maine Public School Performance Profiles” link on the navigation bar to the left.

Two options for finding an individual school performance profile:

- 1) Search by school name – select school from drop down box then click “view report”.
- 2) Search by MEDMS code – input 4-digit MEDMS code in box and click “view report”.

The screenshot shows a Windows Internet Explorer browser window displaying the CEPARE website. The address bar shows the URL <http://usm.maine.edu/cephare/hsreportnew.htm>. The website header includes the USM logo and the text "UNIVERSITY OF SOUTHERN MAINE Center for Education Policy, Applied Research, and Evaluation". Below the header, there is a navigation bar with a link for "Maine Public School Performance Indices". The main content area features two search options: "Search By School NAME" and "Search By MEDMS Code". The "Search By School NAME" option has a dropdown menu with a list of schools and their MEDMS codes, including A D Gray Middle School - 1627, Abraham Lincoln School - 1158, Academy Hill School - 1513, Acton Elementary School - 1129, Adams School - 1214, Agnes Gray School - 1549, Airline Community School - 1835, Albert S Hall School - 1418, and Albion Elementary School - 1673. A "View Report" button is located below the dropdown. The "Search By MEDMS Code" option has a text input field labeled "Enter 4 digit school code" and a "View Report" button. A sidebar on the right contains a "SEARCH FOR REPORT" section with a note: "If your school report is not available, please contact [cephare@usm.maine.edu](mailto:cephare@usm.maine.edu)". The Windows taskbar at the bottom shows the start button, several open applications, and the system clock displaying 2:48 PM.