



July 2006

**DEPARTMENT OF EDUCATION**

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards 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 approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Student scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the design of the MEA is available at [www.maine.gov/education/mea/index/htm](http://www.maine.gov/education/mea/index/htm).

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 demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# School Report Grade 4

ID: 11101313  
School: Monmouth Middle School  
District: Monmouth School Department  
Date: March 2006

## Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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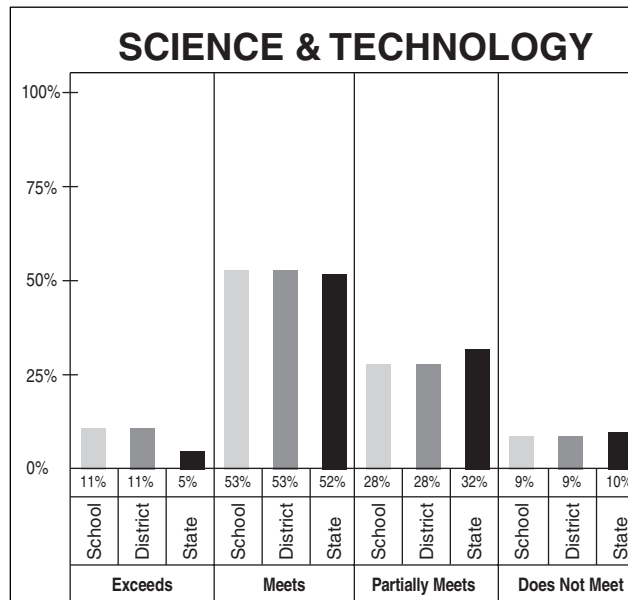
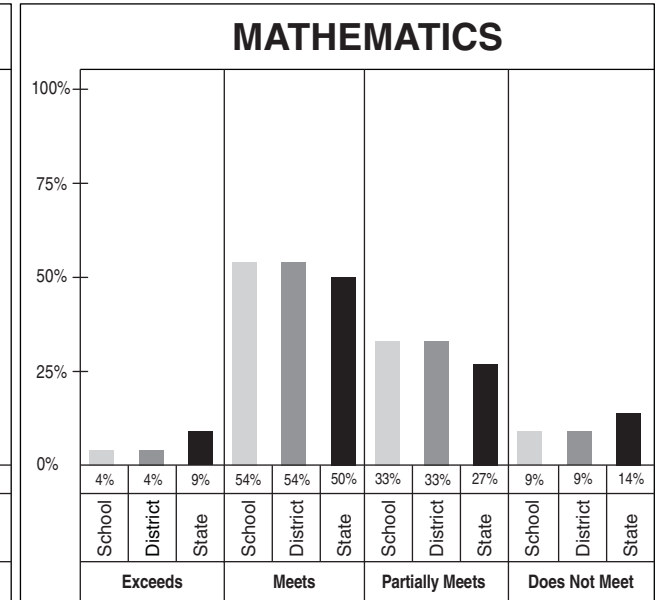
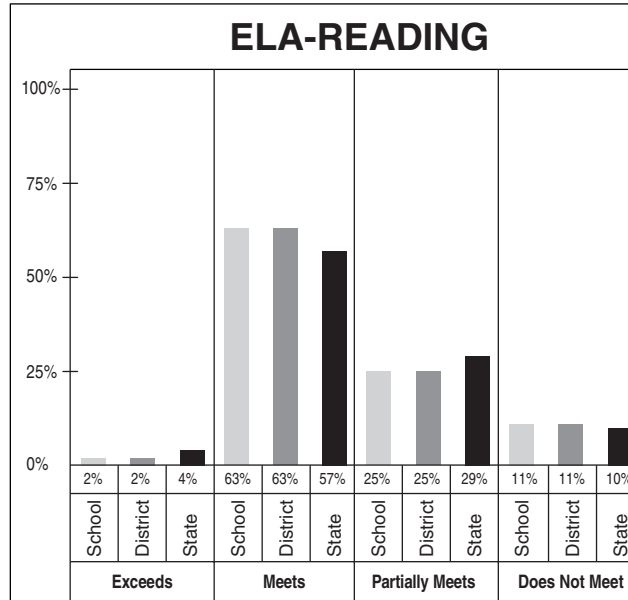


# SUMMARY OF SCORES

School: Monmouth Middle School  
 District: Monmouth School Department  
 Grade: 4  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	445	445	444
MATHEMATICS 2005–2006	443	443	444
SCIENCE & TECHNOLOGY 2005–2006	447	447	444





# SUMMARY OF STUDENT PARTICIPATION

School: Monmouth Middle School  
 District: Monmouth School Department  
 Grade: 4  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																					
	School		District		State		ELA-Reading			Mathematics			Science & Technology															
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Total number of students</b>	63	100	63	100	14242	100	60	95	60	95	14125	99	60	95	60	95	14144	99	60	95	60	95	14115	99				
<b>Ethnicity</b>																												
African American/Black	2	3	2	3	347	2	2	100	2	100	329	95	2	100	2	100	338	97	2	100	2	100	329	95				
American Indian/Native Alaskan	0	0	0	0	97	1	0		0		96	99	0		0		96	99	0		0		95	98				
Asian/Pacific Islander	0	0	0	0	255	2	0		0		246	96	0		0		253	99	0		0		247	97				
Caucasian/White	61	97	61	97	13384	94	58	95	58	95	13299	99	58	95	58	95	13300	99	58	95	58	95	13289	99				
Hispanic	0	0	0	0	147	1	0		0		143	97	0		0		145	99	0		0		143	97				
Not Reported	0	0	0	0	12	0	0		0		12	100	0		0		12	100	0		0		12	100				
<b>Identified disability</b>	11	17	11	17	2479	17	10	91	10	91	2452	99	10	91	10	91	2450	99	10	91	10	91	2448	99				
<b>Current LEP</b>	0	0	0	0	311	2	0		0		285	92	0		0		306	98	0		0		288	93				
<b>Economically disadvantaged</b>	20	32	20	32	5330	37	19	95	19	95	5275	99	19	95	19	95	5288	99	19	95	19	95	5269	99				
<b>Migrant</b>	0	0	0	0	18	0	0		0		18	100	0		0		18	100	0		0		18	100				

MODE OF PARTICIPATION <sup>3</sup>	CONTENT AREA PARTICIPATION <sup>2</sup>																					
	ELA-Reading			Mathematics			Science & Technology															
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State							
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
<b>Students who took the assessment without accommodations</b>	50	83	50	83	11086	78	50	83	50	83	11046	78	50	83	50	83	11097	79				
Identified disability (PET/IEP)	1	2	1	2	452	4	1	2	1	2	446	4	1	2	1	2	471	4				
LEP	0	0	0	0	129	1	0	0	0	0	138	1	0	0	0	0	133	1				
504 plan	1	2	1	2	74	1	1	2	1	2	71	1	1	2	1	2	74	1				
<b>Students who took the assessment with accommodations</b>	7	12	7	12	2816	20	7	12	7	12	2926	21	7	12	7	12	2877	20				
Identified disability (PET/IEP)	7	100	7	100	1792	64	7	100	7	100	1842	63	7	100	7	100	1847	64				
LEP	0	0	0	0	148	5	0	0	0	0	163	6	0	0	0	0	147	5				
504 plan	0	0	0	0	37	1	0	0	0	0	40	1	0	0	0	0	37	1				
Other	0	0	0	0	864	31	0	0	0	0	906	31	0	0	0	0	871	30				
<b>Students who participated through alternate assessment (PAAP)</b>	3	5	3	5	223	2	3	5	3	5	172	1	3	5	3	5	141	1				
Identified disability (PET/IEP)	2	67	2	67	208	93	2	67	2	67	162	94	2	67	2	67	130	92				
LEP	0	0	0	0	8	4	0	0	0	0	5	3	0	0	0	0	8	6				
504 plan	0	0	0	0	0	0	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.



# ELA-READING RESULTS

School: Monmouth Middle School  
 District: Monmouth School Department  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<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 drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 461-480)		2005–2006	1	2	1	2	4
<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 drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 441-460)		2005–2006	36	63	36	63	57
<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 draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 431-440)		2005–2006	14	25	14	25	29
<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 vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400-430)		2005–2006	6	11	6	11	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	48	100	29.4	61.3	29.4	61.3	28.9	60.2
<b>Literary Text</b>	20	42	12.6	63.0	12.6	63.0	12.2	61.0
<b>Informational Text</b>	28	58	16.7	59.6	16.7	59.6	16.6	59.3

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# ELA-READING RESULTS

## (CONTINUED)

**School:** Monmouth Middle School  
**District:** Monmouth School Department  
**Grade:** 4  
**Date:** March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		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	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
<b>Gender</b>																
Female	47	446	63	33	4	50	446	66	26	8	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.	43	32	446	66	9
Male	53	444	67	17	17	50	443	57	31	12		36	48	445	65	8
<b>Ethnicity</b>																
African American/Black						2	439	42	36	22	<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	14	14	441	47	17
American Indian/Native Alaskan						1	440	46	30	24		7	5	438	39	23
Asian/Pacific Islander						2	445	62	27	11		32	34	447	73	7
Caucasian/White	96	445	67	24	9	94	444	62	28	10		53	51	444	60	9
Hispanic						1	441	41	42	17		16	13	440	42	17
Not Reported						0	444	58	25	17	0	2	435	22	34	
<b>Economically disadvantaged</b>																
Yes	32	444	56	33	11	37	441	47	37	16	<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	4	18	440	47	20
No	68	445	69	21	10	63	446	70	24	7		54	59	446	66	7
<b>Title 1A targeted program</b>																
Yes						10	438	33	47	20	<b>How hard were the reading passages on this test?</b> A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	7	14	437	33	25
No	93	445	68	23	9	90	445	65	26	9		60	50	444	62	8
<b>Migrant</b>																
Yes						0	440	33	44	22	<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home	33	36	447	72	7
No	100	445	65	25	11	100	444	61	29	10		21	19	446	68	9
<b>Gifted/talented program</b>																
Yes						3	456	95	5	0	<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	20	22	442	52	15
No	100	445	65	25	11	97	444	60	29	10		18	26	444	59	9
<b>Identified disability</b>																
Yes	14	435	13	63	25	16	437	31	39	30	<b>How much homework do you do on school nights?</b> A. None B. Less than one hour C. One to two hours D. More than two hours	2	437	33	36	31
No	86	446	73	18	8	84	446	67	27	6		75	445	67	21	12
<b>Limited English proficient students</b>																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	437	33	36	31						
<b>Optional school/district question</b>																
A.						5	440	46	32	22						
B.						74	445	63	28	9						
C.	21	445	67	25	8	18	444	62	29	9						
D.						2	437	34	38	28						



# MATHEMATICS RESULTS

School: Monmouth Middle School  
 District: Monmouth School Department  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<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 problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 461-480)		2005–2006	2	4	2	4	9
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 441-460)		2005–2006	31	54	31	54	50
<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 explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 429-440)		2005–2006	19	33	19	33	27
<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 explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400-428)		2005–2006	5	9	5	9	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	11	28	7.2	65.5	7.2	65.5	7.3	66.4
<b>Cluster 2: Shape and Size</b>	10	25	5.8	58.0	5.8	58.0	6.1	61.0
<b>Cluster 3: Mathematical Decision Making</b>	10	25	6.5	65.0	6.5	65.0	6.6	66.0
<b>Cluster 4: Patterns</b>	9	23	5.9	65.6	5.9	65.6	5.7	63.3

- Cluster 1: Numbers and Operations**
  - A. Numbers and Number Sense
  - B. Computation
  - I. Discrete Mathematics
- Cluster 2: Shape and Size**
  - E. Geometry
  - F. Measurement
- Cluster 3: Mathematical Decision Making**
  - C. Data Analysis and Statistics
  - D. Probability
  - J. Mathematical Reasoning
- Cluster 4: Patterns**
  - G. Patterns, Relations, and Functions
  - H. Algebra Concepts
  - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.





# SCIENCE & TECHNOLOGY RESULTS

School: Monmouth Middle School  
 District: Monmouth School Department  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 461-480)		2005–2006	6	11	6	11	5
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 441-460)		2005–2006	30	53	30	53	52
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 429-440)		2005–2006	16	28	16	28	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (Scaled Score 400-428)		2005–2006	5	9	5	9	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
<b>Cluster 1: Life Sciences</b>	12	25	8.4	70.0	8.4	70.0	8.2	68.3	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
<b>Cluster 2: Physical Sciences</b>	12	25	8.4	70.0	8.4	70.0	7.6	63.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
<b>Cluster 3: Earth and Space Sciences</b>	12	25	8.4	70.0	8.4	70.0	7.8	65.0	Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe
<b>Cluster 4: Nature and Implications of Science</b>	12	25	8.0	66.7	8.0	66.7	7.7	64.2	Cluster 4: Nature and Implications of Science J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# SCIENCE & TECHNOLOGY RESULTS

## (CONTINUED)

School: Monmouth Middle School  
 District: Monmouth School Department  
 Grade: 4  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		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	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
<b>Gender</b>																	
Female	47	447	59	33	7	49	443	55	34	11	<p><b>Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?</b></p> <p>A. Yes, the questions on the test match what I have learned in science class.</p> <p>B. Yes, they match some of what I have learned.</p> <p>C. Yes, they match just a little of what I have learned.</p> <p>D. No, there is no match.</p> <p><b>Which of the following best describes how you rate yourself as a student in science?</b></p> <p>A. very good</p> <p>B. good</p> <p>C. fair</p> <p>D. poor</p> <p><b>How difficult was the science part of this test?</b></p> <p>A. harder than my regular schoolwork</p> <p>B. about the same as my regular schoolwork</p> <p>C. easier than my regular schoolwork</p> <p><b>How often do you have science classes?</b></p> <p>A. every day</p> <p>B. a few times a week</p> <p>C. once a week</p> <p>D. a few times a month</p> <p><b>Which statement best describes how you learn science and technology?</b></p> <p>A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments.</p> <p>B. I work in groups to design and conduct experiments.</p> <p>C. I do a combination of A and B.</p>						
Male	53	446	67	23	10	51	444	59	30	10		36	26	445	61	9	
<b>Ethnicity</b>																	
African American/Black						2	437	32	42	26							
American Indian/Native Alaskan						1	438	40	30	30							
Asian/Pacific Islander						2	444	57	33	9							
Caucasian/White	96	447	64	29	7	94	444	58	32	10							
Hispanic						1	440	43	43	14							
Not Reported						0	445	67	25	8							
<b>Economically disadvantaged</b>																	
Yes	32	447	67	28	6	37	440	44	41	16		37	24	445	61	10	
No	68	446	62	28	10	63	446	65	27	7		39	55	444	60	9	
<b>Title 1A targeted program</b>																	
Yes						10	438	33	47	20							
No	93	447	66	25	9	90	444	60	31	9		16	20	442	50	14	
<b>Migrant</b>																	
Yes						0	438	28	44	28		56	61	444	60	9	
No	100	447	63	28	9	100	444	57	32	10		28	18	444	59	10	
<b>Gifted/talented program</b>																	
Yes						3	457	94	6	0							
No	100	447	63	28	9	97	443	56	33	11	63	27	443	56	11		
<b>Identified disability</b>																	
Yes	14	438	38	50	13	17	438	35	41	24	18	23	443	53	11		
No	86	448	67	24	8	83	445	62	31	8							
<b>Limited English proficient students</b>																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	434	22	45	33							
<b>How much homework do you do on school nights?</b>																	
A. None						5	439	41	39	20							
B. Less than one hour	75	448	69	21	10	74	444	59	32	9							
C. One to two hours	21	442	50	42	8	18	444	59	32	10							
D. More than two hours						2	437	34	39	27							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	