



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.

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 7

ID: 10281203
School: Calais Middle/High School
District: Calais School Department
Date: March 2006

Contents of the Report

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

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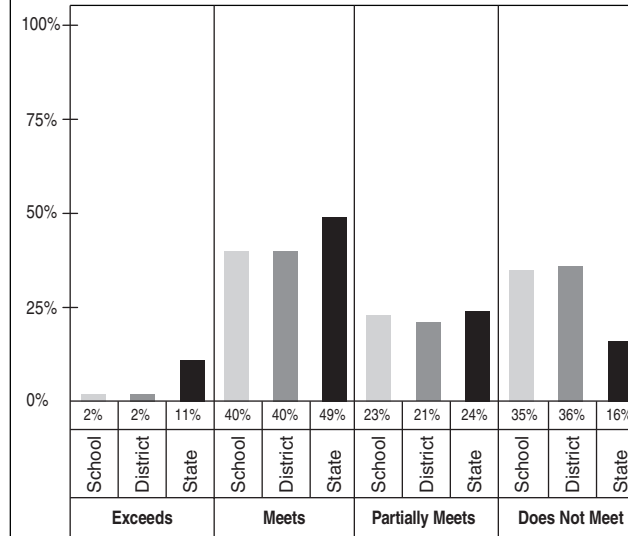
SUMMARY OF SCORES

School: Calais Middle/High School
 District: Calais School Department
 Grade: 7
 Date: March 2006

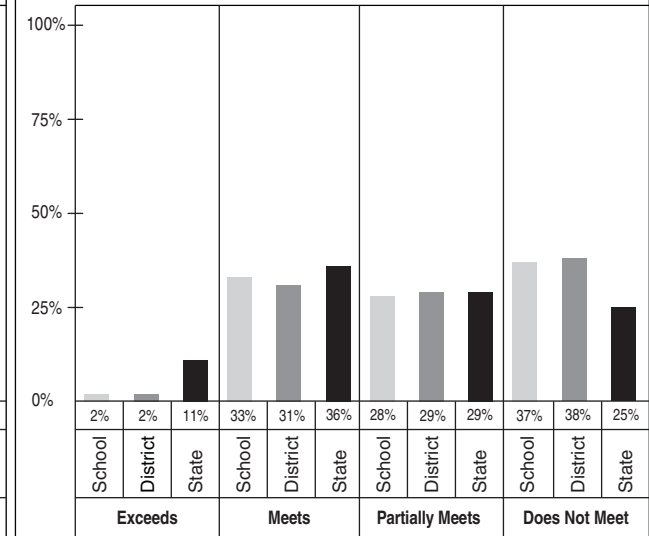
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	734	734	745
MATHEMATICS 2005–2006	732	731	740

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Calais Middle/High School
 District: Calais School Department
 Grade: 7
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	44	100	42	100	15803	100
Ethnicity						
African American/Black	0	0	0	0	317	2
American Indian/Native Alaskan	1	2	1	2	112	1
Asian/Pacific Islander	0	0	0	0	181	1
Caucasian/White	42	95	40	95	15025	95
Hispanic	1	2	1	2	155	1
Not Reported	0	0	0	0	13	0
Identified disability	14	32	14	33	2564	16
Current LEP	1	2	1	2	268	2
Economically disadvantaged	27	61	26	62	5627	36
Migrant	0	0	0	0	24	0

ELA-Reading			Mathematics											
School		District	State		School		District	State		School		District	State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
43	98	42	100	15617	99	43	98	42	100	15612	99			
0		0		310	98	0		0		311	98			
1	100	1	100	109	97	1	100	1	100	110	98			
0		0		175	97	0		0		177	98			
41	98	40	100	14860	99	41	98	40	100	14849	99			
1	100	1	100	150	97	1	100	1	100	152	98			
0		0		13	100	0		0		13	100			
14	100	14	100	2482	97	14	100	14	100	2476	97			
1	100	1	100	256	96	1	100	1	100	264	99			
27	100	26	100	5526	98	27	100	26	100	5523	98			
0		0		24	100	0		0		24	100			

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics											
	School		District	State		School		District	State		School		District	State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Students who took the assessment without accommodations	29	67	28	67	13199	85	29	67	28	67	13211	85			
Identified disability (PET/IEP)	0	0	0	0	541	4	0	0	0	0	542	4			
LEP	0	0	0	0	144	1	0	0	0	0	144	1			
504 plan	2	7	2	7	149	1	2	7	2	7	149	1			
Students who took the assessment with accommodations	14	33	14	33	2263	14	14	33	14	33	2243	14			
Identified disability (PET/IEP)	14	100	14	100	1796	79	14	100	14	100	1784	80			
LEP	1	7	1	7	105	5	1	7	1	7	114	5			
504 plan	0	0	0	0	31	1	0	0	0	0	30	1			
Other	0	0	0	0	356	16	0	0	0	0	339	15			
Students who would have participated through a PAAP if one had been available	0	0	0	0	155	1	0	0	0	0	158	1			
Identified disability (PET/IEP)	0		0		145	94	0		0		150	95			
LEP	0		0		7	5	0		0		6	4			
504 plan	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.



ELA-READING RESULTS

School: Calais Middle/High School
 District: Calais School Department
 Grade: 7
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
Exceeds the Standards - 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 761-780)		2005–2006	1	2	1	2	11
Meets the Standards - 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 741-760)		2005–2006	17	40	17	40	49
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 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 729-740)		2005–2006	10	23	9	21	24
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 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 700-728)		2005–2006	15	35	15	36	16

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	28.6	51.1	28.4	50.7	34.8	62.1
Literary Text	28	50	15.7	56.1	15.7	56.1	18.6	66.4
Informational Text	28	50	12.9	46.1	12.7	45.4	16.2	57.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). 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. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

School: Calais Middle/High School
 District: Calais School Department
 Grade: 7
 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
Gender																
Female	44	735	37	37	26	49	747	65	23	12						
Male	56	734	46	13	42	51	743	55	25	19						
Ethnicity																
African American/Black						2	738	43	27	30						
American Indian/Native Alaskan						1	735	32	31	37						
Asian/Pacific Islander						1	746	59	26	15						
Caucasian/White	95	735	44	22	34	95	745	61	24	15						
Hispanic						1	743	57	23	20						
Not Reported						0	743	54	38	8						
Economically disadvantaged																
Yes	63	732	41	19	41	35	739	45	30	25						
No	37	738	44	31	25	65	748	68	21	10						
Title 1A targeted program																
Yes						5	738	36	39	25						
No	100	734	42	23	35	95	745	61	24	15						
Migrant																
Yes						0	741	46	29	25						
No	100	734	42	23	35	100	745	60	24	16						
Gifted/talented program																
Yes						3	761	96	3	1						
No	100	734	42	23	35	97	744	59	25	16						
Identified disability																
Yes	33	717	7	29	64	15	730	19	32	50						
No	67	742	59	21	21	85	747	67	23	9						
Limited English proficient students																
Current LEP in first 10 months						0	718	10	0	90						
Current LEP beyond first 10 months						2	732	26	33	41						
How much homework do you do on school nights?																
A. None	35	735	47	27	27	7	736	39	25	35						
B. Less than one hour	42	735	50	11	39	48	745	60	25	15						
C. One to two hours	19	732	25	38	38	40	747	65	24	11						
D. More than two hours						5	744	55	26	20						
Optional school/district question																
A.																
B.																
C.																
D.																
Do the questions that you have just been given on this MEA test match what you have learned in school about reading?																
A. Yes, the questions on the test match what I have learned in reading class.	26										26	30	748	69	11	
B. Yes, they match some of what I have learned.											37	50	745	62	13	
C. Yes, they match just a little of what I learned.											21	15	740	45	24	
D. No, there is no match.											16	5	734	32	40	
Which of the following best describes how you rate yourself as a student in reading?																
A. very good											28	27	752	81	7	
B. good											42	51	744	61	13	
C. fair											26	19	737	36	28	
D. poor											5	3	731	20	46	
How difficult was the reading part of this test?																
A. harder than my regular schoolwork											40	17	740	48	26	
B. about the same as my regular schoolwork											23	62	745	62	13	
C. easier than my regular schoolwork											37	21	747	67	11	
How difficult were the reading passages on this test?																
A. Most of the passages were harder than what I normally read.											17	9	733	27	42	
B. Most of the passages were about the same as what I normally read.											41	52	743	55	16	
C. Most of the passages were easier than what I normally read.											41	39	750	76	7	
How hard did you try on the reading part of this test?																
A. I tried harder on this test than I do on my regular schoolwork.											57	42	744	58	16	
B. I tried about the same as I do on my regular schoolwork.											31	53	746	64	13	
C. I did not try as hard on this test as I do on my regular schoolwork.											12	5	738	45	30	
How much time do you spend reading at home each day?																
A. more than one hour											21	19	749	72	10	
B. 20 minutes to an hour											21	43	747	66	11	
C. less than 20 minutes											14	14	743	54	19	
D. I rarely read at home											44	25	739	46	23	



MATHEMATICS RESULTS

School: Calais Middle/High School
 District: Calais School Department
 Grade: 7
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
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 problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 761-780)		2005–2006	1	2	1	2	11
Meets the Standards – 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 741-760)		2005–2006	14	33	13	31	36
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 explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 727-740)		2005–2006	12	28	12	29	29
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 explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700-726)		2005–2006	16	37	16	38	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	7.4	38.9	7.2	37.9	9.4	49.5
Cluster 2: Shape and Size	14	25	5.2	37.1	5.2	37.1	6.3	45.0
Cluster 3: Mathematical Decision Making	8	14	4.2	52.5	4.2	52.5	4.8	60.0
Cluster 4: Patterns	15	27	6.1	40.7	6.0	40.0	7.4	49.3

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*. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

School: Calais Middle/High School
 District: Calais School Department
 Grade: 7
 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
Gender																
Female	44	731	32	32	37	49	739	45	30	24	Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?					
Male	56	732	38	25	38	51	740	47	28	25						
Ethnicity											A. Yes, the questions on the test match what I have learned in mathematics class.	16	27	745	58	18
African American/Black						2	731	27	34	39						
American Indian/Native Alaskan						1	729	24	28	48						
Asian/Pacific Islander						1	743	55	25	20						
Caucasian/White	95	732	34	29	37	95	740	47	29	24						
Hispanic						1	736	37	28	35						
Not Reported						0	734	38	31	31						
Economically disadvantaged											Which of the following best describes how you rate yourself as a student in mathematics?					
Yes	63	728	30	22	48	35	733	32	32	37						
No	37	738	44	38	19	65	743	54	28	18						
Title 1A targeted program											A. very good	12	22	751	73	11
Yes						5	732	25	37	39						
No	100	732	35	28	37	95	740	47	29	24						
Migrant											B. good	47	46	741	51	20
Yes						0	737	25	33	42						
No	100	732	35	28	37	100	740	46	29	25						
Gifted/talented program											C. fair	28	27	732	26	36
Yes						3	762	95	5	1						
No	100	732	35	28	37	97	739	45	30	25						
Identified disability											D. poor	14	6	725	10	55
Yes	33	714	0	21	79	15	723	13	26	61						
No	67	740	52	31	17	85	742	52	30	18						
Limited English proficient students											How difficult was the mathematics part of this test?					
Current LEP in first 10 months						0	714	8	8	83						
Current LEP beyond first 10 months						2	728	24	31	45						
How much homework do you do on school nights?											A. harder than my regular schoolwork	74	45	736	38	29
A. None	35	731	33	33	33	7	730	28	27	45						
B. Less than one hour	42	734	39	28	33	48	740	47	29	24						
C. One to two hours	19	730	38	25	38	40	741	49	30	21						
D. More than two hours						5	738	43	30	27						
Optional school/district question											How hard did you try on the mathematics part of this test?					
A.																
B.																
C.																
D.																
											How often do you use laptops in mathematics class?					
											Which statement best describes the use of calculators in mathematics class?					
											On average, how many minutes a day do you spend working on mathematics in class?					
											A. almost every day	5	7	736	41	32
											B. two or three days a week	14	17	738	43	26
											C. two or three times each month	19	41	741	50	20
											D. never	63	35	739	46	26
											A. Calculators are used daily.	9	23	742	51	23
											B. Calculators are used once or twice a week.	26	35	741	48	23
											C. Calculators are used once or twice a month.	28	18	739	46	23
											D. Calculators are rarely or never used.	37	24	737	41	28
											On average, how many minutes a day do you spend working on mathematics in class?					
											A. less than 30 minutes	12	10	734	34	36
											B. 30-45 minutes	29	45	739	44	26
											C. 45-60 minutes	17	36	743	53	19
											D. more than 60 minutes	43	10	739	46	25