



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: 10321214
School: Adams School
District: Castine 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 STUDENT PARTICIPATION

School: Adams School
 District: Castine 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	4	100	3	100	15803	100
Ethnicity						
African American/Black	0	0	0	0	317	2
American Indian/Native Alaskan	0	0	0	0	112	1
Asian/Pacific Islander	0	0	0	0	181	1
Caucasian/White	4	100	3	100	15025	95
Hispanic	0	0	0	0	155	1
Not Reported	0	0	0	0	13	0
Identified disability	2	50	1	33	2564	16
Current LEP	0	0	0	0	268	2
Economically disadvantaged	0	0	0	0	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	%	n	%
4	100	3	100	15617	99	4	100	3	100	15612	99						
0		0		310	98	0		0		311	98						
0		0		109	97	0		0		110	98						
0		0		175	97	0		0		177	98						
4	100	3	100	14860	99	4	100	3	100	14849	99						
0		0		150	97	0		0		152	98						
0		0		13	100	0		0		13	100						
2	100	1	100	2482	97	2	100	1	100	2476	97						
0		0		256	96	0		0		264	99						
0		0		5526	98	0		0		5523	98						
0		0		24	100	0		0		24	100						

MODE OF PARTICIPATION ³	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Students who took the assessment without accommodations	4	100	3	100	13199	85
Identified disability (PET/IEP)	2	50	1	33	541	4
LEP	0	0	0	0	144	1
504 plan	0	0	0	0	149	1
Students who took the assessment with accommodations	0	0	0	0	2263	14
Identified disability (PET/IEP)	0		0		1796	79
LEP	0		0		105	5
504 plan	0		0		31	1
Other	0		0		356	16
Students who would have participated through a PAAP if one had been available	0	0	0	0	155	1
Identified disability (PET/IEP)	0		0		145	94
LEP	0		0		7	5
504 plan	0		0		0	0

	ELA-Reading			Mathematics														
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	4	100	3	100	13199	85	4	100	3	100	13211	85						
Identified disability (PET/IEP)	2	50	1	33	541	4	2	50	1	33	542	4						
LEP	0	0	0	0	144	1	0	0	0	0	144	1						
504 plan	0	0	0	0	149	1	0	0	0	0	149	1						
Students who took the assessment with accommodations	0	0	0	0	2263	14	0	0	0	0	2243	14						
Identified disability (PET/IEP)	0		0		1796	79	0		0		1784	80						
LEP	0		0		105	5	0		0		114	5						
504 plan	0		0		31	1	0		0		30	1						
Other	0		0		356	16	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.