



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 7

ID: 10531228  
School: Easton Junior-Senior High Sch  
District: Easton 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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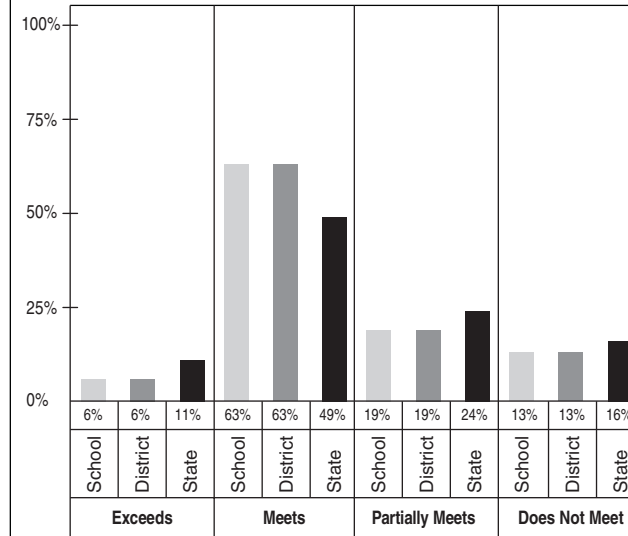
# SUMMARY OF SCORES

School: Easton Junior-Senior High Sch  
 District: Easton School Department  
 Grade: 7  
 Date: March 2006

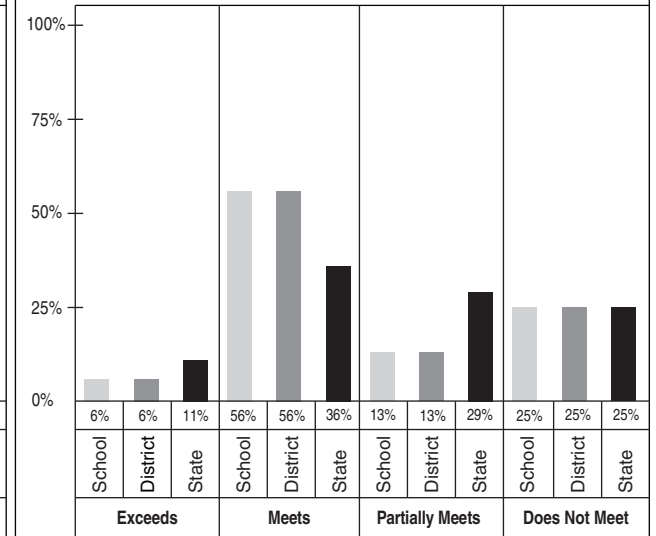
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	745	745	745
MATHEMATICS 2005-2006	742	742	740

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: Easton Junior-Senior High Sch  
 District: Easton School Department  
 Grade: 7  
 Date: March 2006

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

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Total number of students</b>	16	100	16	100	15803	100
<b>Ethnicity</b>						
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	16	100	16	100	15025	95
Hispanic	0	0	0	0	155	1
Not Reported	0	0	0	0	13	0
<b>Identified disability</b>	4	25	4	25	2564	16
<b>Current LEP</b>	0	0	0	0	268	2
<b>Economically disadvantaged</b>	9	56	9	56	5627	36
<b>Migrant</b>	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	%
16	100	16	100	15617	99	16	100	16	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				
16	100	16	100	14860	99	16	100	16	100	14849	99				
0		0		150	97	0		0		152	98				
0		0		13	100	0		0		13	100				
4	100	4	100	2482	97	4	100	4	100	2476	97				
0		0		256	96	0		0		264	99				
9	100	9	100	5526	98	9	100	9	100	5523	98				
0		0		24	100	0		0		24	100				

## MODE OF PARTICIPATION<sup>3</sup>

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics												
	School		District	State		School		District	State		School		District	State		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	12	75	12	75	13199	85	12	75	12	75	13211	85				
Identified disability (PET/IEP)	1	8	1	8	541	4	1	8	1	8	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				
<b>Students who took the assessment with accommodations</b>	4	25	4	25	2263	14	4	25	4	25	2243	14				
Identified disability (PET/IEP)	3	75	3	75	1796	79	3	75	3	75	1784	80				
LEP	0	0	0	0	105	5	0	0	0	0	114	5				
504 plan	0	0	0	0	31	1	0	0	0	0	30	1				
Other	1	25	1	25	356	16	1	25	1	25	339	15				
<b>Students who would have participated through a PAAP if one had been available</b>	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				

<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: Easton Junior-Senior High Sch  
 District: Easton 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	%	%	
<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 761-780)		2005–2006	1	6	1	6	11
<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 741-760)		2005–2006	10	63	10	63	49
<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 729-740)		2005–2006	3	19	3	19	24
<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 700-728)		2005–2006	2	13	2	13	16

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>	56	100	35.4	63.2	35.4	63.2	34.8	62.1
<b>Literary Text</b>	28	50	18.5	66.1	18.5	66.1	18.6	66.4
<b>Informational Text</b>	28	50	16.9	60.4	16.9	60.4	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>.





# MATHEMATICS RESULTS

School: Easton Junior-Senior High Sch  
 District: Easton 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	%	%	
<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 761-780)		2005–2006	1	6	1	6	11
<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 741-760)		2005–2006	9	56	9	56	36
<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 727-740)		2005–2006	2	13	2	13	29
<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 700-726)		2005–2006	4	25	4	25	25

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>	19	34	9.6	50.5	9.6	50.5	9.4	49.5
<b>Cluster 2: Shape and Size</b>	14	25	6.6	47.1	6.6	47.1	6.3	45.0
<b>Cluster 3: Mathematical Decision Making</b>	8	14	5.1	63.8	5.1	63.8	4.8	60.0
<b>Cluster 4: Patterns</b>	15	27	7.9	52.7	7.9	52.7	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: Easton Junior-Senior High Sch  
 District: Easton 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
<b>Gender</b>																
Female	50	739	50	25	25	49	739	45	30	24	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. Yes, the questions on the test match what I have learned in mathematics 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.  <b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor  <b>How difficult was the mathematics 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  <b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.  <b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.  <b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes					
Male	50	745	75	0	25	51	740	47	28	25		38	27	745	58	18
<b>Ethnicity</b>																
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	100	742	63	13	25	95	740	47	29	24						
Hispanic						1	736	37	28	35						
Not Reported						0	734	38	31	31						
<b>Economically disadvantaged</b>																
Yes	56	735	33	22	44	35	733	32	32	37						
No	44	751	100	0	0	65	743	54	28	18						
<b>Title 1A targeted program</b>																
Yes						5	732	25	37	39						
No	100	742	63	13	25	95	740	47	29	24						
<b>Migrant</b>																
Yes						0	737	25	33	42						
No	100	742	63	13	25	100	740	46	29	25						
<b>Gifted/talented program</b>																
Yes						3	762	95	5	1						
No	100	742	63	13	25	97	739	45	30	25						
<b>Identified disability</b>																
Yes						15	723	13	26	61						
No	75	744	75	17	8	85	742	52	30	18						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	714	8	8	83						
Current LEP beyond first 10 months						2	728	24	31	45						
<b>How much homework do you do on school nights?</b>																
A. None						7	730	28	27	45						
B. Less than one hour	38	742	50	17	33	48	740	47	29	24						
C. One to two hours	63	742	70	10	20	40	741	49	30	21						
D. More than two hours						5	738	43	30	27						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																