



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: 10881285
School: Lewiston Middle School
District: Lewiston 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.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7



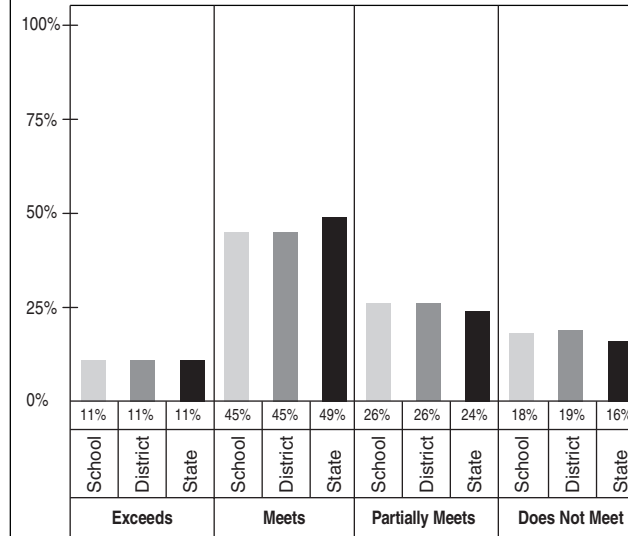
SUMMARY OF SCORES

School: Lewiston Middle School
 District: Lewiston School Department
 Grade: 7
 Date: March 2006

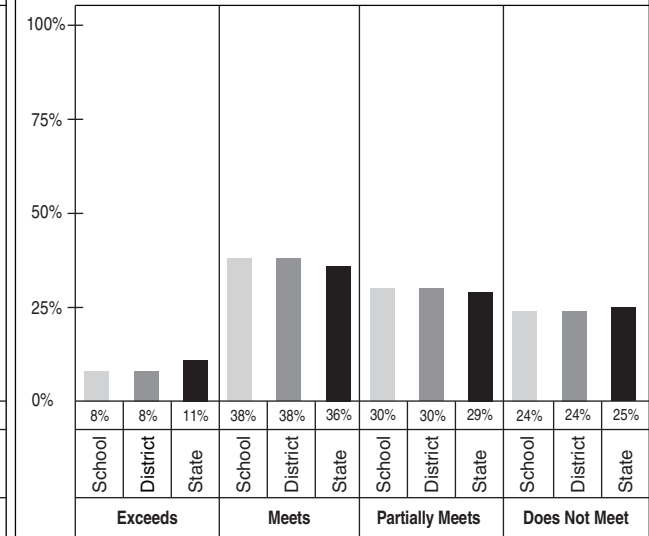
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	743	743	745
MATHEMATICS 2005–2006	738	738	740

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Lewiston Middle School
 District: Lewiston 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	377	100	379	100	15803	100
Ethnicity						
African American/Black	51	14	52	14	317	2
American Indian/Native Alaskan	4	1	4	1	112	1
Asian/Pacific Islander	7	2	7	2	181	1
Caucasian/White	311	82	312	82	15025	95
Hispanic	4	1	4	1	155	1
Not Reported	0	0	0	0	13	0
Identified disability	73	19	77	20	2564	16
Current LEP	26	7	26	7	268	2
Economically disadvantaged	197	52	195	51	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	%
376	100	378	100	15617	99	376	100	378	100	15612	99						
51	100	52	100	310	98	51	100	52	100	311	98						
4	100	4	100	109	97	4	100	4	100	110	98						
7	100	7	100	175	97	7	100	7	100	177	98						
310	100	311	100	14860	99	310	100	311	100	14849	99						
4	100	4	100	150	97	4	100	4	100	152	98						
0		0		13	100	0		0		13	100						
72	99	76	99	2482	97	72	99	76	99	2476	97						
26	100	26	100	256	96	26	100	26	100	264	99						
197	100	195	100	5526	98	197	100	195	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	%	n	%
Students who took the assessment without accommodations	313	83	311	82	13199	85	312	83	310	82	13211	85						
Identified disability (PET/IEP)	24	8	24	8	541	4	23	7	23	7	542	4						
LEP	11	4	11	4	144	1	11	4	11	4	144	1						
504 plan	0	0	0	0	149	1	0	0	0	0	149	1						
Students who took the assessment with accommodations	56	15	60	16	2263	14	57	15	61	16	2243	14						
Identified disability (PET/IEP)	41	73	45	75	1796	79	42	74	46	75	1784	80						
LEP	15	27	15	25	105	5	15	26	15	25	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	7	2	7	2	155	1	7	2	7	2	158	1						
Identified disability (PET/IEP)	7	100	7	100	145	94	7	100	7	100	150	95						
LEP	0	0	0	0	7	5	0	0	0	0	6	4						
504 plan	0	0	0	0	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: Lewiston Middle School
 District: Lewiston 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	39	11	39	11	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	166	45	167	45	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	96	26	95	26	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	68	18	70	19	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	33.6	60.0	33.5	59.8	34.8	62.1
Literary Text	28	50	18.0	64.3	18.0	64.3	18.6	66.4
Informational Text	28	50	15.5	55.4	15.5	55.4	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: **Lewiston Middle School**
 District: **Lewiston 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	49	744	57	30	13	49	747	65	23	12						
Male	51	741	54	22	23	51	743	55	25	19						
Ethnicity																
African American/Black	13	733	35	19	46	2	738	43	27	30						
American Indian/Native Alaskan						1	735	32	31	37						
Asian/Pacific Islander	2	744	43	43	14	1	746	59	26	15						
Caucasian/White	83	744	59	26	14	95	745	61	24	15						
Hispanic						1	743	57	23	20						
Not Reported						0	743	54	38	8						
Economically disadvantaged																
Yes	52	738	40	31	29	35	739	45	30	25						
No	48	748	72	21	7	65	748	68	21	10						
Title 1A targeted program																
Yes						5	738	36	39	25						
No	100	743	56	26	18	95	745	61	24	15						
Migrant																
Yes						0	741	46	29	25						
No	100	743	56	26	18	100	745	60	24	16						
Gifted/talented program																
Yes	12	761	98	2	0	3	761	96	3	1						
No	88	740	50	29	21	97	744	59	25	16						
Identified disability																
Yes	18	728	11	35	54	15	730	19	32	50						
No	82	746	65	24	11	85	747	67	23	9						
Limited English proficient students																
Current LEP in first 10 months	2	715	0	0	100	0	718	10	0	90						
Current LEP beyond first 10 months	5	732	26	37	37	2	732	26	33	41						
How much homework do you do on school nights?																
A. None	4	733	29	29	43	7	736	39	25	35						
B. Less than one hour	47	741	51	29	20	48	745	60	25	15						
C. One to two hours	41	745	64	23	13	40	747	65	24	11						
D. More than two hours	8	742	55	21	24	5	744	55	26	20						
Optional school/district question																
A.																
B.	50	729	33	0	67											
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.	42	30	748	69	11
											B. Yes, they match some of what I have learned.	45	50	745	62	13
											C. Yes, they match just a little of what I learned.	9	15	740	45	24
											D. No, there is no match.	3	5	734	32	40
											Which of the following best describes how you rate yourself as a student in reading?					
											A. very good	20	27	752	81	7
											B. good	59	51	744	61	13
											C. fair	19	19	737	36	28
											D. poor	2	3	731	20	46
											How difficult was the reading part of this test?					
											A. harder than my regular schoolwork	19	17	740	48	26
											B. about the same as my regular schoolwork	67	62	745	62	13
											C. easier than my regular schoolwork	14	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.	11	9	733	27	42
											B. Most of the passages were about the same as what I normally read.	59	52	743	55	16
											C. Most of the passages were easier than what I normally read.	29	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.	51	42	744	58	16
											B. I tried about the same as I do on my regular schoolwork.	46	53	746	64	13
											C. I did not try as hard on this test as I do on my regular schoolwork.	3	5	738	45	30
											How much time do you spend reading at home each day?					
											A. more than one hour	15	19	749	72	10
											B. 20 minutes to an hour	50	43	747	66	11
											C. less than 20 minutes	13	14	743	54	19
											D. I rarely read at home	23	25	739	46	23



MATHEMATICS RESULTS

School: Lewiston Middle School
 District: Lewiston 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	30	8	30	8	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	142	38	140	38	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	109	30	111	30	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	88	24	90	24	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	8.7	45.8	8.7	45.8	9.4	49.5
Cluster 2: Shape and Size	14	25	7.0	50.0	6.9	49.3	6.3	45.0
Cluster 3: Mathematical Decision Making	8	14	4.8	60.0	4.8	60.0	4.8	60.0
Cluster 4: Patterns	15	27	6.9	46.0	6.8	45.3	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>.

