



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: 12111545
School: Oxford Hills Middle School
District: MSAD 17
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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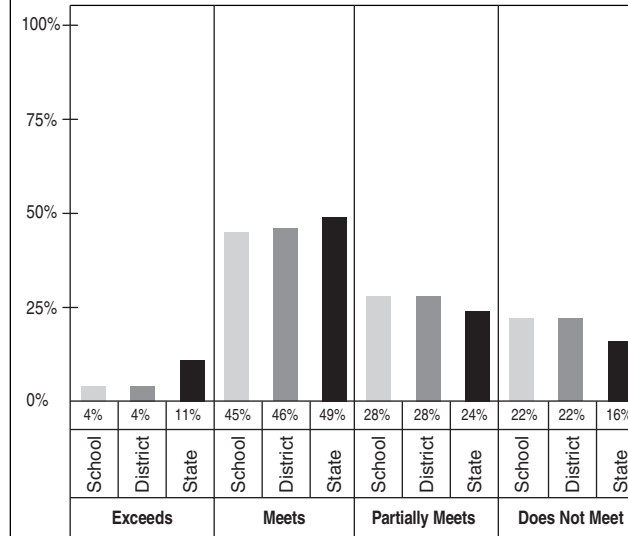
SUMMARY OF SCORES

School: Oxford Hills Middle School
 District: MSAD 17
 Grade: 7
 Date: March 2006

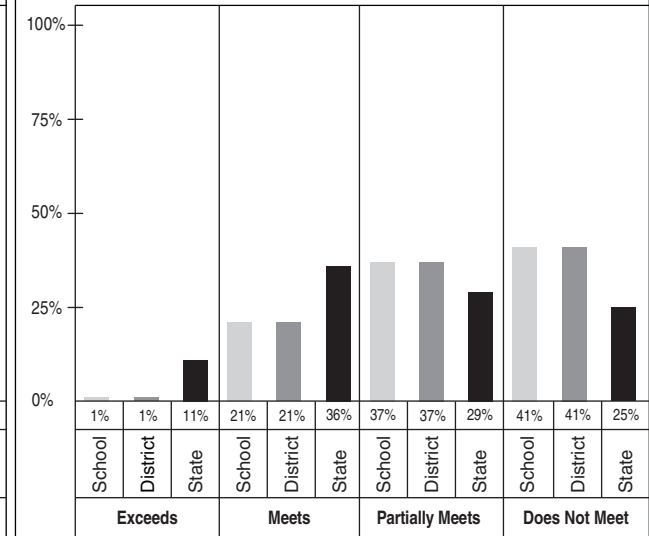
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	741	741	745
MATHEMATICS 2005–2006	730	730	740

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Oxford Hills Middle School
 District: MSAD 17
 Grade: 7
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics														
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	284	100	280	100	15803	100	278	98	274	98	15617	99	277	98	273	98	15612	99						
Ethnicity																								
African American/Black	5	2	5	2	317	2	5	100	5	100	310	98	5	100	5	100	311	98						
American Indian/Native Alaskan	0	0	0	0	112	1	0		0		109	97	0		0		110	98						
Asian/Pacific Islander	1	0	1	0	181	1	1	100	1	100	175	97	1	100	1	100	177	98						
Caucasian/White	276	97	272	97	15025	95	270	98	266	98	14860	99	269	97	265	97	14849	99						
Hispanic	2	1	2	1	155	1	2	100	2	100	150	97	2	100	2	100	152	98						
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		13	100						
Identified disability	28	10	27	10	2564	16	27	96	26	96	2482	97	26	93	25	93	2476	97						
Current LEP	0	0	0	0	268	2	0		0		256	96	0		0		264	99						
Economically disadvantaged	136	48	133	48	5627	36	131	96	128	96	5526	98	131	96	128	96	5523	98						
Migrant	1	0	1	0	24	0	1	100	1	100	24	100	1	100	1	100	24	100						

MODE OF PARTICIPATION ³	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²															
	School		District		State		ELA-Reading			Mathematics												
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Students who took the assessment without accommodations	257	92	254	93	13199	85	257	93	254	93	13211	85										
Identified disability (PET/IEP)	8	3	8	3	541	4	8	3	8	3	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	17	6	16	6	2263	14	17	6	15	5	2243	14										
Identified disability (PET/IEP)	15	88	14	88	1796	79	14	88	13	87	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	2	12	2	13	356	16	2	13	2	13	339	15										
Students who would have participated through a PAAP if one had been available	4	1	4	1	155	1	4	1	4	1	158	1										
Identified disability (PET/IEP)	4	100	4	100	145	94	4	100	4	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: Oxford Hills Middle School
 District: MSAD 17
 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	12	4	12	4	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	124	45	123	46	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	77	28	76	28	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	61	22	59	22	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	32.2	57.5	32.3	57.7	34.8	62.1
Literary Text	28	50	17.3	61.8	17.4	62.1	18.6	66.4
Informational Text	28	50	14.9	53.2	14.9	53.2	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: Oxford Hills Middle School
 District: MSAD 17
 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	55	742	55	29	15	49	747	65	23	12						
Male	45	738	43	27	31	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	97	741	49	28	22	95	745	61	24	15						
Hispanic						1	743	57	23	20						
Not Reported						0	743	54	38	8						
Economically disadvantaged																
Yes	47	739	46	28	25	35	739	45	30	25						
No	53	742	53	28	19	65	748	68	21	10						
Title 1A targeted program																
Yes						5	738	36	39	25						
No	100	741	50	28	22	95	745	61	24	15						
Migrant																
Yes						0	741	46	29	25						
No	100	741	49	28	22	100	745	60	24	16						
Gifted/talented program																
Yes	5	754	86	14	0	3	761	96	3	1						
No	95	740	48	29	23	97	744	59	25	16						
Identified disability																
Yes	8	725	9	26	65	15	730	19	32	50						
No	92	742	53	28	18	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	9	740	52	24	24	7	736	39	25	35						
B. Less than one hour	64	741	51	27	22	48	745	60	25	15						
C. One to two hours	25	740	46	31	22	40	747	65	24	11						
D. More than two hours						5	744	55	26	20						
Optional school/district question																
A.																
B.	54	740	29	57	14											
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.	23		30	748	69	11										
B. Yes, they match some of what I have learned.	49		50	745	62	13										
C. Yes, they match just a little of what I learned.	23		15	740	45	24										
D. No, there is no match.	5		5	734	32	40										
Which of the following best describes how you rate yourself as a student in reading?																
A. very good	27		27	752	81	7										
B. good	46		51	744	61	13										
C. fair	22		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	22		17	740	48	26										
B. about the same as my regular schoolwork	62		62	745	62	13										
C. easier than my regular schoolwork	16		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.	13		9	733	27	42										
B. Most of the passages were about the same as what I normally read.	48		52	743	55	16										
C. Most of the passages were easier than what I normally read.	39		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.	37		42	744	58	16										
B. I tried about the same as I do on my regular schoolwork.	55		53	746	64	13										
C. I did not try as hard on this test as I do on my regular schoolwork.	8		5	738	45	30										
How much time do you spend reading at home each day?																
A. more than one hour	20		19	749	72	10										
B. 20 minutes to an hour	52		43	747	66	11										
C. less than 20 minutes	12		14	743	54	19										
D. I rarely read at home	16		25	739	46	23										



MATHEMATICS RESULTS

School: Oxford Hills Middle School
 District: MSAD 17
 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	3	1	3	1	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	56	21	56	21	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	102	37	100	37	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	112	41	110	41	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	7.9	41.6	8.0	42.1	9.4	49.5
Cluster 2: Shape and Size	14	25	4.4	31.4	4.4	31.4	6.3	45.0
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.1	51.3	4.8	60.0
Cluster 4: Patterns	15	27	5.1	34.0	5.1	34.0	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: Oxford Hills Middle School
 District: MSAD 17
 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	55	729	19	39	42	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? 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. Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How hard did you try on the mathematics part of this test? 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. How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never Which statement best describes the use of calculators in mathematics class? 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. On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes	8	27	745	58	18
Male	45	732	25	35	40	51	740	47	28	25		42	46	741	49	21
Ethnicity												40	21	734	33	32
African American/Black						2	731	27	34	39		11	6	726	19	54
American Indian/Native Alaskan						1	729	24	28	48						
Asian/Pacific Islander						1	743	55	25	20						
Caucasian/White	97	730	21	38	41	95	740	47	29	24						
Hispanic						1	736	37	28	35						
Not Reported						0	734	38	31	31						
Economically disadvantaged																
Yes	48	728	19	31	50	35	733	32	32	37		14	22	751	73	11
No	52	732	24	43	33	65	743	54	28	18		44	46	741	51	20
Title 1A targeted program												30	27	732	26	36
Yes						5	732	25	37	39		12	6	725	10	55
No	100	730	22	37	41	95	740	47	29	24						
Migrant																
Yes						0	737	25	33	42						
No	100	730	22	37	41	100	740	46	29	25						
Gifted/talented program																
Yes	5	755	93	7	0	3	762	95	5	1		45	45	739	45	25
No	95	729	18	39	43	97	739	45	30	25	45	49	741	50	22	
Identified disability											10	6	733	29	37	
Yes	8	719	9	18	73	15	723	13	26	61						
No	92	731	23	39	38	85	742	52	30	18						
Limited English proficient students																
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. None	9	731	20	40	40	7	730	28	27	45	9	23	742	51	23	
B. Less than one hour	64	732	24	36	40	48	740	47	29	24	46	35	741	48	23	
C. One to two hours	25	728	19	34	46	40	741	49	30	21	29	18	739	46	23	
D. More than two hours						5	738	43	30	27	16	24	737	41	28	
Optional school/district question																
A.											5	10	734	34	36	
B.	54	737	14	71	14						13	45	739	44	26	
C.											23	36	743	53	19	
D.											59	10	739	46	25	