



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: 12461692
School: Tripp Middle School
District: MSAD 52
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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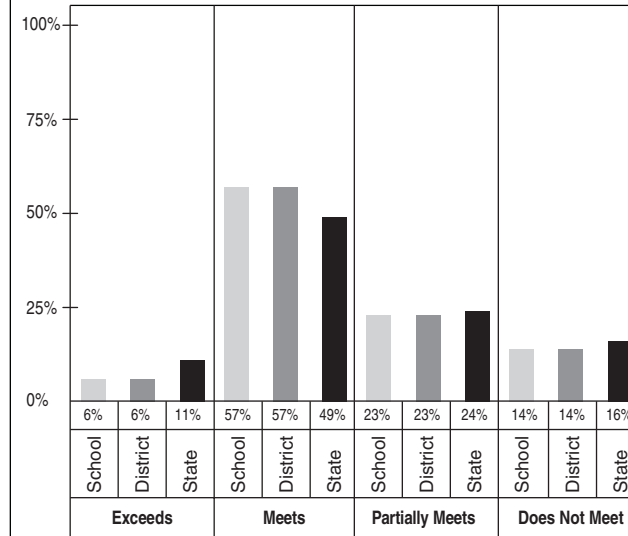
SUMMARY OF SCORES

School: Tripp Middle School
 District: MSAD 52
 Grade: 7
 Date: March 2006

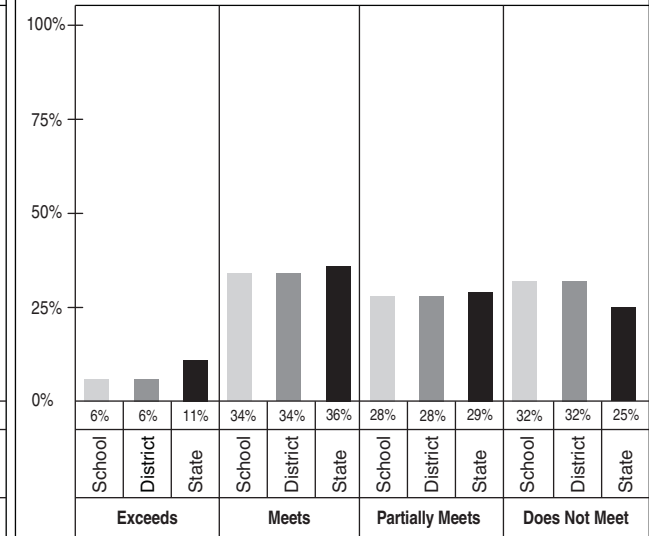
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	744	744	745
MATHEMATICS 2005-2006	735	735	740

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Tripp Middle School
 District: MSAD 52
 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	165	100	165	100	15803	100
Ethnicity						
African American/Black	1	1	1	1	317	2
American Indian/Native Alaskan	0	0	0	0	112	1
Asian/Pacific Islander	1	1	1	1	181	1
Caucasian/White	160	97	160	97	15025	95
Hispanic	3	2	3	2	155	1
Not Reported	0	0	0	0	13	0
Identified disability	37	22	37	22	2564	16
Current LEP	2	1	2	1	268	2
Economically disadvantaged	49	30	49	30	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
162	98	162	98	15617	99	162	98	162	98	15612	99			
1	100	1	100	310	98	1	100	1	100	311	98			
0		0		109	97	0		0		110	98			
1	100	1	100	175	97	1	100	1	100	177	98			
157	98	157	98	14860	99	157	98	157	98	14849	99			
3	100	3	100	150	97	3	100	3	100	152	98			
0		0		13	100	0		0		13	100			
35	95	35	95	2482	97	35	95	35	95	2476	97			
2	100	2	100	256	96	2	100	2	100	264	99			
48	98	48	98	5526	98	48	98	48	98	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	135	83	135	83	13199	85	135	83	135	83	13211	85			
Identified disability (PET/IEP)	9	7	9	7	541	4	10	7	10	7	542	4			
LEP	2	1	2	1	144	1	2	1	2	1	144	1			
504 plan	4	3	4	3	149	1	4	3	4	3	149	1			
Students who took the assessment with accommodations	27	17	27	17	2263	14	27	17	27	17	2243	14			
Identified disability (PET/IEP)	26	96	26	96	1796	79	25	93	25	93	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	4	1	4	356	16	2	7	2	7	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: Tripp Middle School
 District: MSAD 52
 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	10	6	10	6	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	93	57	93	57	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	37	23	37	23	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	22	14	22	14	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	34.5	61.6	34.5	61.6	34.8	62.1
Literary Text	28	50	18.3	65.4	18.3	65.4	18.6	66.4
Informational Text	28	50	16.2	57.9	16.2	57.9	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: Tripp Middle School
 District: MSAD 52
 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	10	6	10	6	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	55	34	55	34	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	45	28	45	28	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	52	32	52	32	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	9.2	48.4	9.2	48.4	9.4	49.5
Cluster 2: Shape and Size	14	25	5.3	37.9	5.3	37.9	6.3	45.0
Cluster 3: Mathematical Decision Making	8	14	4.5	56.3	4.5	56.3	4.8	60.0
Cluster 4: Patterns	15	27	6.5	43.3	6.5	43.3	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>.



MATHEMATICS RESULTS

(CONTINUED)

School: Tripp Middle School
 District: MSAD 52
 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	47	735	38	29	33	49	739	45	30	24	<p>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</p> <p>A. Yes, the questions on the test match what I have learned in mathematics class.</p> <p>B. Yes, they match some of what I have learned.</p> <p>C. Yes, they match just a little of what I have learned.</p> <p>D. No, there is no match.</p> <p>Which of the following best describes how you rate yourself as a student in mathematics?</p> <p>A. very good</p> <p>B. good</p> <p>C. fair</p> <p>D. poor</p> <p>How difficult was the mathematics part of this test?</p> <p>A. harder than my regular schoolwork</p> <p>B. about the same as my regular schoolwork</p> <p>C. easier than my regular schoolwork</p> <p>How hard did you try on the mathematics part of this test?</p> <p>A. I tried harder on this test than I do on my regular schoolwork.</p> <p>B. I tried about the same as I do on my regular schoolwork.</p> <p>C. I did not try as hard on this test as I do on my regular schoolwork.</p> <p>How often do you use laptops in mathematics class?</p> <p>A. almost every day</p> <p>B. two or three days a week</p> <p>C. two or three times each month</p> <p>D. never</p> <p>Which statement best describes the use of calculators in mathematics class?</p> <p>A. Calculators are used daily.</p> <p>B. Calculators are used once or twice a week.</p> <p>C. Calculators are used once or twice a month.</p> <p>D. Calculators are rarely or never used.</p> <p>On average, how many minutes a day do you spend working on mathematics in class?</p> <p>A. less than 30 minutes</p> <p>B. 30-45 minutes</p> <p>C. 45-60 minutes</p> <p>D. more than 60 minutes</p>	20	27	745	58	18
Male	53	735	42	27	31	51	740	47	28	25		46	46	741	49	21
Ethnicity												24	21	734	33	32
African American/Black						2	731	27	34	39		10	6	726	19	54
American Indian/Native Alaskan						1	729	24	28	48		21	22	751	73	11
Asian/Pacific Islander						1	743	55	25	20		47	46	741	51	20
Caucasian/White	97	735	41	27	32	95	740	47	29	24		28	27	732	26	36
Hispanic						1	736	37	28	35		5	6	725	10	55
Not Reported						0	734	38	31	31						
Economically disadvantaged												21	22	751	73	11
Yes	30	730	27	27	46	35	733	32	32	37		47	46	741	51	20
No	70	737	46	28	26	65	743	54	28	18		28	27	732	26	36
Title 1A targeted program												5	6	725	10	55
Yes						5	732	25	37	39		51	45	736	38	29
No	100	735	40	28	32	95	740	47	29	24		43	46	742	51	21
Migrant												6	9	752	69	15
Yes						0	737	25	33	42		43	45	739	45	25
No	100	735	40	28	32	100	740	46	29	25		55	49	741	50	22
Gifted/talented program												2	6	733	29	37
Yes						3	762	95	5	1						
No	100	735	40	28	32	97	739	45	30	25						
Identified disability											4	7	736	41	32	
Yes	22	715	3	26	71	15	723	13	26	61	8	17	738	43	26	
No	78	741	50	28	21	85	742	52	30	18	49	41	741	50	20	
Limited English proficient students											39	35	739	46	26	
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?											12	23	742	51	23	
A. None	4	735	50	17	33	7	730	28	27	45	38	35	741	48	23	
B. Less than one hour	48	736	39	29	32	48	740	47	29	24	19	18	739	46	23	
C. One to two hours	42	736	42	25	33	40	741	49	30	21	31	24	737	41	28	
D. More than two hours	6	739	40	50	10	5	738	43	30	27						
Optional school/district question																
A.											7	10	734	34	36	
B.											20	45	739	44	26	
C.											23	36	743	53	19	
D.											50	10	739	46	25	