



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: 12551754
School: Lake Region Middle School
District: MSAD 61
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



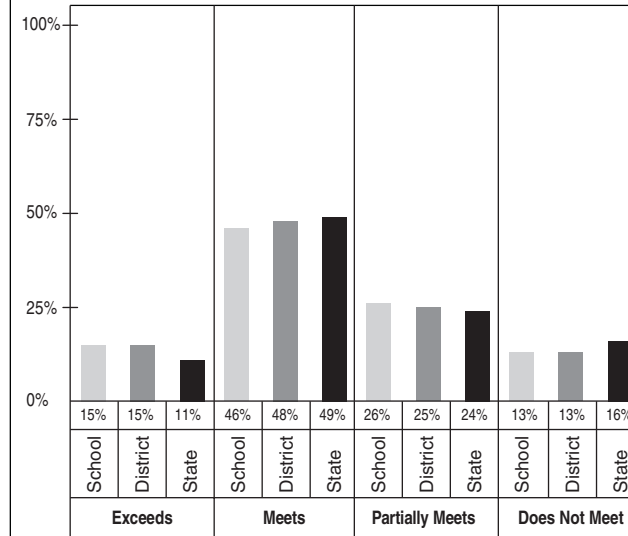
SUMMARY OF SCORES

School: Lake Region Middle School
 District: MSAD 61
 Grade: 7
 Date: March 2006

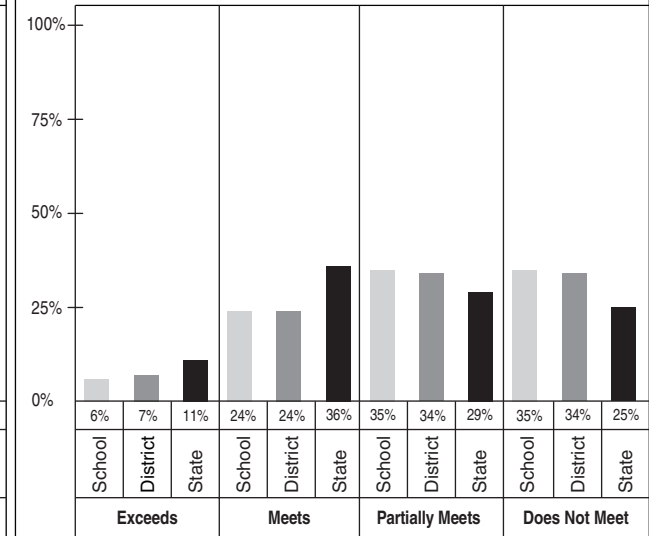
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	746	746	745
MATHEMATICS 2005–2006	734	735	740

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Lake Region Middle School
 District: MSAD 61
 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	157	100	159	100	15803	100
Ethnicity						
African American/Black	2	1	2	1	317	2
American Indian/Native Alaskan	0	0	0	0	112	1
Asian/Pacific Islander	0	0	0	0	181	1
Caucasian/White	153	97	155	97	15025	95
Hispanic	2	1	2	1	155	1
Not Reported	0	0	0	0	13	0
Identified disability	26	17	25	16	2564	16
Current LEP	0	0	0	0	268	2
Economically disadvantaged	68	43	68	43	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
156	99	158	99	15617	99	156	99	158	99	15612	99			
2	100	2	100	310	98	2	100	2	100	311	98			
0		0		109	97	0		0		110	98			
0		0		175	97	0		0		177	98			
152	99	154	99	14860	99	152	99	154	99	14849	99			
2	100	2	100	150	97	2	100	2	100	152	98			
0		0		13	100	0		0		13	100			
25	96	24	96	2482	97	25	96	24	96	2476	97			
0		0		256	96	0		0		264	99			
67	99	67	99	5526	98	67	99	67	99	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	127	81	129	82	13199	85
Identified disability (PET/IEP)	2	2	2	2	541	4
LEP	0	0	0	0	144	1
504 plan	0	0	0	0	149	1
Students who took the assessment with accommodations	28	18	28	18	2263	14
Identified disability (PET/IEP)	23	82	22	79	1796	79
LEP	0	0	0	0	105	5
504 plan	0	0	0	0	31	1
Other	5	18	6	21	356	16
Students who would have participated through a PAAP if one had been available	1	1	1	1	155	1
Identified disability (PET/IEP)	0	0	0	0	145	94
LEP	0	0	0	0	7	5
504 plan	0	0	0	0	0	0

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	127	81	129	82	13199	85	127	81	129	82	13211	85			
Identified disability (PET/IEP)	2	2	2	2	541	4	2	2	2	2	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	28	18	28	18	2263	14	28	18	28	18	2243	14			
Identified disability (PET/IEP)	23	82	22	79	1796	79	23	82	22	79	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	5	18	6	21	356	16	5	18	6	21	339	15			
Students who would have participated through a PAAP if one had been available	1	1	1	1	155	1	1	1	1	1	158	1			
Identified disability (PET/IEP)	0	0	0	0	145	94	0	0	0	0	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: Lake Region Middle School
 District: MSAD 61
 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	23	15	23	15	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	72	46	75	48	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	40	26	39	25	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	20	13	20	13	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	35.5	63.4	35.6	63.6	34.8	62.1
Literary Text	28	50	18.7	66.8	18.8	67.1	18.6	66.4
Informational Text	28	50	16.7	59.6	16.8	60.0	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: Lake Region Middle School
 District: MSAD 61
 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	11	7	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	37	24	38	24	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	54	35	54	34	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	54	35	54	34	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	8.2	43.2	8.3	43.7	9.4	49.5
Cluster 2: Shape and Size	14	25	5.0	35.7	5.1	36.4	6.3	45.0
Cluster 3: Mathematical Decision Making	8	14	4.7	58.8	4.8	60.0	4.8	60.0
Cluster 4: Patterns	15	27	6.6	44.0	6.6	44.0	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: Lake Region Middle School
 District: MSAD 61
 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	734	27	38	34	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?					
Male	53	735	33	32	35	51	740	47	28	25						
Ethnicity																
African American/Black						2	731	27	34	39	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.	22	27	745	58	18
American Indian/Native Alaskan						1	729	24	28	48						
Asian/Pacific Islander						1	743	55	25	20						
Caucasian/White	97	735	30	36	34	95	740	47	29	24						
Hispanic						1	736	37	28	35						
Not Reported						0	734	38	31	31						
Economically disadvantaged																
Yes	43	730	23	30	47	35	733	32	32	37	Which of the following best describes how you rate yourself as a student in mathematics?	15	22	751	73	11
No	57	738	36	38	26	65	743	54	28	18						
Title 1A targeted program																
Yes						5	732	25	37	39	How difficult was the mathematics part of this test?	53	45	736	38	29
No	100	734	30	35	35	95	740	47	29	24						
Migrant																
Yes						0	737	25	33	42	How hard did you try on the mathematics part of this test?	56	45	739	45	25
No	100	734	30	35	35	100	740	46	29	25						
Gifted/talented program																
Yes						3	762	95	5	1	How often do you use laptops in mathematics class?	42	49	741	50	22
No	100	734	30	35	35	97	739	45	30	25						
Identified disability																
Yes	16	715	0	12	88	15	723	13	26	61	Which statement best describes the use of calculators in mathematics class?	3	7	736	41	32
No	84	738	36	39	25	85	742	52	30	18						
Limited English proficient students																
Current LEP in first 10 months						0	714	8	8	83	On average, how many minutes a day do you spend working on mathematics in class?	39	35	739	46	26
Current LEP beyond first 10 months						2	728	24	31	45						
How much homework do you do on school nights?																
A. None	6	718	0	33	67	7	730	28	27	45	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.	5	23	742	51	23
B. Less than one hour	35	736	36	34	30	48	740	47	29	24						
C. One to two hours	50	737	32	36	33	40	741	49	30	21						
D. More than two hours	9	730	29	43	29	5	738	43	30	27						
Optional school/district question																
A.											A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes	4	10	734	34	36
B.																
C.																
D.																