



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 8

ID: 10071144
School: Auburn Middle School
District: Auburn School Department
Date: March 2006

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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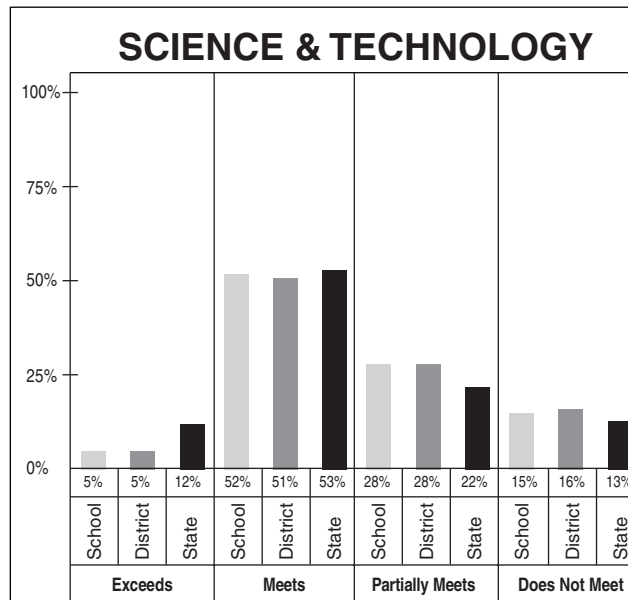
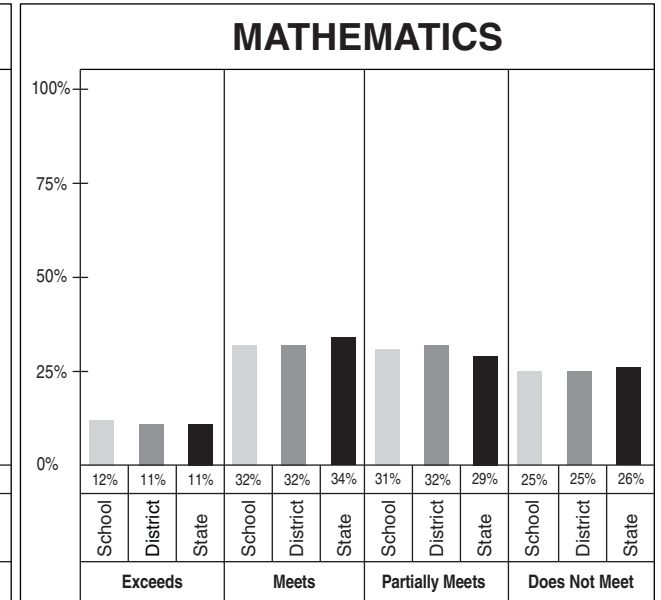
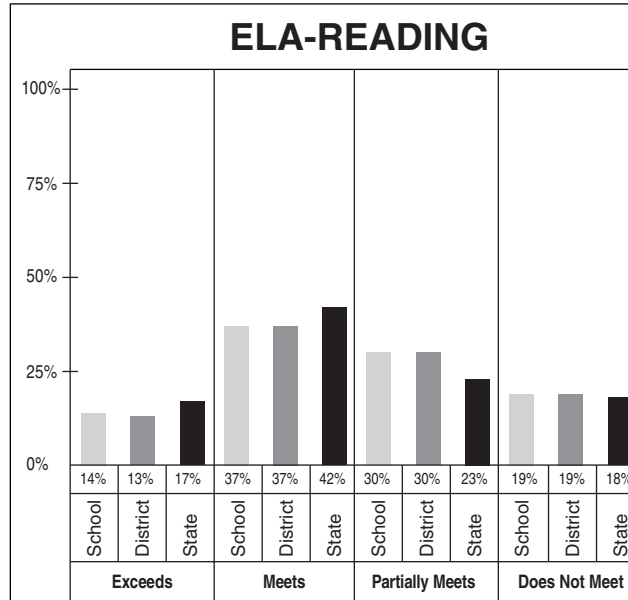


SUMMARY OF SCORES

School: Auburn Middle School
 District: Auburn School Department
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	843	843	845
MATHEMATICS 2005–2006	841	840	840
SCIENCE & TECHNOLOGY 2005–2006	843	843	846





SUMMARY OF STUDENT PARTICIPATION

School: Auburn Middle School
 District: Auburn School Department
 Grade: 8
 Date: March 2006

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics			Science & Technology											
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Total number of students	286	100	300	100	16699	100	279	98	292	97	16486	99	280	98	293	98	16486	99	279	98	292	97	16461	99
Ethnicity																								
African American/Black	12	4	13	4	297	2	10	83	11	85	290	98	11	92	12	92	291	98	11	92	12	92	290	98
American Indian/Native Alaskan	2	1	2	1	106	1	2	100	2	100	102	96	2	100	2	100	101	95	2	100	2	100	102	96
Asian/Pacific Islander	1	0	1	0	214	1	1	100	1	100	210	98	1	100	1	100	211	99	1	100	1	100	210	98
Caucasian/White	265	93	278	93	15930	95	260	98	272	98	15736	99	260	98	272	98	15735	99	259	98	271	97	15712	99
Hispanic	6	2	6	2	139	1	6	100	6	100	135	97	6	100	6	100	136	98	6	100	6	100	135	97
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		12	92	0		0		12	92
Identified disability	61	21	65	22	2717	16	58	95	62	95	2659	98	58	95	62	95	2657	98	58	95	62	95	2648	97
Current LEP	7	2	7	2	239	1	6	86	6	86	231	97	7	100	7	100	237	99	7	100	7	100	232	97
Economically disadvantaged	96	34	105	35	5670	34	95	99	103	98	5555	98	95	99	103	98	5552	98	94	98	102	97	5537	98
Migrant	0	0	0	0	25	0	0		0		24	96	0		0		24	96	0		0		24	96

MODE OF PARTICIPATION ³	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics			Science & Technology											
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Students who took the assessment without accommodations	222	80	232	79	13752	83	222	79	231	79	13746	83	221	79	231	79	13785	84						
Identified disability (PET/IEP)	6	3	9	4	499	4	6	3	8	3	477	3	6	3	9	4	508	4						
LEP	2	1	2	1	91	1	2	1	2	1	93	1	2	1	2	1	94	1						
504 plan	0	0	0	0	165	1	0	0	0	0	165	1	0	0	0	0	164	1						
Students who took the assessment with accommodations	55	20	58	20	2517	15	55	20	60	20	2516	15	56	20	59	20	2490	15						
Identified disability (PET/IEP)	50	91	51	88	1953	78	50	89	52	87	1965	78	50	89	51	86	1962	79						
LEP	4	7	4	7	132	5	5	9	5	8	137	5	5	9	5	8	131	5						
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2						
Other	1	2	3	5	389	15	1	2	3	5	372	15	1	2	3	5	354	14						
Students who participated through alternate assessment (PAAP)	2	1	2	1	217	1	2	1	2	1	224	1	2	1	2	1	186	1						
Identified disability (PET/IEP)	2	100	2	100	207	95	2	100	2	100	215	96	2	100	2	100	178	96						
LEP	0	0	0	0	8	4	0	0	0	0	7	3	0	0	0	0	7	4						
504 plan	0	0	0	0	2	1	0	0	0	0	2	1	0	0	0	0	2	1						

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: Auburn Middle School
 District: Auburn School Department
 Grade: 8
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> 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 861-880)		2005–2006	38	14	39	13	17
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 841-860)		2005–2006	103	37	108	37	42
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 829-840)		2005–2006	83	30	87	30	23
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 800-828)		2005–2006	53	19	56	19	18

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	55	100	35.4	64.4	35.3	64.2	36.2	65.8
Literary Text	27	49	17.4	64.4	17.3	64.1	17.7	65.6
Informational Text	28	51	18.0	64.3	18.0	64.3	18.6	66.4

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. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



MATHEMATICS RESULTS

School: Auburn Middle School
 District: Auburn School Department
 Grade: 8
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> 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 861-880)		2005–2006	32	12	32	11	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 841-860)		2005–2006	90	32	92	32	34
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 829-840)		2005–2006	87	31	93	32	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 800-828)		2005–2006	69	25	74	25	26

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	11	23	5.2	47.3	5.2	47.3	5.3	48.2
Cluster 2: Shape and Size	12	26	5.8	48.3	5.7	47.5	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	6.0	60.0	5.9	59.0	5.8	58.0
Cluster 4: Patterns	14	30	7.4	52.9	7.4	52.9	7.4	52.9

- 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*. The *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



MATHEMATICS RESULTS

(CONTINUED)

School: Auburn Middle School
District: Auburn School Department
Grade: 8
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	841	45	30	25	48	840	45	31	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. How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree						
Male	51	840	43	33	25	52	839	44	28	28							
Ethnicity																	
African American/Black	4	825	18	36	45	2	830	24	27	49							
American Indian/Native Alaskan						1	833	30	33	38							
Asian/Pacific Islander						1	845	60	17	23							
Caucasian/White	93	841	45	31	24	95	840	45	30	26							
Hispanic	2	837	33	33	33	1	835	38	28	34							
Not Reported						0	831	25	17	58							
Economically disadvantaged																	
Yes	33	832	26	30	44	33	833	30	31	38							
No	67	845	53	32	15	67	843	52	28	20							
Title 1A targeted program																	
Yes	6	832	38	19	44	4	834	27	35	37							
No	94	841	44	32	24	96	840	45	29	26							
Migrant																	
Yes						0	835	26	39	35							
No	100	841	44	31	25	100	840	45	29	26							
Gifted/talented program																	
Yes						3	864	96	3	1							
No	100	841	44	31	25	97	839	43	30	27							
Identified disability																	
Yes	20	825	11	23	66	15	824	12	25	63							
No	80	845	52	33	14	85	842	50	30	20							
Limited English proficient students																	
Current LEP in first 10 months						0	827	22	22	56							
Current LEP beyond first 10 months	3	817	0	43	57	1	827	20	24	56							
How much homework do you do on school nights?																	
A. None	9	830	17	38	46	8	831	27	27	46							
B. Less than one hour	46	841	42	31	27	45	839	43	31	26							
C. One to two hours	39	844	55	28	17	41	842	50	28	22							
D. More than two hours	6	837	41	35	24	6	841	49	25	26							
Optional school/district question																	
A.	22	841	49	28	23												
B.	47	844	54	26	20												
C.	16	844	43	40	17												
D.	14	831	19	32	49												



SCIENCE & TECHNOLOGY RESULTS

School: Auburn Middle School
 District: Auburn School Department
 Grade: 8
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	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 science, 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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 861-880)		2005–2006	14	5	14	5	12
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 841-860)		2005–2006	143	52	149	51	53
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 831-840)		2005–2006	78	28	82	28	22
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (Scaled Score 800-830)		2005–2006	42	15	45	16	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
Cluster 1: Life Sciences	14	25	8.3	59.3	8.3	59.3	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.1	50.7	7.1	50.7	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	8.0	57.1	8.0	57.1	8.1	57.9	Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe
Cluster 4: Nature and Implications of Science	14	25	7.8	55.7	7.8	55.7	8.3	59.3	Cluster 4: Nature and Implications of Science J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.

