



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](http://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: 10261195  
School: Brunswick Jr High School  
District: Brunswick 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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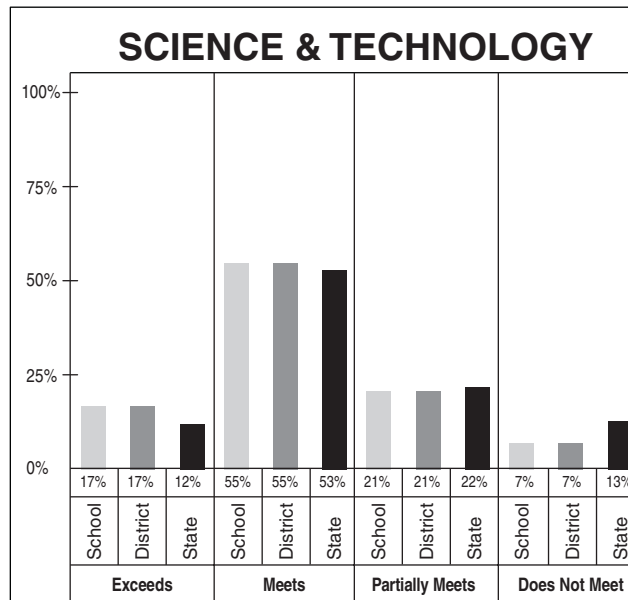
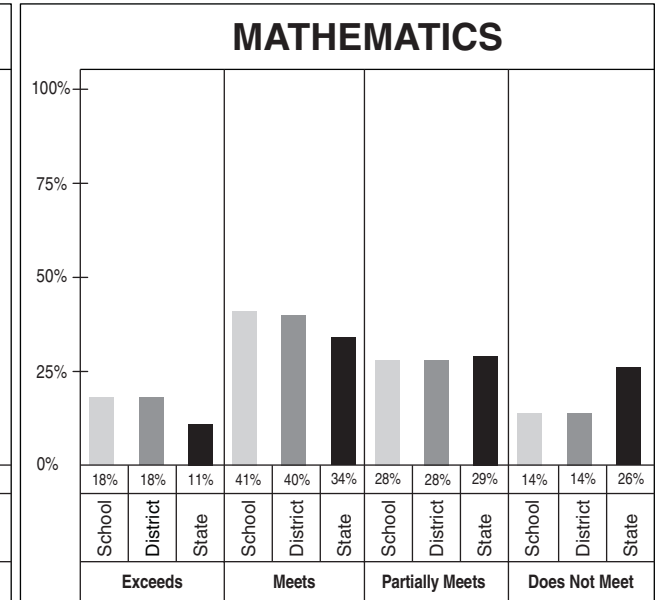
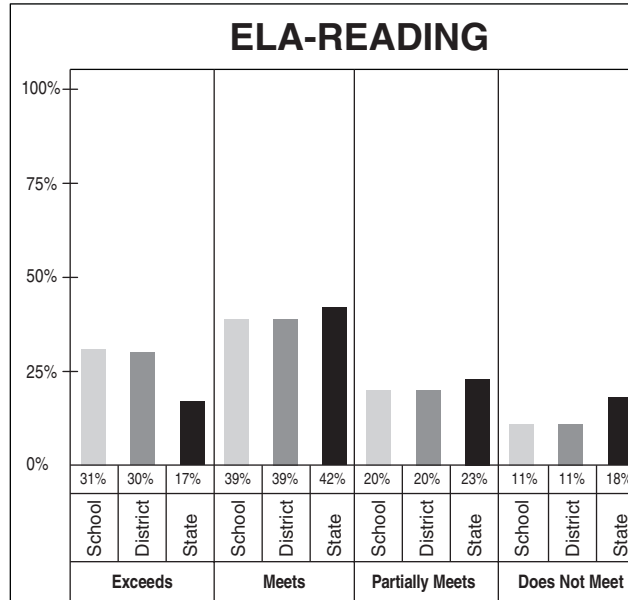


# SUMMARY OF SCORES

School: Brunswick Jr High School  
 District: Brunswick 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	851	851	845
MATHEMATICS 2005–2006	846	846	840
SCIENCE & TECHNOLOGY 2005–2006	850	849	846





# SUMMARY OF STUDENT PARTICIPATION

School: Brunswick Jr High School  
 District: Brunswick School Department  
 Grade: 8  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Total number of students</b>	269	100	269	100	16699	100
<b>Ethnicity</b>						
African American/Black	6	2	6	2	297	2
American Indian/Native Alaskan	1	0	1	0	106	1
Asian/Pacific Islander	4	1	4	1	214	1
Caucasian/White	249	93	249	93	15930	95
Hispanic	9	3	9	3	139	1
Not Reported	0	0	0	0	13	0
<b>Identified disability</b>	43	16	44	16	2717	16
<b>Current LEP</b>	3	1	3	1	239	1
<b>Economically disadvantaged</b>	59	22	59	22	5670	34
<b>Migrant</b>	0	0	0	0	25	0

ELA-Reading			Mathematics			Science & Technology											
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
267	99	267	99	16486	99	267	99	267	99	16486	99	265	99	265	99	16461	99
6	100	6	100	290	98	6	100	6	100	291	98	6	100	6	100	290	98
1	100	1	100	102	96	1	100	1	100	101	95	1	100	1	100	102	96
4	100	4	100	210	98	4	100	4	100	211	99	4	100	4	100	210	98
247	99	247	99	15736	99	247	99	247	99	15735	99	245	98	245	98	15712	99
9	100	9	100	135	97	9	100	9	100	136	98	9	100	9	100	135	97
0		0		13	100	0		0		12	92	0		0		12	92
43	100	44	100	2659	98	43	100	44	100	2657	98	42	98	43	98	2648	97
3	100	3	100	231	97	3	100	3	100	237	99	3	100	3	100	232	97
58	98	58	98	5555	98	58	98	58	98	5552	98	57	97	57	97	5537	98
0		0		24	96	0		0		24	96	0		0		24	96

## MODE OF PARTICIPATION<sup>3</sup>

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics			Science & Technology											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	224	84	224	84	13752	83	227	85	227	85	13746	83	226	85	226	85	13785	84
Identified disability (PET/IEP)	3	1	4	2	499	4	4	2	5	2	477	3	4	2	5	2	508	4
LEP	2	1	2	1	91	1	2	1	2	1	93	1	2	1	2	1	94	1
504 plan	6	3	6	3	165	1	6	3	6	3	165	1	6	3	6	3	164	1
<b>Students who took the assessment with accommodations</b>	42	16	42	16	2517	15	39	15	39	15	2516	15	38	14	38	14	2490	15
Identified disability (PET/IEP)	39	93	39	93	1953	78	38	97	38	97	1965	78	37	97	37	97	1962	79
LEP	1	2	1	2	132	5	1	3	1	3	137	5	1	3	1	3	131	5
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2
Other	3	7	3	7	389	15	1	3	1	3	372	15	1	3	1	3	354	14
<b>Students who participated through alternate assessment (PAAP)</b>	1	0	1	0	217	1	1	0	1	0	224	1	1	0	1	0	186	1
Identified disability (PET/IEP)	1	100	1	100	207	95	1	100	1	100	215	96	1	100	1	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

<sup>1</sup> Percents are the percentage of students enrolled in each participation category. <sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.  
<sup>3</sup> Percents are the percentage of students in each content area who participated with each mode of participation.



# ELA-READING RESULTS

School: Brunswick Jr High School  
 District: Brunswick 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	%	%	
<b>Exceeds the Standards</b> - 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	82	31	81	30	17
<b>Meets the Standards</b> - 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	104	39	104	39	42
<b>Partially Meets the Standards</b> - 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	52	20	52	20	23
<b>Does Not Meet the Standards</b> - 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	28	11	29	11	18

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	55	100	39.4	71.6	39.3	71.5	36.2	65.8
<b>Literary Text</b>	27	49	19.5	72.2	19.4	71.9	17.7	65.6
<b>Informational Text</b>	28	51	19.9	71.1	19.9	71.1	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>.



# ELA-READING RESULTS

## (CONTINUED)

**School:** Brunswick Jr High School  
**District:** Brunswick 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
<b>Gender</b>																
Female	47	853	75	17	8	48	848	66	21	13						
Male	53	849	65	22	13	52	842	52	25	23						
<b>Ethnicity</b>																
African American/Black	2	851	100	0	0	2	836	42	26	31						
American Indian/Native Alaskan						1	836	38	30	31						
Asian/Pacific Islander						1	847	65	19	16						
Caucasian/White	92	851	69	20	11	95	845	59	23	18						
Hispanic	3	850	67	22	11	1	839	47	19	35						
Not Reported						0	839	54	15	31						
<b>Economically disadvantaged</b>																
Yes	22	844	62	22	16	33	838	43	27	29						
No	78	853	72	19	9	67	848	66	21	13						
<b>Title 1A targeted program</b>																
Yes						4	838	38	34	28						
No	100	851	70	20	11	96	845	59	23	18						
<b>Migrant</b>																
Yes						0	839	48	30	22						
No	100	851	70	20	11	100	845	59	23	18						
<b>Gifted/talented program</b>																
Yes						3	865	97	2	0						
No	100	851	70	20	11	97	844	57	24	19						
<b>Identified disability</b>																
Yes	16	835	29	40	31	15	827	16	27	57						
No	84	854	78	16	7	85	848	66	22	12						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	823	11	22	67						
Current LEP beyond first 10 months						1	828	27	22	51						
<b>How much homework do you do on school nights?</b>																
A. None	6	839	47	27	27	8	834	36	25	40						
B. Less than one hour	46	849	69	19	12	45	844	58	24	19						
C. One to two hours	43	855	77	17	5	41	848	65	22	13						
D. More than two hours	5	854	62	38	0	6	846	59	21	19						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																
											<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>					
											A. Yes, the questions on the test match what I have learned in reading class.	40	29	849	69	13
											B. Yes, they match some of what I have learned.	47	53	845	60	16
											C. Yes, they match just a little of what I learned.	11	14	838	43	29
											D. No, there is no match.	2	4	830	24	47
											<b>Which of the following best describes how you rate yourself as a student in reading?</b>					
											A. very good	30	29	854	80	8
											B. good	50	50	845	59	16
											C. fair	17	19	835	33	35
											D. poor	2	3	829	21	50
											<b>How difficult was the reading part of this test?</b>					
											A. harder than my regular schoolwork	13	15	840	49	29
											B. about the same as my regular schoolwork	74	65	845	60	16
											C. easier than my regular schoolwork	13	20	848	64	14
											<b>How difficult were the reading passages on this test?</b>					
											A. Most of the passages were more difficult than what I normally read.	8	8	832	30	44
											B. Most of the passages were about the same as what I normally read.	48	54	843	54	20
											C. Most of the passages were easier than what I normally read.	45	37	851	73	9
											<b>How hard did you try on the reading part of this test?</b>					
											A. I tried harder on this test than I do on my regular schoolwork.	39	44	845	60	18
											B. I tried about the same as I do on my regular schoolwork.	54	50	846	61	16
											C. I did not try as hard on this test as I do on my regular schoolwork.	7	5	836	39	35
											<b>How much time do you spend reading at home each day?</b>					
											A. more than one hour	21	18	848	67	13
											B. 20 minutes to an hour	41	40	848	65	14
											C. less than 20 minutes	13	14	844	58	19
											D. I rarely read at home	25	28	839	46	27
											<b>How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."</b>					
											A. strongly agree	48	44	849	68	13
											B. agree	45	48	843	54	20
											C. disagree	4	5	835	37	36
											D. strongly disagree	3	2	830	25	46



# MATHEMATICS RESULTS

School: Brunswick Jr High School  
 District: Brunswick 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	%	%	
<b>Exceeds the Standards</b> – 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	47	18	47	18	11
<b>Meets the Standards</b> – 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	108	41	107	40	34
<b>Partially Meets the Standards</b> – 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	75	28	75	28	29
<b>Does Not Meet the Standards</b> – 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	36	14	37	14	26

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
	N	%	School		District		State		
			N	%	N	%	N	%	
<b>Cluster 1: Numbers and Operations</b>	11	23	6.4	58.2	6.4	58.2	5.3	48.2	<b>Cluster 1: Numbers and Operations</b> A. Numbers and Number Sense B. Computation I. Discrete Mathematics <b>Cluster 2: Shape and Size</b> E. Geometry F. Measurement <b>Cluster 3: Mathematical Decision Making</b> C. Data Analysis and Statistics D. Probability J. Mathematical Reasoning <b>Cluster 4: Patterns</b> G. Patterns, Relations, and Functions H. Algebra Concepts K. Mathematical Communication  Each content standard in the clusters above is defined in Maine's <i>Learning Results</i> . The <i>Learning Results</i> are the basis for the MEA at grades 4 and 8 and can be found at <a href="http://www.maine.gov/education/lres/homepage.htm">http://www.maine.gov/education/lres/homepage.htm</a> .
<b>Cluster 2: Shape and Size</b>	12	26	6.6	55.0	6.6	55.0	5.4	45.0	
<b>Cluster 3: Mathematical Decision Making</b>	10	21	6.4	64.0	6.3	63.0	5.8	58.0	
<b>Cluster 4: Patterns</b>	14	30	8.1	57.9	8.1	57.9	7.4	52.9	





# SCIENCE & TECHNOLOGY RESULTS

School: Brunswick Jr High School  
 District: Brunswick 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	%	%	
<b>Exceeds the Standards</b> – 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	46	17	46	17	12
<b>Meets the Standards</b> – 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	145	55	144	55	53
<b>Partially Meets the Standards</b> – 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	55	21	55	21	22
<b>Does Not Meet the Standards</b> – 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	18	7	19	7	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
<b>Cluster 1: Life Sciences</b>	14	25	9.1	65.0	9.1	65.0	8.9	63.6	<b>Cluster 1: Life Sciences</b> A. Classifying Life Forms B. Ecology C. Cells
<b>Cluster 2: Physical Sciences</b>	14	25	7.8	55.7	7.8	55.7	7.6	54.3	<b>Cluster 2: Physical Sciences</b> E. Structure of Matter H. Energy I. Motion
<b>Cluster 3: Earth and Space Sciences</b>	14	25	9.2	65.7	9.2	65.7	8.1	57.9	<b>Cluster 3: Earth and Space Sciences</b> D. Continuity and Change F. The Earth G. The Universe
<b>Cluster 4: Nature and Implications of Science</b>	14	25	8.9	63.6	8.9	63.6	8.3	59.3	<b>Cluster 4: Nature and Implications of Science</b> 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>.

