



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: 10271857
School: Bucksport Middle School
District: Bucksport 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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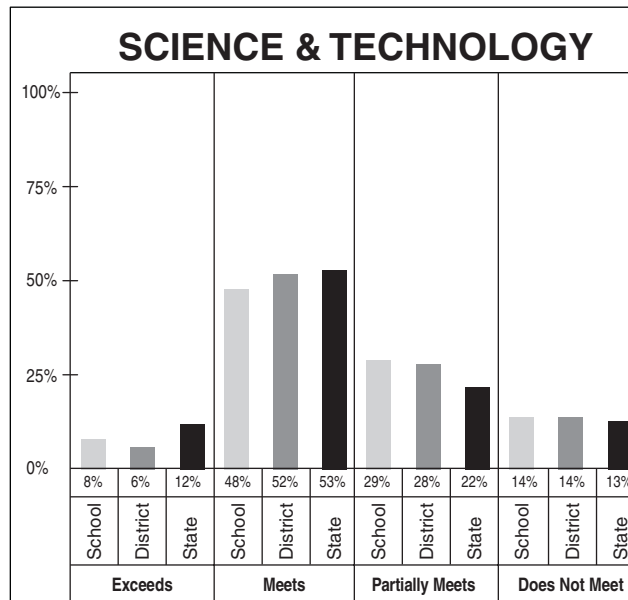
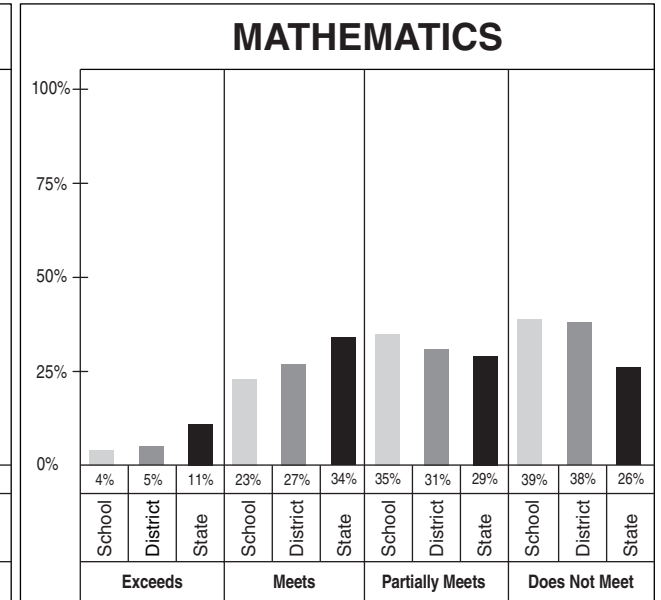
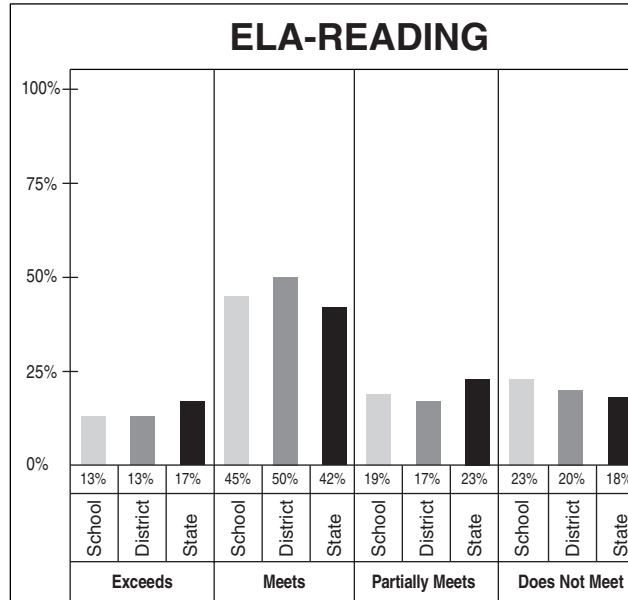


SUMMARY OF SCORES

School: Bucksport Middle School
 District: Bucksport 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	842	843	845
MATHEMATICS 2005–2006	832	833	840
SCIENCE & TECHNOLOGY 2005–2006	844	844	846





SUMMARY OF STUDENT PARTICIPATION

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

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	85	100	66	100	16699	100
Ethnicity						
African American/Black	1	1	1	2	297	2
American Indian/Native Alaskan	1	1	1	2	106	1
Asian/Pacific Islander	1	1	1	2	214	1
Caucasian/White	82	96	63	95	15930	95
Hispanic	0	0	0	0	139	1
Not Reported	0	0	0	0	13	0
Identified disability	16	19	10	15	2717	16
Current LEP	1	1	1	2	239	1
Economically disadvantaged	37	44	33	50	5670	34
Migrant	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	%
83	98	64	97	16486	99	83	98	64	97	16486	99	83	98	64	97	16461	99
1	100	1	100	290	98	1	100	1	100	291	98	1	100	1	100	290	98
1	100	1	100	102	96	1	100	1	100	101	95	1	100	1	100	102	96
1	100	1	100	210	98	1	100	1	100	211	99	1	100	1	100	210	98
80	98	61	97	15736	99	80	98	61	97	15735	99	80	98	61	97	15712	99
0		0		135	97	0		0		136	98	0		0		135	97
0		0		13	100	0		0		12	92	0		0		12	92
15	94	9	90	2659	98	15	94	9	90	2657	98	15	94	9	90	2648	97
1	100	1	100	231	97	1	100	1	100	237	99	1	100	1	100	232	97
35	95	31	94	5555	98	35	95	31	94	5552	98	35	95	31	94	5537	98
0		0		24	96	0		0		24	96	0		0		24	96

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics			Science & Technology											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	64	77	52	81	13752	83	64	77	52	81	13746	83	64	77	52	81	13785	84
Identified disability (PET/IEP)	0	0	0	0	499	4	0	0	0	0	477	3	0	0	0	0	508	4
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	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	19	23	12	19	2517	15	19	23	12	19	2516	15	19	23	12	19	2490	15
Identified disability (PET/IEP)	15	79	9	75	1953	78	15	79	9	75	1965	78	15	79	9	75	1962	79
LEP	1	5	1	8	132	5	1	5	1	8	137	5	1	5	1	8	131	5
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2
Other	3	16	2	17	389	15	3	16	2	17	372	15	3	16	2	17	354	14
Students who participated through alternate assessment (PAAP)	0	0	0	0	217	1	0	0	0	0	224	1	0	0	0	0	186	1
Identified disability (PET/IEP)	0		0		207	95	0		0		215	96	0		0		178	96
LEP	0		0		8	4	0		0		7	3	0		0		7	4
504 plan	0		0		2	1	0		0		2	1	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: Bucksport Middle School
 District: Bucksport 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	11	13	8	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	37	45	32	50	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	16	19	11	17	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	19	23	13	20	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	35.0	63.6	35.7	64.9	36.2	65.8
Literary Text	27	49	17.0	63.0	17.5	64.8	17.7	65.6
Informational Text	28	51	18.0	64.3	18.2	65.0	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: Bucksport Middle School
 District: Bucksport 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	3	4	3	5	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	19	23	17	27	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	29	35	20	31	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	32	39	24	38	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	4.6	41.8	4.8	43.6	5.3	48.2	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 <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 http://www.maine.gov/education/lres/homepage.htm .
Cluster 2: Shape and Size	12	26	4.2	35.0	4.5	37.5	5.4	45.0	
Cluster 3: Mathematical Decision Making	10	21	5.0	50.0	5.2	52.0	5.8	58.0	
Cluster 4: Patterns	14	30	6.1	43.6	6.1	43.6	7.4	52.9	



MATHEMATICS RESULTS

(CONTINUED)

School: Bucksport Middle School
District: Bucksport 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	39	834	22	41	38	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.	12	30	845	58	18
Male	61	831	29	31	39	52	839	44	28	28		54	47	840	45	24
Ethnicity											Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	28	18	834	29	37
African American/Black						2	830	24	27	49		6	5	826	16	57
American Indian/Native Alaskan						1	833	30	33	38	17	24	851	73	11	
Asian/Pacific Islander						1	845	60	17	23	42	45	840	47	22	
Caucasian/White	96	832	25	35	40	95	840	45	30	26	37	25	832	23	40	
Hispanic						1	835	38	28	34	4	6	826	10	54	
Not Reported						0	831	25	17	58	53	35	834	30	36	
Economically disadvantaged											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	39	51	840	47	23
Yes	42	826	20	31	49	33	833	30	31	38		8	14	853	74	10
No	58	836	31	38	31	67	843	52	28	20	56	45	839	43	26	
Title 1A targeted program											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.	38	50	841	48	23
Yes						4	834	27	35	37		6	5	834	34	41
No	99	832	27	35	38	96	840	45	29	26	27	4	833	30	38	
Migrant											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	27	11	836	37	33
Yes						0	835	26	39	35		34	36	841	46	23
No	100	832	27	35	39	100	840	45	29	26	13	49	840	47	25	
Gifted/talented program											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.	45	40	842	50	22
Yes						3	864	96	3	1		36	37	839	44	26
No	100	832	27	35	39	97	839	43	30	27	11	12	838	41	29	
Identified disability											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	8	11	834	34	41
Yes	18	813	7	0	93	15	824	12	25	63		6	11	835	35	36
No	82	836	31	43	26	85	842	50	30	20	58	46	839	43	27	
Limited English proficient students											How much homework do you do on school nights? A. None B. Less than one hour C. One to two hours D. More than two hours	36	12	838	41	29
Current LEP in first 10 months						0	827	22	22	56		8	8	831	27	46
Current LEP beyond first 10 months						1	827	20	24	56	55	834	35	33	45	
Optional school/district question											A. None B. Less than one hour C. One to two hours D. More than two hours	27	834	23	45	32
A.						8	831	27	27	46		27	834	23	45	32
B.						45	839	43	31	26		6	6	841	49	25
C.						41	842	50	28	22		11	11	836	37	33
D.						6	841	49	25	26	8	11	836	37	33	



SCIENCE & TECHNOLOGY RESULTS

School: Bucksport Middle School
 District: Bucksport 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	7	8	4	6	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	40	48	33	52	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	24	29	18	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	12	14	9	14	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	8.6	61.4	8.7	62.1	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.0	50.0	7.0	50.0	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.8	55.7	7.9	56.4	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	8.0	57.1	8.0	57.1	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>.



SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School: Bucksport Middle School
 District: Bucksport 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	39	843	59	25	16	48	846	64	24	12	Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology? A. Yes, the questions on the test match what I have learned in science 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 science? A. very good B. good C. fair D. poor How difficult was the science 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 science 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. Which statement best describes how often and how long your science class meets? A. We meet every day for 45 minutes to an hour. B. We meet on alternate days for 80 to 90 minutes. C. We meet every day for 45 minutes, plus a longer lab period each week. D. We have a flexible schedule depending on the activities. Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class How do you feel about the following statement? "My knowledge of science and technology will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree						
Male	61	844	55	31	14	52	846	65	21	14		27	26	847	68	12	
Ethnicity																	
African American/Black						2	838	43	27	30							
American Indian/Native Alaskan						1	840	47	29	24							
Asian/Pacific Islander						1	847	64	20	16							
Caucasian/White	96	844	56	29	15	95	846	65	22	13							
Hispanic						1	841	50	25	26							
Not Reported						0	846	75	8	17							
Economically disadvantaged																	
Yes	42	838	43	34	23	33	841	51	27	22							
No	58	847	67	25	8	67	849	71	20	9							
Title 1A targeted program																	
Yes						4	841	46	34	19							
No	99	844	57	28	15	96	846	65	22	13							
Migrant																	
Yes						0	840	61	9	30							
No	100	844	57	29	14	100	846	64	22	13							
Gifted/talented program																	
Yes						3	863	99	1	0							
No	100	844	57	29	14	97	846	63	23	14							
Identified disability																	
Yes	18	832	27	33	40	15	835	30	30	40							
No	82	846	63	28	9	85	848	71	21	9							
Limited English proficient students																	
Current LEP in first 10 months						0	827	22	33	44							
Current LEP beyond first 10 months						1	833	29	25	47							
How much homework do you do on school nights?																	
A. None	17	842	50	36	14	8	839	45	25	30							
B. Less than one hour	55	844	57	28	15	45	846	64	23	13							
C. One to two hours	27	844	64	23	14	40	848	69	21	10							
D. More than two hours						6	847	66	19	15							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	