



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: 10301211  
School: Caribou Middle School  
District: Caribou 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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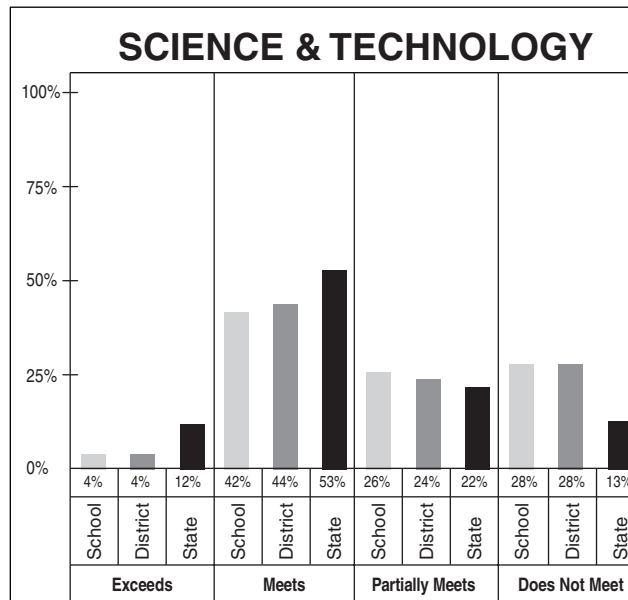
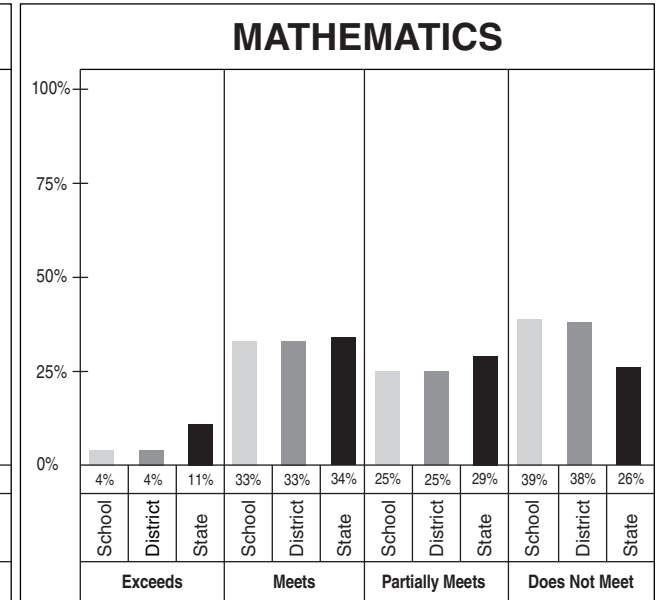
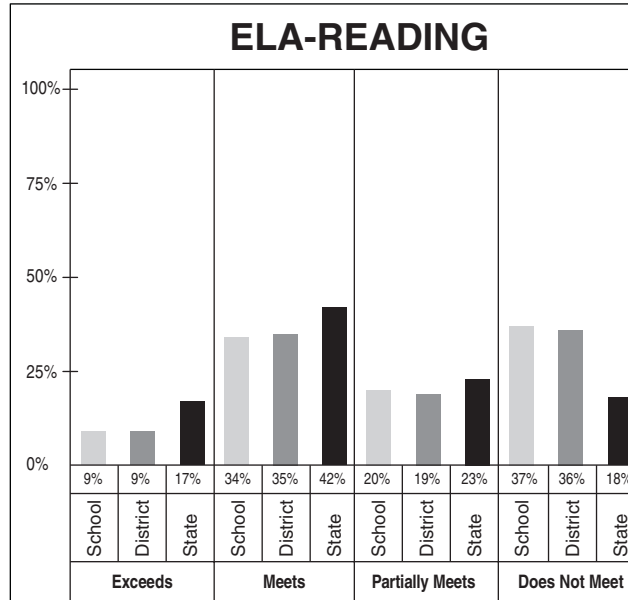


# SUMMARY OF SCORES

School: Caribou Middle School  
 District: Caribou 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	837	837	845
MATHEMATICS 2005–2006	834	835	840
SCIENCE & TECHNOLOGY 2005–2006	839	840	846





# SUMMARY OF STUDENT PARTICIPATION

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

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

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		District		State		ELA-Reading			Mathematics			Science & Technology											
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Total number of students</b>	129	100	120	100	16699	100	127	98	118	98	16486	99	126	98	117	98	16486	99	128	99	119	99	16461	99
<b>Ethnicity</b>																								
African American/Black	0	0	0	0	297	2	0		0		290	98	0		0		291	98	0		0		290	98
American Indian/Native Alaskan	3	2	3	3	106	1	2	67	2	67	102	96	2	67	2	67	101	95	2	67	2	67	102	96
Asian/Pacific Islander	0	0	0	0	214	1	0		0		210	98	0		0		211	99	0		0		210	98
Caucasian/White	126	98	117	98	15930	95	125	99	116	99	15736	99	124	98	115	98	15735	99	126	100	117	100	15712	99
Hispanic	0	0	0	0	139	1	0		0		135	97	0		0		136	98	0		0		135	97
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		12	92	0		0		12	92
<b>Identified disability</b>	14	11	12	10	2717	16	14	100	12	100	2659	98	14	100	12	100	2657	98	14	100	12	100	2648	97
<b>Current LEP</b>	0	0	0	0	239	1	0		0		231	97	0		0		237	99	0		0		232	97
<b>Economically disadvantaged</b>	55	43	49	41	5670	34	53	96	47	96	5555	98	53	96	47	96	5552	98	54	98	48	98	5537	98
<b>Migrant</b>	1	1	1	1	25	0	1	100	1	100	24	96	1	100	1	100	24	96	1	100	1	100	24	96

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science & Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	114	90	107	91	13752	83	113	90	106	91	13746	83	115	90	108	91	13785	84						
Identified disability (PET/IEP)	1	1	1	1	499	4	1	1	1	1	477	3	1	1	1	1	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						
<b>Students who took the assessment with accommodations</b>	13	10	11	9	2517	15	13	10	11	9	2516	15	13	10	11	9	2490	15						
Identified disability (PET/IEP)	13	100	11	100	1953	78	13	100	11	100	1965	78	13	100	11	100	1962	79						
LEP	0	0	0	0	132	5	0	0	0	0	137	5	0	0	0	0	131	5						
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2						
Other	0	0	0	0	389	15	0	0	0	0	372	15	0	0	0	0	354	14						
<b>Students who participated through alternate assessment (PAAP)</b>	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						

<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: Caribou Middle School  
 District: Caribou 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	12	9	11	9	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	43	34	41	35	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	25	20	23	19	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	47	37	43	36	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	32.1	58.4	32.2	58.5	36.2	65.8
<b>Literary Text</b>	27	49	15.7	58.1	15.8	58.5	17.7	65.6
<b>Informational Text</b>	28	51	16.4	58.6	16.4	58.6	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: Caribou Middle School  
 District: Caribou 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	5	4	5	4	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	41	33	39	33	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	31	25	29	25	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	49	39	44	38	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	4.5	40.9	4.6	41.8	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	4.7	39.2	4.8	40.0	5.4	45.0	
<b>Cluster 3: Mathematical Decision Making</b>	10	21	5.3	53.0	5.3	53.0	5.8	58.0	
<b>Cluster 4: Patterns</b>	14	30	6.7	47.9	6.7	47.9	7.4	52.9	



# MATHEMATICS RESULTS

## (CONTINUED)

School: Caribou Middle School  
 District: Caribou 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	60	836	39	28	33	48	840	45	31	24	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> 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.  <b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor  <b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork  <b>How hard did you try on the mathematics part of this test?</b> 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.  <b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>Which statement best describes the use of calculators in mathematics class?</b> 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.  <b>How do you feel about the following statement?</b> <b>"My knowledge of mathematics will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree					
Male	40	832	33	20	47	52	839	44	28	28						
<b>Ethnicity</b>																
African American/Black						2	830	24	27	49						
American Indian/Native Alaskan						1	833	30	33	38						
Asian/Pacific Islander						1	845	60	17	23						
Caucasian/White	98	835	37	25	38	95	840	45	30	26						
Hispanic						1	835	38	28	34						
Not Reported						0	831	25	17	58						
<b>Economically disadvantaged</b>																
Yes	42	825	23	15	62	33	833	30	31	38						
No	58	841	47	32	22	67	843	52	28	20						
<b>Title 1A targeted program</b>																
Yes						4	834	27	35	37						
No	100	834	37	25	39	96	840	45	29	26						
<b>Migrant</b>																
Yes						0	835	26	39	35						
No	99	834	37	25	38	100	840	45	29	26						
<b>Gifted/talented program</b>																
Yes	6	863	100	0	0	3	864	96	3	1						
No	94	833	33	26	41	97	839	43	30	27						
<b>Identified disability</b>																
Yes	11	808	0	0	100	15	824	12	25	63						
No	89	838	41	28	31	85	842	50	30	20						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	827	22	22	56						
Current LEP beyond first 10 months						1	827	20	24	56						
<b>How much homework do you do on school nights?</b>																
A. None	8	819	13	25	63	8	831	27	27	46						
B. Less than one hour	48	837	39	29	31	45	839	43	31	26						
C. One to two hours	38	838	48	18	35	41	842	50	28	22						
D. More than two hours	7	827	29	0	71	6	841	49	25	26						
<b>Optional school/district question</b>																
A.																
B.	100	825	0	40	60											
C.																
D.																



# SCIENCE & TECHNOLOGY RESULTS

School: Caribou Middle School  
 District: Caribou 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	5	4	5	4	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	54	42	52	44	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	33	26	29	24	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	36	28	33	28	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	8.1	57.9	8.2	58.6	8.9	63.6	<b>Cluster 1: Life Sciences</b> A. Classifying Life Forms B. Ecology C. Cells <b>Cluster 2: Physical Sciences</b> E. Structure of Matter H. Energy I. Motion <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> J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology
<b>Cluster 2: Physical Sciences</b>	14	25	6.5	46.4	6.6	47.1	7.6	54.3	
<b>Cluster 3: Earth and Space Sciences</b>	14	25	6.8	48.6	6.9	49.3	8.1	57.9	
<b>Cluster 4: Nature and Implications of Science</b>	14	25	7.2	51.4	7.3	52.1	8.3	59.3	

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: Caribou Middle School  
 District: Caribou 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	60	839	48	30	22	48	846	64	24	12	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?</b> 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.  <b>Which of the following best describes how you rate yourself as a student in science?</b> A. very good B. good C. fair D. poor  <b>How difficult was the science part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork  <b>How hard did you try on the science part of this test?</b> 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.  <b>Which statement best describes how often and how long your science class meets?</b> 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.  <b>Which courses do you plan to take before you graduate from high school?</b> 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  <b>How do you feel about the following statement?</b> <b>"My knowledge of science and technology will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree						
Male	40	839	43	20	37	52	846	65	21	14		21	26	847	68	12	
<b>Ethnicity</b>																	
African American/Black						2	838	43	27	30							
American Indian/Native Alaskan						1	840	47	29	24			58	48	847	66	12
Asian/Pacific Islander						1	847	64	20	16			17	21	846	64	14
Caucasian/White	98	839	47	25	28	95	846	65	22	13			5	5	840	48	27
Hispanic						1	841	50	25	26							
Not Reported						0	846	75	8	17							
<b>Economically disadvantaged</b>																	
Yes	42	832	24	35	41	33	841	51	27	22			22	22	852	78	8
No	58	844	62	19	19	67	849	71	20	9			54	54	847	67	11
<b>Title 1A targeted program</b>																	
Yes						4	841	46	34	19			18	20	842	51	19
No	100	839	46	26	28	96	846	65	22	13			6	3	835	30	37
<b>Migrant</b>																	
Yes						0	840	61	9	30							
No	99	839	46	25	28	100	846	64	22	13		30	30	847	66	13	
<b>Gifted/talented program</b>																	
Yes	5	859	100	0	0	3	863	99	1	0		56	59	846	64	12	
No	95	838	43	27	30	97	846	63	23	14		14	11	847	65	13	
<b>Identified disability</b>																	
Yes	11	822	0	7	93	15	835	30	30	40							
No	89	841	52	28	20	85	848	71	21	9		49	42	847	65	12	
<b>Limited English proficient students</b>												42	53	847	67	12	
Current LEP in first 10 months						0	827	22	33	44		8	4	840	46	31	
Current LEP beyond first 10 months						1	833	29	25	47							
<b>How much homework do you do on school nights?</b>																	
A. None	7	828	13	38	50	8	839	45	25	30							
B. Less than one hour	49	842	52	21	27	45	846	64	23	13		92	69	847	68	11	
C. One to two hours	37	842	50	28	23	40	848	69	21	10		5	16	845	63	15	
D. More than two hours	7	837	29	57	14	6	847	66	19	15		1	6	844	56	20	
<b>Optional school/district question</b>																	
A.																	
B.	100	826	0	40	60							3	9	842	53	20	
C.																	
D.																	