



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: 10541230
School: Eastport Elementary School
District: Eastport 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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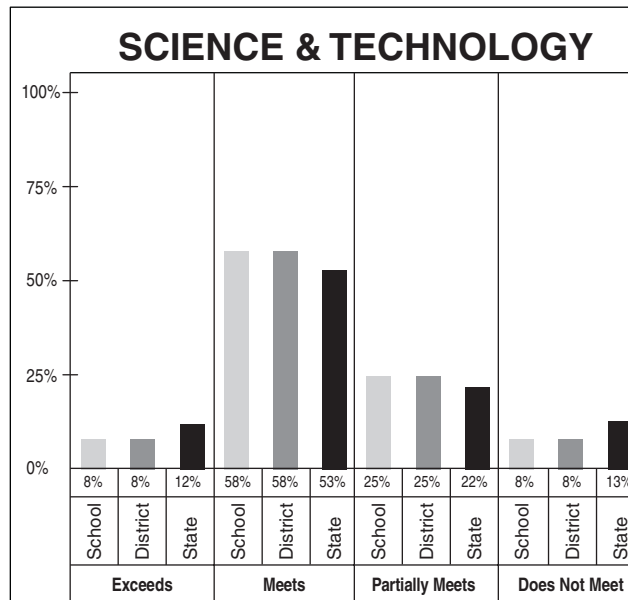
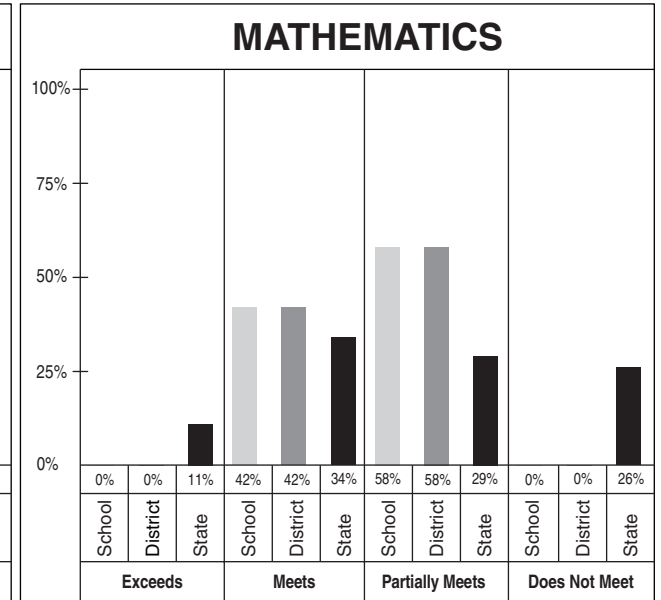
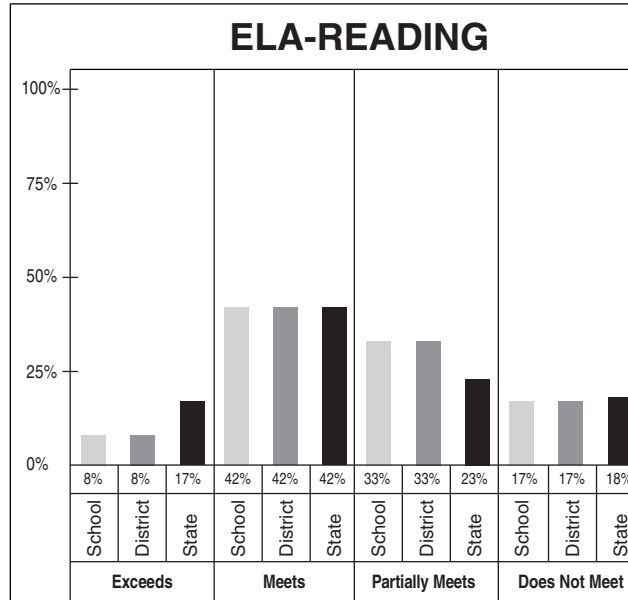


SUMMARY OF SCORES

School: Eastport Elementary School
 District: Eastport 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	845	845	845
MATHEMATICS 2005–2006	842	842	840
SCIENCE & TECHNOLOGY 2005–2006	847	847	846





SUMMARY OF STUDENT PARTICIPATION

School: Eastport Elementary School
 District: Eastport School Department
 Grade: 8
 Date: March 2006

CONTENT AREA PARTICIPATION²

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	%						
Total number of students	13	100	13	100	16699	100	13	100	13	100	16486	99	13	100	13	100	16486	99	13	100	13	100	16461	99				
Ethnicity																												
African American/Black	0	0	0	0	297	2	0	0	0	0	290	98	0	0	0	0	291	98	0	0	0	0	290	98				
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	102	96	0	0	0	0	101	95	0	0	0	0	102	96				
Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	210	98	0	0	0	0	211	99	0	0	0	0	210	98				
Caucasian/White	13	100	13	100	15930	95	13	100	13	100	15736	99	13	100	13	100	15735	99	13	100	13	100	15712	99				
Hispanic	0	0	0	0	139	1	0	0	0	0	135	97	0	0	0	0	136	98	0	0	0	0	135	97				
Not Reported	0	0	0	0	13	0	0	0	0	0	13	100	0	0	0	0	12	92	0	0	0	0	12	92				
Identified disability	4	31	4	31	2717	16	4	100	4	100	2659	98	4	100	4	100	2657	98	4	100	4	100	2648	97				
Current LEP	0	0	0	0	239	1	0	0	0	0	231	97	0	0	0	0	237	99	0	0	0	0	232	97				
Economically disadvantaged	10	77	10	77	5670	34	10	100	10	100	5555	98	10	100	10	100	5552	98	10	100	10	100	5537	98				
Migrant	0	0	0	0	25	0	0	0	0	0	24	96	0	0	0	0	24	96	0	0	0	0	24	96				

MODE OF PARTICIPATION ³	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	%		
Students who took the assessment without accommodations	10	77	10	77	13752	83	10	77	10	77	13746	83	10	77	10	77	13785	84								
Identified disability (PET/IEP)	1	10	1	10	499	4	1	10	1	10	477	3	1	10	1	10	508	4								
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1								
504 plan	1	10	1	10	165	1	1	10	1	10	165	1	1	10	1	10	164	1								
Students who took the assessment with accommodations	2	15	2	15	2517	15	2	15	2	15	2516	15	2	15	2	15	2490	15								
Identified disability (PET/IEP)	2	100	2	100	1953	78	2	100	2	100	1965	78	2	100	2	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								
Students who participated through alternate assessment (PAAP)	1	8	1	8	217	1	1	8	1	8	224	1	1	8	1	8	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								

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: Eastport Elementary School
 District: Eastport 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	1	8	1	8	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	5	42	5	42	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	4	33	4	33	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	2	17	2	17	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	36.3	66.0	36.3	66.0	36.2	65.8
Literary Text	27	49	17.5	64.8	17.5	64.8	17.7	65.6
Informational Text	28	51	18.8	67.1	18.8	67.1	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>.



MATHEMATICS RESULTS

School: Eastport Elementary School
 District: Eastport 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	0	0	0	0	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	5	42	5	42	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	7	58	7	58	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	0	0	0	0	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	5.3	48.2	5.3	48.2	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	5.9	49.2	5.9	49.2	5.4	45.0	
Cluster 3: Mathematical Decision Making	10	21	5.4	54.0	5.4	54.0	5.8	58.0	
Cluster 4: Patterns	14	30	8.1	57.9	8.1	57.9	7.4	52.9	



MATHEMATICS RESULTS

(CONTINUED)

School: Eastport Elementary School
District: Eastport 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	42	841	20	80	0	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.	42	30	845	58	18
Male	58	843	57	43	0	52	839	44	28	28		42	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	17	18	834	29	37
African American/Black						2	830	24	27	49		0	5	826	16	57
American Indian/Native Alaskan						1	833	30	33	38	0	24	851	73	11	
Asian/Pacific Islander						1	845	60	17	23	50	45	840	47	22	
Caucasian/White	100	842	42	58	0	95	840	45	30	26	25	25	832	23	40	
Hispanic						1	835	38	28	34	25	6	826	10	54	
Not Reported						0	831	25	17	58	42	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	50	51	840	47	23
Yes	75	841	33	67	0	33	833	30	31	38		8	14	853	74	10
No						67	843	52	28	20	75	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.	25	50	841	48	23
Yes						4	834	27	35	37		0	5	834	34	41
No	92	843	45	55	0	96	840	45	29	26	0	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	0	11	836	37	33
Yes						0	835	26	39	35		17	36	841	46	23
No	100	842	42	58	0	100	840	45	29	26	83	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.	0	11	836	37	33
Yes						3	864	96	3	1		83	40	842	50	22
No	100	842	42	58	0	97	839	43	30	27	17	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	0	11	835	35	36
Yes						15	824	12	25	63		67	46	839	43	27
No	75	842	33	67	0	85	842	50	30	20	17	33	843	51	20	
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	8	11	835	35	36
Current LEP in first 10 months						0	827	22	22	56		42	845	40	60	0
Current LEP beyond first 10 months						1	827	20	24	56	50	842	50	50	0	
Optional school/district question											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	41	842	50	28	22
A.						8	831	27	27	46		6	841	49	25	26
B.						45	839	43	31	26	0	12	838	41	29	
C.						41	842	50	28	22	0	11	836	37	33	
D.						6	841	49	25	26	0	11	836	37	33	



SCIENCE & TECHNOLOGY RESULTS

School: Eastport Elementary School
 District: Eastport 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	1	8	1	8	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	7	58	7	58	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	3	25	3	25	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	1	8	1	8	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	9.6	68.6	9.6	68.6	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.2	51.4	7.2	51.4	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.4	52.9	7.4	52.9	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	9.1	65.0	9.1	65.0	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: Eastport Elementary School
 District: Eastport 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	42	843	40	40	20	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	8	26	847	68	12
Male	58	849	86	14	0	52	846	65	21	14		42	48	847	66	12
Ethnicity												33	21	846	64	14
African American/Black						2	838	43	27	30		17	5	840	48	27
American Indian/Native Alaskan						1	840	47	29	24						
Asian/Pacific Islander						1	847	64	20	16						
Caucasian/White	100	847	67	25	8	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
Economically disadvantaged																
Yes	75	843	56	33	11	33	841	51	27	22						
No						67	849	71	20	9		8	22	852	78	8
Title 1A targeted program												42	54	847	67	11
Yes						4	841	46	34	19		33	20	842	51	19
No	92	847	64	27	9	96	846	65	22	13		17	3	835	30	37
Migrant																
Yes						0	840	61	9	30						
No	100	847	67	25	8	100	846	64	22	13	42	30	847	66	13	
Gifted/talented program											50	59	846	64	12	
Yes						3	863	99	1	0	8	11	847	65	13	
No	100	847	67	25	8	97	846	63	23	14						
Identified disability																
Yes						15	835	30	30	40						
No	75	846	67	33	0	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						8	839	45	25	30						
B. Less than one hour	42	846	60	40	0	45	846	64	23	13						
C. One to two hours	50	848	83	0	17	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.											17	29	849	72	11	
											58	55	846	65	12	
											25	13	843	56	17	
											0	3	838	40	30	