



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

Susan A. Gendron  
Commissioner of Education



School Report  
Grade 8

ID: 11341360

School: West School

District: Portland Public Schools

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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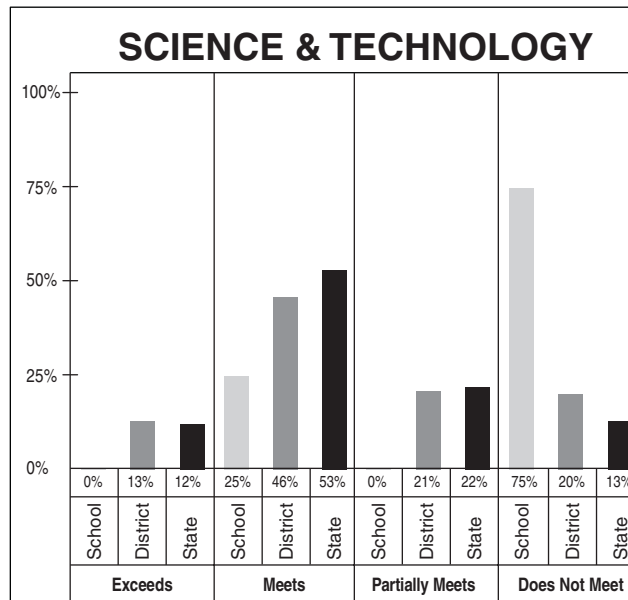
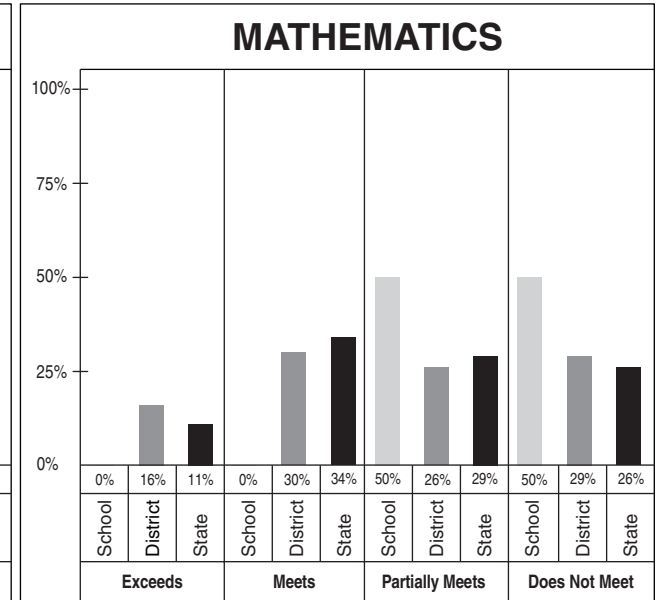
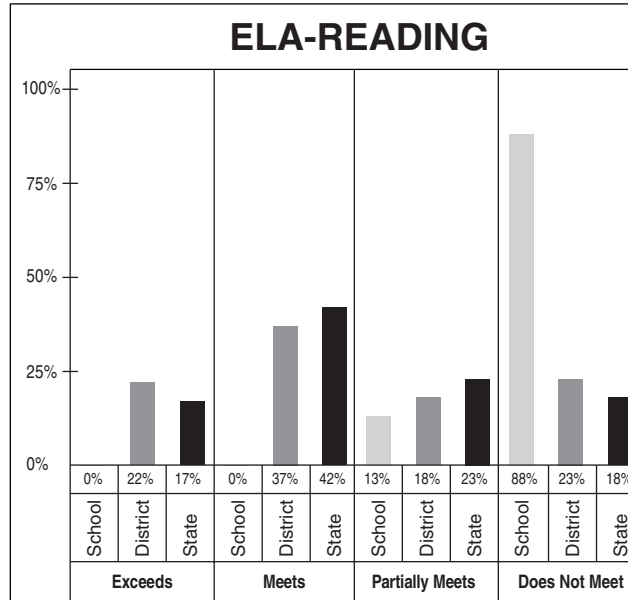


# SUMMARY OF SCORES

School: West School  
 District: Portland Public Schools  
 Grade: 8  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	816	845	845
MATHEMATICS 2005–2006	827	840	840
SCIENCE & TECHNOLOGY 2005–2006	827	845	846





# SUMMARY OF STUDENT PARTICIPATION

School: West School  
 District: Portland Public Schools  
 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	%	n	%	n	%								
<b>Total number of students</b>	8	100	570	100	16699	100	8	100	566	99	16486	99	8	100	564	99	16486	99	8	100	564	99	16461	99						
<b>Ethnicity</b>																														
African American/Black	0	0	64	11	297	2	0		64	100	290	98	0		64	100	291	98	0		64	100	290	98						
American Indian/Native Alaskan	0	0	4	1	106	1	0		4	100	102	96	0		4	100	101	95	0		4	100	102	96						
Asian/Pacific Islander	0	0	54	9	214	1	0		53	98	210	98	0		53	98	211	99	0		53	98	210	98						
Caucasian/White	8	100	428	75	15930	95	8	100	425	99	15736	99	8	100	423	99	15735	99	8	100	423	99	15712	99						
Hispanic	0	0	20	4	139	1	0		20	100	135	97	0		20	100	136	98	0		20	100	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>	6	75	82	14	2717	16	6	100	81	99	2659	98	6	100	81	99	2657	98	6	100	81	99	2648	97						
<b>Current LEP</b>	0	0	79	14	239	1	0		78	99	231	97	0		78	99	237	99	0		78	99	232	97						
<b>Economically disadvantaged</b>	5	63	243	43	5670	34	5	100	240	99	5555	98	5	100	238	98	5552	98	5	100	238	98	5537	98						
<b>Migrant</b>	0	0	3	1	25	0	0		3	100	24	96	0		3	100	24	96	0		3	100	24	96						

MODE OF PARTICIPATION <sup>3</sup>	CONTENT AREA PARTICIPATION <sup>2</sup>																							
	ELA-Reading			Mathematics			Science & Technology																	
	School	District	State	School	District	State	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>	0	0	424	75	13752	83	0	0	424	75	13746	83	0	0	424	75	13785	84						
Identified disability (PET/IEP)	0		28	7	499	4	0		28	7	477	3	0		28	7	508	4						
LEP	0		13	3	91	1	0		13	3	93	1	0		13	3	94	1						
504 plan	0		6	1	165	1	0		6	1	165	1	0		6	1	164	1						
<b>Students who took the assessment with accommodations</b>	8	100	131	23	2517	15	8	100	129	23	2516	15	8	100	129	23	2490	15						
Identified disability (PET/IEP)	6	75	43	33	1953	78	6	75	43	33	1965	78	6	75	43	33	1962	79						
LEP	0	0	62	47	132	5	0	0	62	48	137	5	0	0	62	48	131	5						
504 plan	0	0	3	2	54	2	0	0	3	2	54	2	0	0	3	2	54	2						
Other	2	25	16	12	389	15	2	25	14	11	372	15	2	25	14	11	354	14						
<b>Students who participated through alternate assessment (PAAP)</b>	0	0	11	2	217	1	0	0	11	2	224	1	0	0	11	2	186	1						
Identified disability (PET/IEP)	0		10	91	207	95	0		10	91	215	96	0		10	91	178	96						
LEP	0		3	27	8	4	0		3	27	7	3	0		3	27	7	4						
504 plan	0		2	18	2	1	0		2	18	2	1	0		2	18	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: West School  
 District: Portland Public Schools  
 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	0	0	124	22	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	0	0	204	37	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	1	13	102	18	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	7	88	125	23	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	19.4	35.3	36.0	65.5	36.2	65.8
<b>Literary Text</b>	27	49	9.1	33.7	17.5	64.8	17.7	65.6
<b>Informational Text</b>	28	51	10.3	36.8	18.5	66.1	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: West School  
 District: Portland Public Schools  
 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	0	0	87	16	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	0	0	164	30	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	4	50	143	26	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	4	50	159	29	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	4.6	41.8	5.5	50.0	5.3	48.2
<b>Cluster 2: Shape and Size</b>	12	26	4.1	34.2	5.4	45.0	5.4	45.0
<b>Cluster 3: Mathematical Decision Making</b>	10	21	3.4	34.0	5.8	58.0	5.8	58.0
<b>Cluster 4: Patterns</b>	14	30	4.8	34.3	7.6	54.3	7.4	52.9

- Cluster 1: Numbers and Operations**
  - A. Numbers and Number Sense
  - B. Computation
  - I. Discrete Mathematics
- Cluster 2: Shape and Size**
  - E. Geometry
  - F. Measurement
- Cluster 3: Mathematical Decision Making**
  - C. Data Analysis and Statistics
  - D. Probability
  - J. Mathematical Reasoning
- Cluster 4: Patterns**
  - G. Patterns, Relations, and Functions
  - H. Algebra Concepts
  - K. Mathematical Communication

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





# SCIENCE & TECHNOLOGY RESULTS

School: West School  
 District: Portland Public Schools  
 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	0	0	71	13	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	2	25	253	46	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	0	0	117	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	6	75	112	20	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	6.1	43.6	8.7	62.1	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	3.8	27.1	7.6	54.3	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	5.1	36.4	7.6	54.3	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	6.0	42.9	8.1	57.9	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>.

