



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: 11421371
School: Richmond Middle School
District: Richmond 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.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7
Science & Technology Results.....	8-9

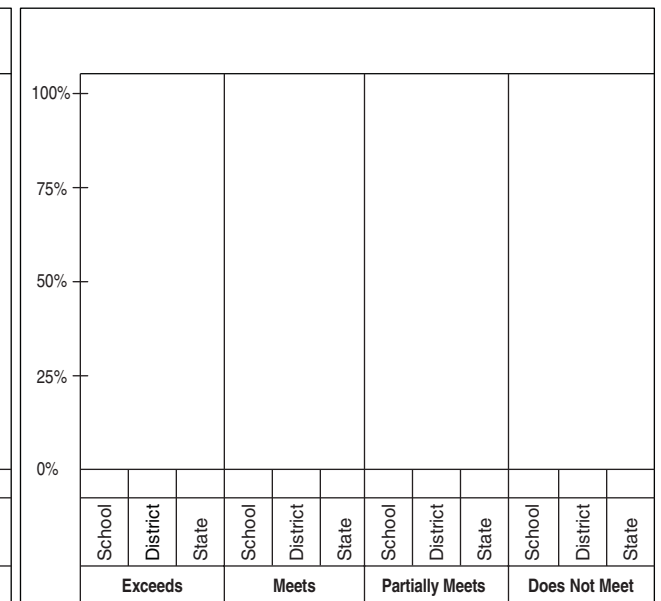
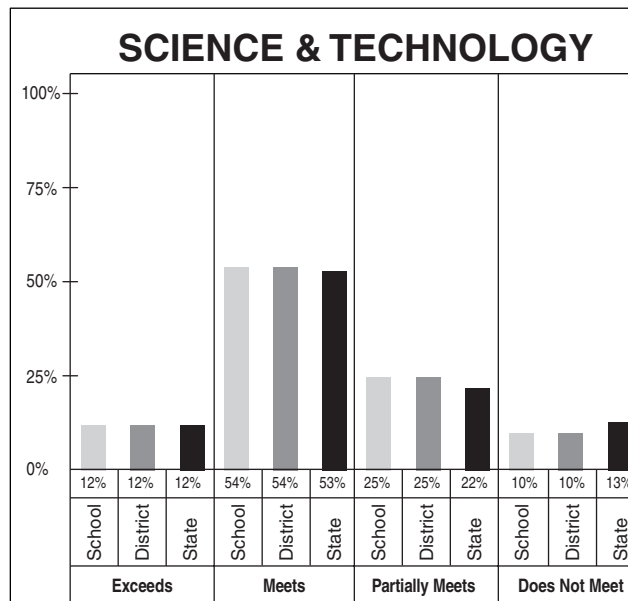
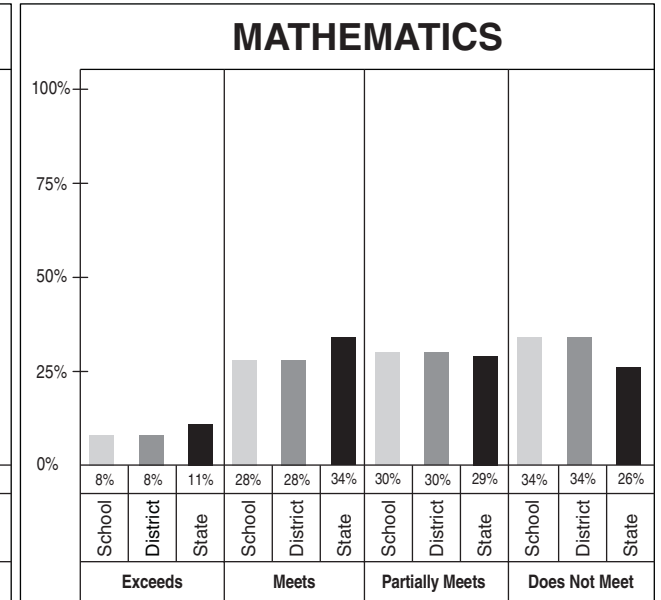
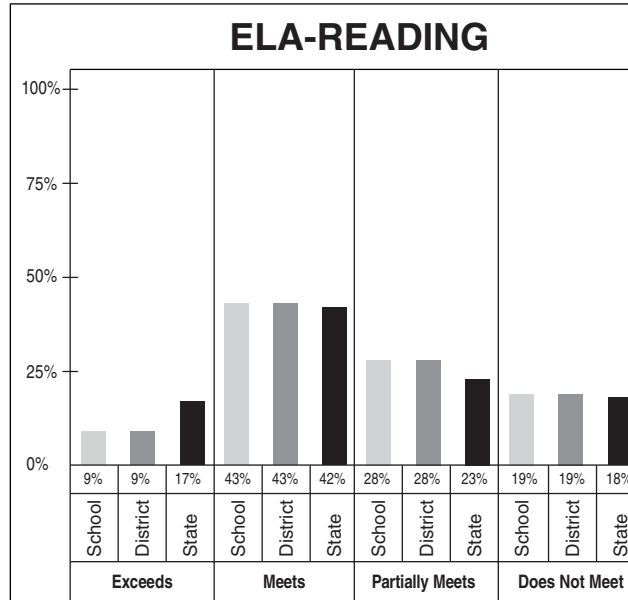


SUMMARY OF SCORES

School: **Richmond Middle School**
 District: **Richmond 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	842	845
MATHEMATICS 2005–2006	837	837	840
SCIENCE & TECHNOLOGY 2005–2006	847	847	846





SUMMARY OF STUDENT PARTICIPATION

School: Richmond Middle School
 District: Richmond 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	56	100	57	100	16699	100
Ethnicity						
African American/Black	0	0	0	0	297	2
American Indian/Native Alaskan	0	0	0	0	106	1
Asian/Pacific Islander	0	0	0	0	214	1
Caucasian/White	56	100	57	100	15930	95
Hispanic	0	0	0	0	139	1
Not Reported	0	0	0	0	13	0
Identified disability	13	23	14	25	2717	16
Current LEP	0	0	1	2	239	1
Economically disadvantaged	25	45	26	46	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	%		
53	95	54	95	16486	99	53	95	54	95	16486	99	52	93	53	93	16461	99		
0		0		290	98	0		0		291	98	0		0		290	98		
0		0		102	96	0		0		101	95	0		0		102	96		
0		0		210	98	0		0		211	99	0		0		210	98		
53	95	54	95	15736	99	53	95	54	95	15735	99	52	93	53	93	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		
11	85	12	86	2659	98	11	85	12	86	2657	98	10	77	11	79	2648	97		
0		1	100	231	97	0		1	100	237	99	0		1	100	232	97		
23	92	24	92	5555	98	23	92	24	92	5552	98	23	92	24	92	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		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	42	79	42	78	13752	83	40	75	40	74	13746	83	42	81	42	79	13785	84						
Identified disability (PET/IEP)	1	2	1	2	499	4	1	3	1	3	477	3	1	2	1	2	508	4						
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1						
504 plan	1	2	1	2	165	1	1	3	1	3	165	1	1	2	1	2	164	1						
Students who took the assessment with accommodations	11	21	11	20	2517	15	13	25	13	24	2516	15	10	19	10	19	2490	15						
Identified disability (PET/IEP)	10	91	10	91	1953	78	10	77	10	77	1965	78	9	90	9	90	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	1	9	1	9	389	15	3	23	3	23	372	15	1	10	1	10	354	14						
Students who participated through alternate assessment (PAAP)	0	0	1	2	217	1	0	0	1	2	224	1	0	0	1	2	186	1						
Identified disability (PET/IEP)	0		1	100	207	95	0		1	100	215	96	0		1	100	178	96						
LEP	0		1	100	8	4	0		1	100	7	3	0		1	100	7	4						
504 plan	0		0	0	2	1	0		0	0	2	1	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: Richmond Middle School
 District: Richmond 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	5	9	5	9	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	23	43	23	43	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	15	28	15	28	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	10	19	10	19	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	34.7	63.1	34.7	63.1	36.2	65.8
Literary Text	27	49	16.7	61.9	16.7	61.9	17.7	65.6
Informational Text	28	51	18.0	64.3	18.0	64.3	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: Richmond Middle School
District: Richmond 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	38	844	65	20	15	48	848	66	21	13						
Male	62	840	45	33	21	52	842	52	25	23						
Ethnicity																
African American/Black						2	836	42	26	31						
American Indian/Native Alaskan						1	836	38	30	31						
Asian/Pacific Islander						1	847	65	19	16						
Caucasian/White	100	842	53	28	19	95	845	59	23	18						
Hispanic						1	839	47	19	35						
Not Reported						0	839	54	15	31						
Economically disadvantaged																
Yes	43	843	52	30	17	33	838	43	27	29						
No	57	841	53	27	20	67	848	66	21	13						
Title 1A targeted program																
Yes						4	838	38	34	28						
No	96	841	51	29	20	96	845	59	23	18						
Migrant																
Yes						0	839	48	30	22						
No	100	842	53	28	19	100	845	59	23	18						
Gifted/talented program																
Yes						3	865	97	2	0						
No	100	842	53	28	19	97	844	57	24	19						
Identified disability																
Yes	21	823	0	45	55	15	827	16	27	57						
No	79	846	67	24	10	85	848	66	22	12						
Limited English proficient students																
Current LEP in first 10 months						0	823	11	22	67						
Current LEP beyond first 10 months						1	828	27	22	51						
How much homework do you do on school nights?																
A. None	12	844	67	17	17	8	834	36	25	40						
B. Less than one hour	48	840	44	36	20	45	844	58	24	19						
C. One to two hours	37	845	68	16	16	41	848	65	22	13						
D. More than two hours						6	846	59	21	19						
Optional school/district question																
A.											38	44	849	68	13	
B.											56	48	843	54	20	
C.											4	5	835	37	36	
D.											2	2	830	25	46	



MATHEMATICS RESULTS

School: Richmond Middle School
 District: Richmond 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	4	8	4	8	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	15	28	15	28	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	16	30	16	30	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	18	34	18	34	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	4.9	44.5	4.9	44.5	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	4.8	40.0	4.8	40.0	5.4	45.0	
Cluster 3: Mathematical Decision Making	10	21	5.1	51.0	5.1	51.0	5.8	58.0	
Cluster 4: Patterns	14	30	7.5	53.6	7.5	53.6	7.4	52.9	



MATHEMATICS RESULTS

(CONTINUED)

School: **Richmond Middle School**
 District: **Richmond 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	38	832	25	30	45	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?						
Male	62	839	42	30	27	52	839	44	28	28							
Ethnicity																	
African American/Black						2	830	24	27	49	A. Yes, the questions on the test match what I have learned in mathematics class.	29	30	845	58	18	
American Indian/Native Alaskan						1	833	30	33	38		B. Yes, they match some of what I have learned.	46	47	840	45	24
Asian/Pacific Islander						1	845	60	17	23			C. Yes, they match just a little of what I have learned.	21	18	834	29
Caucasian/White	100	837	36	30	34	95	840	45	30	26		D. No, there is no match.		4	5	826	16
Hispanic						1	835	38	28	34			Which of the following best describes how you rate yourself as a student in mathematics?				
Not Reported						0	831	25	17	58		A. very good		31	24	851	73
Economically disadvantaged											B. good		29	45	840	47	22
Yes	43	838	39	30	30	33	833	30	31	38		C. fair	31	25	832	23	40
No	57	836	33	30	37	67	843	52	28	20	D. poor		10	6	826	10	54
Title 1A targeted program																	
Yes						4	834	27	35	37	How difficult was the mathematics part of this test?						
No	96	837	37	29	33	96	840	45	29	26		A. harder than my regular schoolwork	31	35	834	30	36
Migrant											B. about the same as my regular schoolwork		54	51	840	47	23
Yes						0	835	26	39	35		C. easier than my regular schoolwork	15	14	853	74	10
No	100	837	36	30	34	100	840	45	29	26	How hard did you try on the mathematics part of this test?						
Gifted/talented program												A. I tried harder on this test than I do on my regular schoolwork.	48	45	839	43	26
Yes						3	864	96	3	1	B. I tried about the same as I do on my regular schoolwork.		44	50	841	48	23
No	100	837	36	30	34	97	839	43	30	27		C. I did not try as hard on this test as I do on my regular schoolwork.	8	5	834	34	41
Identified disability																	
Yes	21	819	0	18	82	15	824	12	25	63	How often do you use laptops in mathematics class?						
No	79	841	45	33	21	85	842	50	30	20		A. almost every day	21	4	833	30	38
Limited English proficient students											B. two or three days a week		35	11	836	37	33
Current LEP in first 10 months						0	827	22	22	56		C. two or three times each month	33	36	841	46	23
Current LEP beyond first 10 months						1	827	20	24	56	D. never		12	49	840	47	25
How much homework do you do on school nights?																	
A. None	12	842	50	33	17	8	831	27	27	46	Which statement best describes the use of calculators in mathematics class?						
B. Less than one hour	48	833	24	36	40	45	839	43	31	26		A. Calculators are used daily.	15	40	842	50	22
C. One to two hours	37	843	53	26	21	41	842	50	28	22	B. Calculators are used once or twice a week.		65	37	839	44	26
D. More than two hours						6	841	49	25	26		C. Calculators are used once or twice a month.	8	12	838	41	29
Optional school/district question											D. Calculators are rarely or never used.		12	11	836	37	33
A.												How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."					
B.											A. strongly agree		8	11	835	35	36
C.												B. agree	44	46	839	43	27
D.											C. disagree		40	33	843	51	20
												D. strongly disagree	8	10	839	45	28



SCIENCE & TECHNOLOGY RESULTS

School: Richmond Middle School
 District: Richmond 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	6	12	6	12	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	28	54	28	54	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	13	25	13	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	5	10	5	10	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	9.0	64.3	9.0	64.3	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.7	55.0	7.7	55.0	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	8.6	61.4	8.6	61.4	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	8.3	59.3	8.3	59.3	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: **Richmond Middle School**
 District: **Richmond 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	38	843	55	35	10	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	33	26	847	68	12
Male	62	850	72	19	9	52	846	65	21	14						
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	100	847	65	25	10	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
Economically disadvantaged																
Yes	44	847	65	22	13	33	841	51	27	22						
No	56	848	66	28	7	67	849	71	20	9						
Title 1A targeted program																
Yes						4	841	46	34	19						
No	96	848	68	22	10	96	846	65	22	13						
Migrant																
Yes						0	840	61	9	30						
No	100	847	65	25	10	100	846	64	22	13						
Gifted/talented program																
Yes						3	863	99	1	0						
No	100	847	65	25	10	97	846	63	23	14						
Identified disability																
Yes	19	834	20	30	50	15	835	30	30	40						
No	81	850	76	24	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	12	853	83	17	0	8	839	45	25	30						
B. Less than one hour	48	844	56	32	12	45	846	64	23	13						
C. One to two hours	37	850	74	21	5	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.																