



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: 11851447
School: Winthrop Middle School
District: Winthrop 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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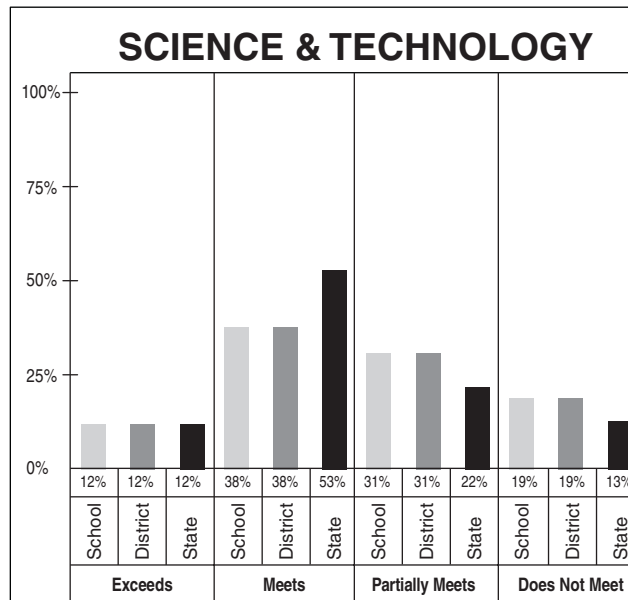
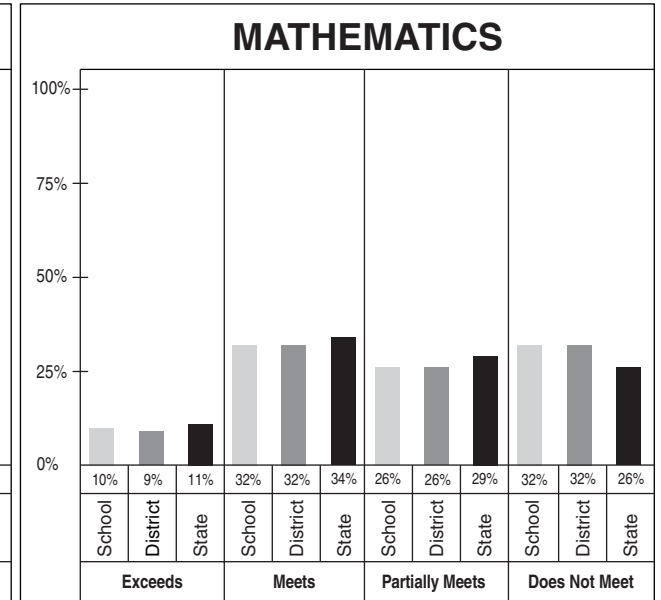
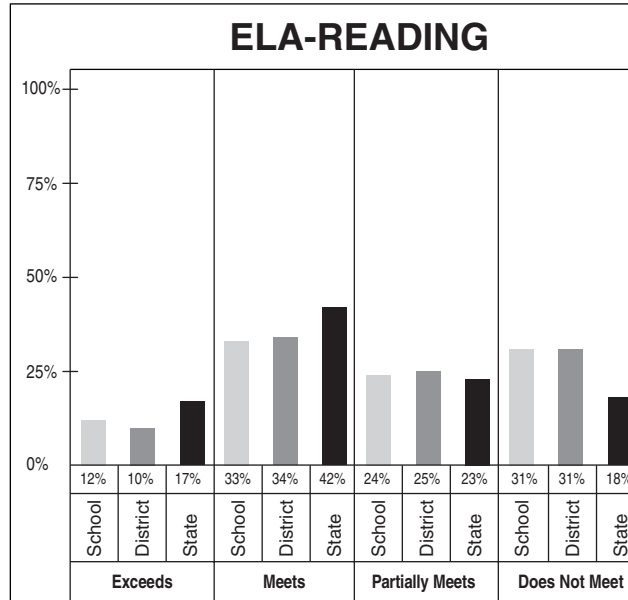


SUMMARY OF SCORES

School: Winthrop Middle School
 District: Winthrop 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	839	839	845
MATHEMATICS 2005–2006	838	838	840
SCIENCE & TECHNOLOGY 2005–2006	843	843	846





SUMMARY OF STUDENT PARTICIPATION

School: Winthrop Middle School
 District: Winthrop Public Schools
 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	79	100	78	100	16699	100	79	100	78	100	16486	99	79	100	78	100	16486	99	79	100	78	100	16461	99
Ethnicity																								
African American/Black	2	3	1	1	297	2	2	100	1	100	290	98	2	100	1	100	291	98	2	100	1	100	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	77	97	77	99	15930	95	77	100	77	100	15736	99	77	100	77	100	15735	99	77	100	77	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	9	11	9	12	2717	16	9	100	9	100	2659	98	9	100	9	100	2657	98	9	100	9	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	17	22	17	22	5670	34	17	100	17	100	5555	98	17	100	17	100	5552	98	17	100	17	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	70	89	69	88	13752	83	70	89	69	88	13746	83	70	89	69	88	13785	84								
Identified disability (PET/IEP)	0	0	0	0	499	4	0	0	0	0	477	3	0	0	0	0	508	4								
LEP	0	0	0	0	91	1	0	0	0	0	93	1	0	0	0	0	94	1								
504 plan	4	6	4	6	165	1	4	6	4	6	165	1	4	6	4	6	164	1								
Students who took the assessment with accommodations	8	10	8	10	2517	15	8	10	8	10	2516	15	8	10	8	10	2490	15								
Identified disability (PET/IEP)	8	100	8	100	1953	78	8	100	8	100	1965	78	8	100	8	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	1	1	1	217	1	1	1	1	1	224	1	1	1	1	1	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: Winthrop Middle School
 District: Winthrop 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	%	%	
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	9	12	8	10	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	26	33	26	34	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	19	24	19	25	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	24	31	24	31	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	33.2	60.4	33.0	60.0	36.2	65.8
Literary Text	27	49	15.8	58.5	15.7	58.1	17.7	65.6
Informational Text	28	51	17.3	61.8	17.3	61.8	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: Winthrop Middle School
District: Winthrop Public Schools
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	53	840	44	29	27	48	848	66	21	13						
Male	47	838	46	19	35	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	97	839	45	25	30	95	845	59	23	18						
Hispanic						1	839	47	19	35						
Not Reported						0	839	54	15	31						
Economically disadvantaged																
Yes	21	832	25	25	50	33	838	43	27	29						
No	79	841	50	24	26	67	848	66	21	13						
Title 1A targeted program																
Yes						4	838	38	34	28						
No	100	839	45	24	31	96	845	59	23	18						
Migrant																
Yes						0	839	48	30	22						
No	100	839	45	24	31	100	845	59	23	18						
Gifted/talented program																
Yes	19	862	100	0	0	3	865	97	2	0						
No	81	834	32	30	38	97	844	57	24	19						
Identified disability																
Yes	10	817	0	0	100	15	827	16	27	57						
No	90	842	50	27	23	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	8	839	50	17	33	8	834	36	25	40						
B. Less than one hour	36	836	39	21	39	45	844	58	24	19						
C. One to two hours	47	841	49	27	24	41	848	65	22	13						
D. More than two hours	9	842	43	29	29	6	846	59	21	19						
Optional school/district question																
A.											51	44	849	68	13	
B.											36	48	843	54	20	
C.											10	5	835	37	36	
D.											3	2	830	25	46	

Do the questions that you have just been given on this MEA test match what you have learned in school about reading?

- A. Yes, the questions on the test match what I have learned in reading class.
- B. Yes, they match some of what I have learned.
- C. Yes, they match just a little of what I learned.
- D. No, there is no match.

Which of the following best describes how you rate yourself as a student in reading?

- A. very good
- B. good
- C. fair
- D. poor

How difficult was the reading 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 difficult were the reading passages on this test?

- A. Most of the passages were more difficult than what I normally read.
- B. Most of the passages were about the same as what I normally read.
- C. Most of the passages were easier than what I normally read.

How hard did you try on the reading 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.

How much time do you spend reading at home each day?

- A. more than one hour
- B. 20 minutes to an hour
- C. less than 20 minutes
- D. I rarely read at home

How do you feel about the following statement?

"My knowledge of reading will be useful to me as an adult."

- A. strongly agree
- B. agree
- C. disagree
- D. strongly disagree



MATHEMATICS RESULTS

School: Winthrop Middle School
 District: Winthrop 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	%	%	
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	8	10	7	9	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	25	32	25	32	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	20	26	20	26	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	25	32	25	32	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	5.1	46.4	5.1	46.4	5.3	48.2
Cluster 2: Shape and Size	12	26	4.7	39.2	4.7	39.2	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	5.8	58.0	5.8	58.0	5.8	58.0
Cluster 4: Patterns	14	30	7.6	54.3	7.5	53.6	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: Winthrop Middle School
 District: Winthrop 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	%	%	
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	9	12	9	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	30	38	29	38	53
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 831-840)		2005–2006	24	31	24	31	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	15	19	15	19	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
Cluster 1: Life Sciences	14	25	8.3	59.3	8.3	59.3	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	7.0	50.0	7.0	50.0	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.8	55.7	7.8	55.7	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	7.8	55.7	7.8	55.7	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: Winthrop Middle School
 District: Winthrop Public Schools
 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	53	842	51	32	17	48	846	64	24	12	Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology? A. Yes, the questions on the test match what I have learned in science class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match. Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork. Which statement best describes how often and how long your science class meets? A. We meet every day for 45 minutes to an hour. B. We meet on alternate days for 80 to 90 minutes. C. We meet every day for 45 minutes, plus a longer lab period each week. D. We have a flexible schedule depending on the activities. Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class How do you feel about the following statement? "My knowledge of science and technology will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree						
Male	47	844	49	30	22	52	846	65	21	14		33	26	847	68	12	
Ethnicity																	
African American/Black						2	838	43	27	30							
American Indian/Native Alaskan						1	840	47	29	24							
Asian/Pacific Islander						1	847	64	20	16							
Caucasian/White	97	843	50	30	20	95	846	65	22	13							
Hispanic						1	841	50	25	26							
Not Reported						0	846	75	8	17							
Economically disadvantaged																	
Yes	21	838	44	25	31	33	841	51	27	22							
No	79	845	52	32	16	67	849	71	20	9							
Title 1A targeted program																	
Yes						4	841	46	34	19							
No	100	843	50	31	19	96	846	65	22	13							
Migrant																	
Yes						0	840	61	9	30							
No	100	843	50	31	19	100	846	64	22	13							
Gifted/talented program																	
Yes	19	863	100	0	0	3	863	99	1	0							
No	81	838	38	38	24	97	846	63	23	14							
Identified disability																	
Yes	10	829	0	63	38	15	835	30	30	40							
No	90	845	56	27	17	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	838	50	17	33	8	839	45	25	30							
B. Less than one hour	36	842	46	36	18	45	846	64	23	13							
C. One to two hours	47	845	54	30	16	40	848	69	21	10							
D. More than two hours	9	841	43	29	29	6	847	66	19	15							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	