



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: 12031506  
School: Mt Blue Middle School  
District: MSAD 09  
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

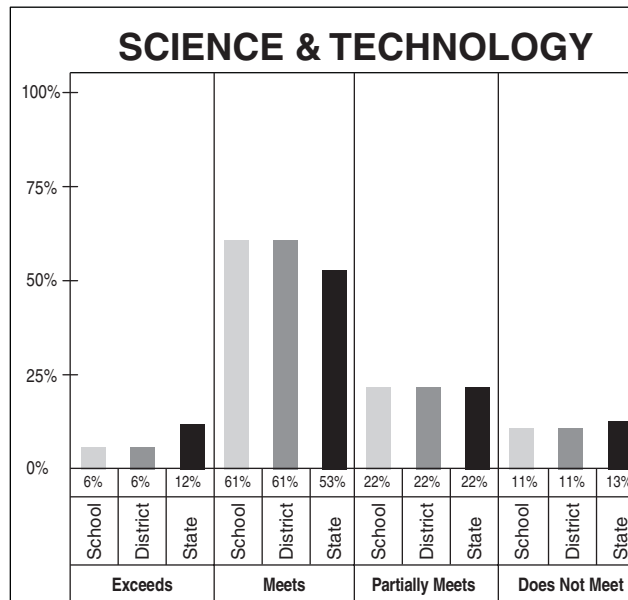
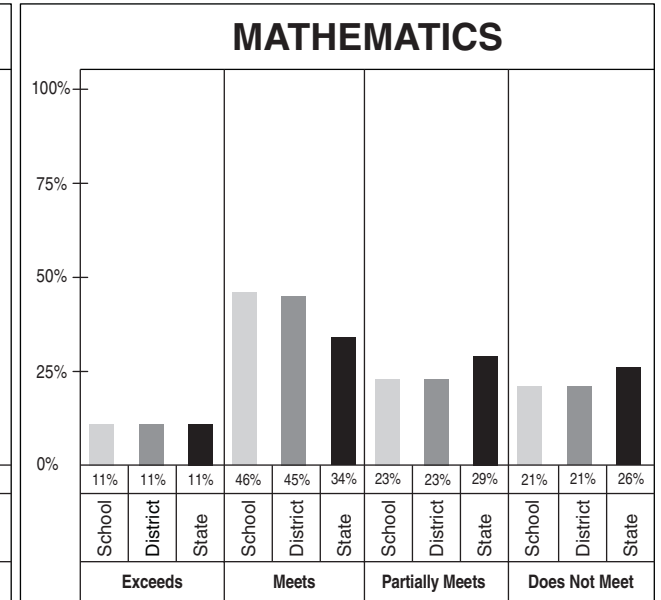
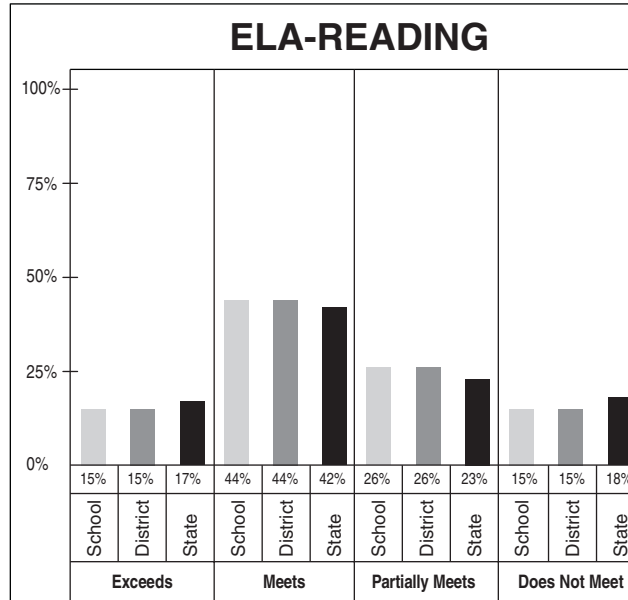


# SUMMARY OF SCORES

School: Mt Blue Middle School  
 District: MSAD 09  
 Grade: 8  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	846	846	845
MATHEMATICS 2005–2006	843	843	840
SCIENCE & TECHNOLOGY 2005–2006	846	846	846





# SUMMARY OF STUDENT PARTICIPATION

School: Mt Blue Middle School  
 District: MSAD 09  
 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>	210	100	208	100	16699	100	210	100	208	100	16486	99	210	100	208	100	16486	99	210	100	208	100	16461	99
<b>Ethnicity</b>																								
African American/Black	4	2	4	2	297	2	4	100	4	100	290	98	4	100	4	100	291	98	4	100	4	100	290	98
American Indian/Native Alaskan	2	1	2	1	106	1	2	100	2	100	102	96	2	100	2	100	101	95	2	100	2	100	102	96
Asian/Pacific Islander	1	0	1	0	214	1	1	100	1	100	210	98	1	100	1	100	211	99	1	100	1	100	210	98
Caucasian/White	201	96	199	96	15930	95	201	100	199	100	15736	99	201	100	199	100	15735	99	201	100	199	100	15712	99
Hispanic	2	1	2	1	139	1	2	100	2	100	135	97	2	100	2	100	136	98	2	100	2	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>	24	11	24	12	2717	16	24	100	24	100	2659	98	24	100	24	100	2657	98	24	100	24	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>	85	40	84	40	5670	34	85	100	84	100	5555	98	85	100	84	100	5552	98	85	100	84	100	5537	98
<b>Migrant</b>	0	0	0	0	25	0	0		0		24	96	0		0		24	96	0		0		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						
<b>Students who took the assessment without accommodations</b>	123	59	123	59	13752	83	123	59	123	59	13746	83	123	59	123	59	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	1	1	1	1	165	1	1	1	1	1	165	1	1	1	1	1	164	1
<b>Students who took the assessment with accommodations</b>	83	40	81	39	2517	15	83	40	81	39	2516	15	86	41	84	40	2490	15
Identified disability (PET/IEP)	20	24	20	25	1953	78	20	24	20	25	1965	78	23	27	23	27	1962	79
LEP	0	0	0	0	132	5	0	0	0	0	137	5	0	0	0	0	131	5
504 plan	5	6	4	5	54	2	5	6	4	5	54	2	5	6	4	5	54	2
Other	58	70	57	70	389	15	58	70	57	70	372	15	58	67	57	68	354	14
<b>Students who participated through alternate assessment (PAAP)</b>	4	2	4	2	217	1	4	2	4	2	224	1	1	0	1	0	186	1
Identified disability (PET/IEP)	4	100	4	100	207	95	4	100	4	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

<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: Mt Blue Middle School  
 District: MSAD 09  
 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	31	15	31	15	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	91	44	90	44	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	53	26	53	26	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	31	15	30	15	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	36.9	67.1	36.9	67.1	36.2	65.8
<b>Literary Text</b>	27	49	18.1	67.0	18.1	67.0	17.7	65.6
<b>Informational Text</b>	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>.



# ELA-READING RESULTS

## (CONTINUED)

School: Mt Blue Middle School  
 District: MSAD 09  
 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	48	846	59	29	12	48	848	66	21	13	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>						
Male	52	845	59	23	18	52	842	52	25	23		A. Yes, the questions on the test match what I have learned in reading class.	31	29	849	69	13
<b>Ethnicity</b>											<b>Which of the following best describes how you rate yourself as a student in reading?</b>						
African American/Black						2	836	42	26	31		A. very good	31	29	854	80	8
American Indian/Native Alaskan						1	836	38	30	31		B. good	50	50	845	59	16
Asian/Pacific Islander						1	847	65	19	16		C. fair	17	19	835	33	35
Caucasian/White	96	846	59	26	14	95	845	59	23	18		D. poor	3	3	829	21	50
Hispanic						1	839	47	19	35	<b>How difficult was the reading part of this test?</b>						
Not Reported						0	839	54	15	31	A. harder than my regular schoolwork	19	15	840	49	29	
<b>Economically disadvantaged</b>											B. about the same as my regular schoolwork	59	65	845	60	16	
Yes	40	842	47	31	22	33	838	43	27	29	C. easier than my regular schoolwork	22	20	848	64	14	
No	60	848	67	22	11	67	848	66	21	13	<b>How difficult were the reading passages on this test?</b>						
<b>Title 1A targeted program</b>											A. Most of the passages were more difficult than what I normally read.	6	8	832	30	44	
Yes	11	837	41	23	36	4	838	38	34	28	B. Most of the passages were about the same as what I normally read.	51	54	843	54	20	
No	89	847	61	26	13	96	845	59	23	18	C. Most of the passages were easier than what I normally read.	42	37	851	73	9	
<b>Migrant</b>											<b>How hard did you try on the reading part of this test?</b>						
Yes						0	839	48	30	22	A. I tried harder on this test than I do on my regular schoolwork.	45	44	845	60	18	
No	100	846	59	26	15	100	845	59	23	18	B. I tried about the same as I do on my regular schoolwork.	51	50	846	61	16	
<b>Gifted/talented program</b>											C. I did not try as hard on this test as I do on my regular schoolwork.	4	5	836	39	35	
Yes						3	865	97	2	0	<b>How much time do you spend reading at home each day?</b>						
No	100	846	59	26	15	97	844	57	24	19	A. more than one hour	18	18	848	67	13	
<b>Identified disability</b>											B. 20 minutes to an hour	34	40	848	65	14	
Yes	10	831	15	45	40	15	827	16	27	57	C. less than 20 minutes	13	14	844	58	19	
No	90	847	64	24	12	85	848	66	22	12	D. I rarely read at home	35	28	839	46	27	
<b>Limited English proficient students</b>											<b>How do you feel about the following statement?</b>						
Current LEP in first 10 months						0	823	11	22	67	"My knowledge of reading will be useful to me as an adult."						
Current LEP beyond first 10 months						1	828	27	22	51	A. strongly agree	50	44	849	68	13	
<b>How much homework do you do on school nights?</b>											B. agree	41	48	843	54	20	
A. None	5	843	64	9	27	8	834	36	25	40	C. disagree	8	5	835	37	36	
B. Less than one hour	42	844	56	29	15	45	844	58	24	19	D. strongly disagree	0	2	830	25	46	
C. One to two hours	44	848	64	23	12	41	848	65	22	13							
D. More than two hours	9	843	44	33	22	6	846	59	21	19							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	



# MATHEMATICS RESULTS

School: Mt Blue Middle School  
 District: MSAD 09  
 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	22	11	22	11	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	94	46	92	45	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	47	23	47	23	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	43	21	43	21	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	5.7	51.8	5.7	51.8	5.3	48.2
<b>Cluster 2: Shape and Size</b>	12	26	6.1	50.8	6.1	50.8	5.4	45.0
<b>Cluster 3: Mathematical Decision Making</b>	10	21	6.2	62.0	6.2	62.0	5.8	58.0
<b>Cluster 4: Patterns</b>	14	30	7.8	55.7	7.8	55.7	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: Mt Blue Middle School  
 District: MSAD 09  
 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	12	6	12	6	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	128	61	127	61	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	46	22	46	22	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	23	11	22	11	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	9.0	64.3	9.0	64.3	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  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 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: Physical Sciences</b>	14	25	7.7	55.0	7.7	55.0	7.6	54.3	
<b>Cluster 3: Earth and Space Sciences</b>	14	25	7.9	56.4	7.9	56.4	8.1	57.9	
<b>Cluster 4: Nature and Implications of Science</b>	14	25	8.3	59.3	8.4	60.0	8.3	59.3	



# SCIENCE & TECHNOLOGY RESULTS

## (CONTINUED)

School: Mt Blue Middle School  
 District: MSAD 09  
 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	48	844	59	27	14	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	29	26	847	68	12
Male	52	848	74	18	8	52	846	65	21	14						
<b>Ethnicity</b>																
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	96	846	68	22	11	95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
<b>Economically disadvantaged</b>																
Yes	41	845	58	33	9	33	841	51	27	22						
No	59	847	73	15	12	67	849	71	20	9						
<b>Title 1A targeted program</b>																
Yes	11	842	59	18	23	4	841	46	34	19						
No	89	847	68	22	10	96	846	65	22	13						
<b>Migrant</b>																
Yes						0	840	61	9	30						
No	100	846	67	22	11	100	846	64	22	13						
<b>Gifted/talented program</b>																
Yes						3	863	99	1	0						
No	100	846	67	22	11	97	846	63	23	14						
<b>Identified disability</b>																
Yes	11	838	35	35	30	15	835	30	30	40						
No	89	847	71	20	9	85	848	71	21	9						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	827	22	33	44						
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	843	57	14	29	8	839	45	25	30						
B. Less than one hour	42	846	67	23	10	45	846	64	23	13						
C. One to two hours	43	847	72	21	7	40	848	69	21	10						
D. More than two hours	9	843	50	28	22	6	847	66	19	15						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																