



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: 12311616  
School: Cherryfield Elementary  
District: MSAD 37  
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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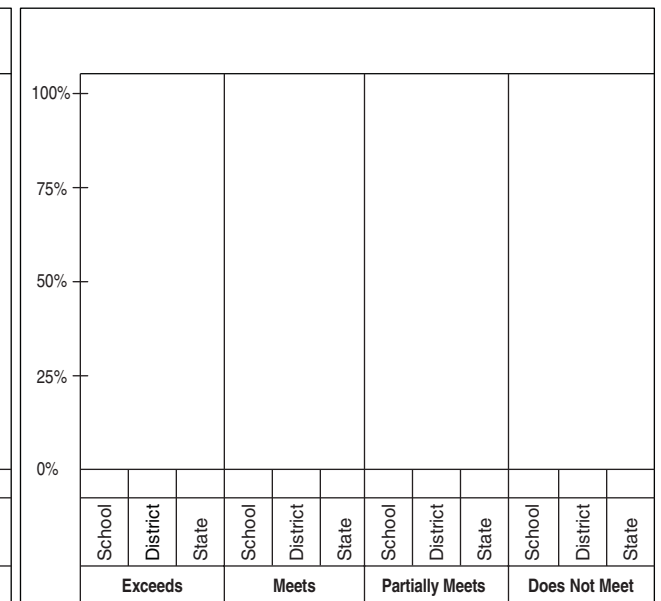
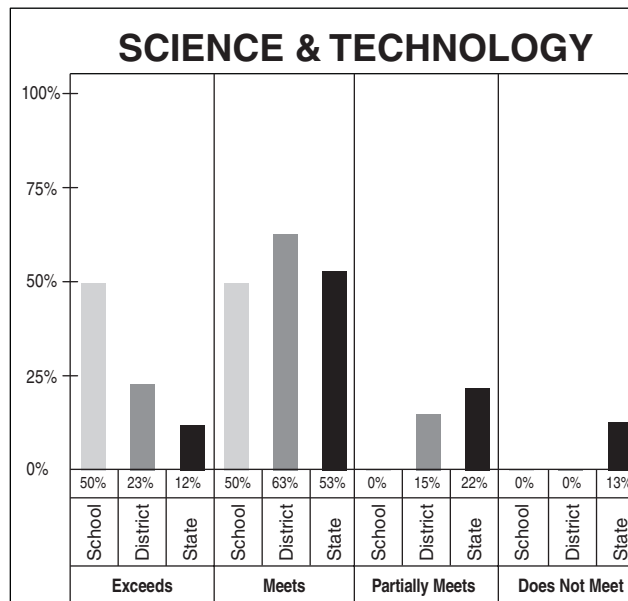
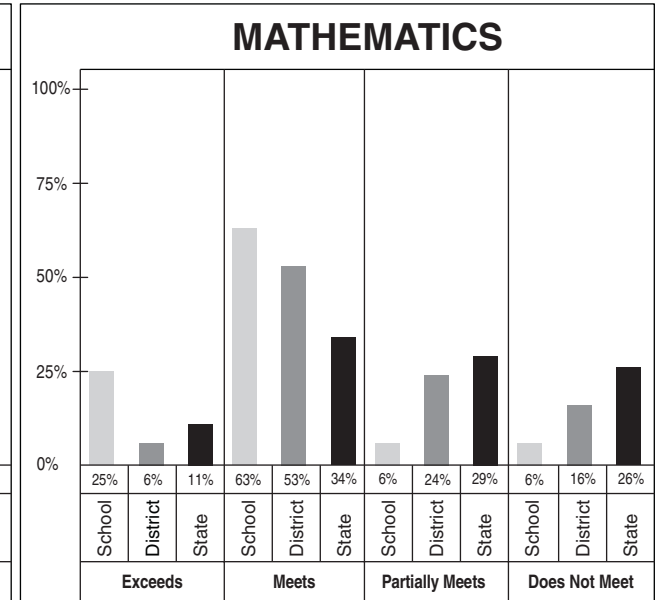
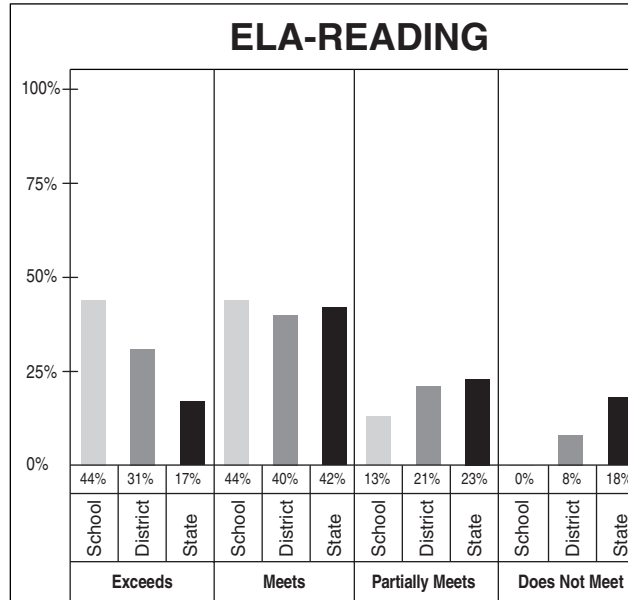


# SUMMARY OF SCORES

School: **Cherryfield Elementary**  
 District: **MSAD 37**  
 Grade: **8**  
 Date: **March 2006**

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	862	853	845
MATHEMATICS 2005–2006	853	844	840
SCIENCE & TECHNOLOGY 2005–2006	864	854	846





# SUMMARY OF STUDENT PARTICIPATION

School: Cherryfield Elementary  
 District: MSAD 37  
 Grade: 8  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Total number of students</b>	16	100	65	100	16699	100
<b>Ethnicity</b>						
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	16	100	63	97	15930	95
Hispanic	0	0	2	3	139	1
Not Reported	0	0	0	0	13	0
<b>Identified disability</b>	0	0	13	20	2717	16
<b>Current LEP</b>	0	0	2	3	239	1
<b>Economically disadvantaged</b>	6	38	41	63	5670	34
<b>Migrant</b>	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	%
16	100	65	100	16486	99	16	100	65	100	16486	99	16	100	65	100	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
16	100	63	100	15736	99	16	100	63	100	15735	99	16	100	63	100	15712	99
0		2	100	135	97	0		2	100	136	98	0		2	100	135	97
0		0		13	100	0		0		12	92	0		0		12	92
0		13	100	2659	98	0		13	100	2657	98	0		13	100	2648	97
0		2	100	231	97	0		2	100	237	99	0		2	100	232	97
6	100	41	100	5555	98	6	100	41	100	5552	98	6	100	41	100	5537	98
0		0		24	96	0		0		24	96	0		0		24	96

## MODE OF PARTICIPATION<sup>3</sup>

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics			Science & Technology											
	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>	16	100	54	83	13752	83	16	100	54	83	13746	83	16	100	54	83	13785	84
Identified disability (PET/IEP)	0	0	3	6	499	4	0	0	3	6	477	3	0	0	3	6	508	4
LEP	0	0	1	2	91	1	0	0	1	2	93	1	0	0	1	2	94	1
504 plan	0	0	0	0	165	1	0	0	0	0	165	1	0	0	0	0	164	1
<b>Students who took the assessment with accommodations</b>	0	0	8	12	2517	15	0	0	8	12	2516	15	0	0	8	12	2490	15
Identified disability (PET/IEP)	0		7	88	1953	78	0		7	88	1965	78	0		7	88	1962	79
LEP	0		0	0	132	5	0		0	0	137	5	0		0	0	131	5
504 plan	0		0	0	54	2	0		0	0	54	2	0		0	0	54	2
Other	0		1	13	389	15	0		1	13	372	15	0		1	13	354	14
<b>Students who participated through alternate assessment (PAAP)</b>	0	0	3	5	217	1	0	0	3	5	224	1	0	0	3	5	186	1
Identified disability (PET/IEP)	0		3	100	207	95	0		3	100	215	96	0		3	100	178	96
LEP	0		1	33	8	4	0		1	33	7	3	0		1	33	7	4
504 plan	0		0	0	2	1	0		0	0	2	1	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: **Cherryfield Elementary**  
 District: **MSAD 37**  
 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	7	44	19	31	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	7	44	25	40	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	2	13	13	21	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	0	0	5	8	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>	<b>55</b>	<b>100</b>	45.0	81.8	40.5	73.6	36.2	65.8
<b>Literary Text</b>	<b>27</b>	<b>49</b>	21.8	80.7	20.0	74.1	17.7	65.6
<b>Informational Text</b>	<b>28</b>	<b>51</b>	23.2	82.9	20.6	73.6	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: **Cherryfield Elementary**  
 District: **MSAD 37**  
 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	4	25	4	6	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	10	63	33	53	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	1	6	15	24	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	1	6	10	16	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	6.5	59.1	5.6	50.9	5.3	48.2	<b>Cluster 1: Numbers and Operations</b> A. Numbers and Number Sense B. Computation I. Discrete Mathematics <b>Cluster 2: Shape and Size</b> E. Geometry F. Measurement <b>Cluster 3: Mathematical Decision Making</b> C. Data Analysis and Statistics D. Probability J. Mathematical Reasoning <b>Cluster 4: Patterns</b> 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 <a href="http://www.maine.gov/education/lres/homepage.htm">http://www.maine.gov/education/lres/homepage.htm</a> .
<b>Cluster 2: Shape and Size</b>	12	26	7.6	63.3	5.9	49.2	5.4	45.0	
<b>Cluster 3: Mathematical Decision Making</b>	10	21	6.8	68.0	6.3	63.0	5.8	58.0	
<b>Cluster 4: Patterns</b>	14	30	9.8	70.0	8.1	57.9	7.4	52.9	



# MATHEMATICS RESULTS

## (CONTINUED)

School: **Cherryfield Elementary**  
 District: **MSAD 37**  
 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	50	852	100	0	0	48	840	45	31	24	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. Yes, the questions on the test match what I have learned in mathematics class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.  <b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor  <b>How difficult was the mathematics 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 mathematics 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>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.  <b>How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree							
Male	50	853	75	13	13	52	839	44	28	28		63	30	845	58	18		
<b>Ethnicity</b>																		
African American/Black						2	830	24	27	49								
American Indian/Native Alaskan						1	833	30	33	38								
Asian/Pacific Islander						1	845	60	17	23								
Caucasian/White	100	853	88	6	6	95	840	45	30	26								
Hispanic						1	835	38	28	34								
Not Reported						0	831	25	17	58								
<b>Economically disadvantaged</b>																		
Yes	38	859	83	17	0	33	833	30	31	38								
No	63	849	90	0	10	67	843	52	28	20								
<b>Title 1A targeted program</b>																		
Yes						4	834	27	35	37								
No	75	856	92	8	0	96	840	45	29	26								
<b>Migrant</b>																		
Yes						0	835	26	39	35								
No	100	853	88	6	6	100	840	45	29	26								
<b>Gifted/talented program</b>																		
Yes						3	864	96	3	1								
No	100	853	88	6	6	97	839	43	30	27								
<b>Identified disability</b>																		
Yes						15	824	12	25	63								
No	100	853	88	6	6	85	842	50	30	20								
<b>Limited English proficient students</b>																		
Current LEP in first 10 months						0	827	22	22	56								
Current LEP beyond first 10 months						1	827	20	24	56								
<b>How much homework do you do on school nights?</b>																		
A. None						8	831	27	27	46								
B. Less than one hour						45	839	43	31	26								
C. One to two hours	56	853	78	11	11	41	842	50	28	22								
D. More than two hours						6	841	49	25	26								
<b>Optional school/district question</b>																		
A.																		
B.																		
C.																		
D.																		



# SCIENCE & TECHNOLOGY RESULTS

School: **Cherryfield Elementary**  
 District: **MSAD 37**  
 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	8	50	14	23	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	8	50	39	63	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	9	15	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	0	0	0	0	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	11.2	80.0	10.5	75.0	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	10.1	72.1	8.7	62.1	7.6	54.3	
<b>Cluster 3: Earth and Space Sciences</b>	14	25	11.3	80.7	9.1	65.0	8.1	57.9	
<b>Cluster 4: Nature and Implications of Science</b>	14	25	10.4	74.3	9.2	65.7	8.3	59.3	



# SCIENCE & TECHNOLOGY RESULTS

## (CONTINUED)

School: **Cherryfield Elementary**  
 District: **MSAD 37**  
 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	50	862	100	0	0	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	56	26	847	68	12
Male	50	865	100	0	0	52	846	65	21	14		38	48	847	66	12
<b>Ethnicity</b>												6	21	846	64	14
African American/Black						2	838	43	27	30		0	5	840	48	27
American Indian/Native Alaskan						1	840	47	29	24		25	22	852	78	8
Asian/Pacific Islander						1	847	64	20	16		56	54	847	67	11
Caucasian/White	100	864	100	0	0	95	846	65	22	13		19	20	842	51	19
Hispanic						1	841	50	25	26		0	3	835	30	37
Not Reported						0	846	75	8	17		69	42	847	65	12
<b>Economically disadvantaged</b>												31	53	847	67	12
Yes	38	867	100	0	0	33	841	51	27	22		0	4	840	46	31
No	63	862	100	0	0	67	849	71	20	9		94	69	847	68	11
<b>Title 1A targeted program</b>												0	16	845	63	15
Yes						4	841	46	34	19		0	6	844	56	20
No	75	867	100	0	0	96	846	65	22	13		6	9	842	53	20
<b>Migrant</b>											25	25	845	61	14	
Yes						0	840	61	9	30	13	24	847	69	12	
No	100	864	100	0	0	100	846	64	22	13	44	22	852	76	9	
<b>Gifted/talented program</b>											19	29	843	56	16	
Yes						3	863	99	1	0	56	29	849	72	11	
No	100	864	100	0	0	97	846	63	23	14	38	55	846	65	12	
<b>Identified disability</b>											6	13	843	56	17	
Yes						15	835	30	30	40	0	3	838	40	30	
No	100	864	100	0	0	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						8	839	45	25	30						
B. Less than one hour						45	846	64	23	13						
C. One to two hours	56	864	100	0	0	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																