



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: 12561758
School: Pownal Elementary School
District: MSAD 62
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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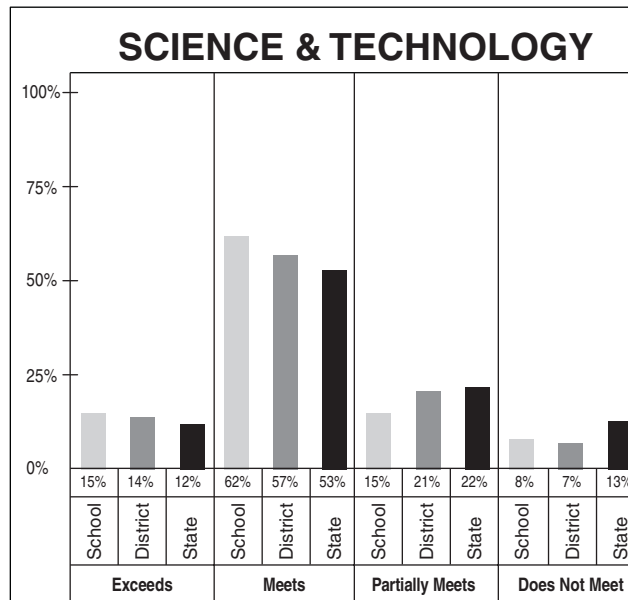
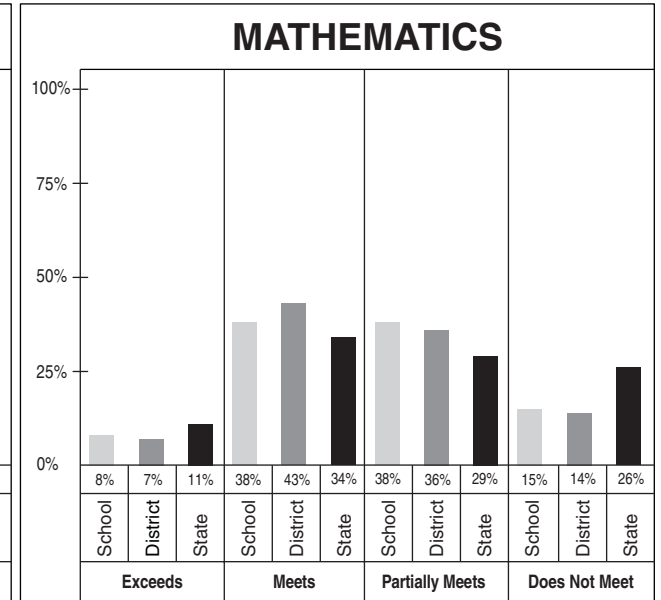
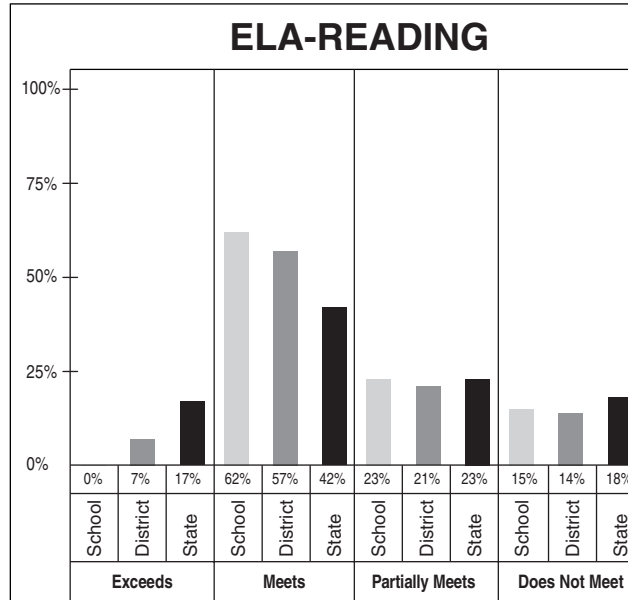


SUMMARY OF SCORES

School: Pownal Elementary School
 District: MSAD 62
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	842	843	845
MATHEMATICS 2005–2006	843	844	840
SCIENCE & TECHNOLOGY 2005–2006	848	847	846





SUMMARY OF STUDENT PARTICIPATION

School: Pownal Elementary School
 District: MSAD 62
 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	13	100	14	100	16699	100	13	100	14	100	16486	99	13	100	14	100	16486	99	13	100	14	100	16461	99						
Ethnicity																														
African American/Black	0	0	0	0	297	2	0		0		290	98	0		0		291	98	0		0		290	98						
American Indian/Native Alaskan	0	0	0	0	106	1	0		0		102	96	0		0		101	95	0		0		102	96						
Asian/Pacific Islander	1	8	1	7	214	1	1	100	1	100	210	98	1	100	1	100	211	99	1	100	1	100	210	98						
Caucasian/White	12	92	13	93	15930	95	12	100	13	100	15736	99	12	100	13	100	15735	99	12	100	13	100	15712	99						
Hispanic	0	0	0	0	139	1	0		0		135	97	0		0		136	98	0		0		135	97						
Not Reported	0	0	0	0	13	0	0		0		13	100	0		0		12	92	0		0		12	92						
Identified disability	2	15	2	14	2717	16	2	100	2	100	2659	98	2	100	2	100	2657	98	2	100	2	100	2648	97						
Current LEP	0	0	0	0	239	1	0		0		231	97	0		0		237	99	0		0		232	97						
Economically disadvantaged	5	38	5	36	5670	34	5	100	5	100	5555	98	5	100	5	100	5552	98	5	100	5	100	5537	98						
Migrant	1	8	1	7	25	0	1	100	1	100	24	96	1	100	1	100	24	96	1	100	1	100	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	11	85	12	86	13752	83	11	85	12	86	13746	83	11	85	12	86	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	0	0	0	0	165	1	0	0	0	0	165	1	0	0	0	0	164	1								
Students who took the assessment with accommodations	2	15	2	14	2517	15	2	15	2	14	2516	15	2	15	2	14	2490	15								
Identified disability (PET/IEP)	2	100	2	100	1953	78	2	100	2	100	1965	78	2	100	2	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)	0	0	0	0	217	1	0	0	0	0	224	1	0	0	0	0	186	1								
Identified disability (PET/IEP)	0		0		207	95	0		0		215	96	0		0		178	96								
LEP	0		0		8	4	0		0		7	3	0		0		7	4								
504 plan	0		0		2	1	0		0		2	1	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: Pownal Elementary School
 District: MSAD 62
 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	0	0	1	7	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	8	62	8	57	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	3	23	3	21	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	2	15	2	14	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	35.2	64.0	36.0	65.5	36.2	65.8
Literary Text	27	49	15.8	58.5	16.1	59.6	17.7	65.6
Informational Text	28	51	19.4	69.3	19.9	71.1	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: Pownal Elementary School
District: MSAD 62
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	46	846	83	17	0	48	848	66	21	13						
Male	54	838	43	29	29	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	92	841	58	25	17	95	845	59	23	18						
Hispanic						1	839	47	19	35						
Not Reported						0	839	54	15	31						
Economically disadvantaged																
Yes	38	842	60	20	20	33	838	43	27	29						
No	62	842	63	25	13	67	848	66	21	13						
Title 1A targeted program																
Yes						4	838	38	34	28						
No	100	842	62	23	15	96	845	59	23	18						
Migrant																
Yes						0	839	48	30	22						
No	92	841	58	25	17	100	845	59	23	18						
Gifted/talented program																
Yes						3	865	97	2	0						
No	100	842	62	23	15	97	844	57	24	19						
Identified disability																
Yes						15	827	16	27	57						
No	85	844	73	27	0	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	834	36	25	40						
B. Less than one hour						45	844	58	24	19						
C. One to two hours	62	844	63	25	13	41	848	65	22	13						
D. More than two hours						6	846	59	21	19						
Optional school/district question																
A.																
B.																
C.																
D.																
											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.	8	29	849	69	13
											B. Yes, they match some of what I have learned.	85	53	845	60	16
											C. Yes, they match just a little of what I learned.	8	14	838	43	29
											D. No, there is no match.	0	4	830	24	47
											Which of the following best describes how you rate yourself as a student in reading?					
											A. very good	31	29	854	80	8
											B. good	46	50	845	59	16
											C. fair	15	19	835	33	35
											D. poor	8	3	829	21	50
											How difficult was the reading part of this test?					
											A. harder than my regular schoolwork	23	15	840	49	29
											B. about the same as my regular schoolwork	77	65	845	60	16
											C. easier than my regular schoolwork	0	20	848	64	14
											How difficult were the reading passages on this test?					
											A. Most of the passages were more difficult than what I normally read.	0	8	832	30	44
											B. Most of the passages were about the same as what I normally read.	62	54	843	54	20
											C. Most of the passages were easier than what I normally read.	38	37	851	73	9
											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.	15	44	845	60	18
											B. I tried about the same as I do on my regular schoolwork.	85	50	846	61	16
											C. I did not try as hard on this test as I do on my regular schoolwork.	0	5	836	39	35
											How much time do you spend reading at home each day?					
											A. more than one hour	15	18	848	67	13
											B. 20 minutes to an hour	15	40	848	65	14
											C. less than 20 minutes	0	14	844	58	19
											D. I rarely read at home	69	28	839	46	27
											How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."					
											A. strongly agree	38	44	849	68	13
											B. agree	62	48	843	54	20
											C. disagree	0	5	835	37	36
											D. strongly disagree	0	2	830	25	46



MATHEMATICS RESULTS

School: Pownal Elementary School
 District: MSAD 62
 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	1	8	1	7	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	5	38	6	43	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	5	38	5	36	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	2	15	2	14	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	5.2	47.3	5.4	49.1	5.3	48.2
Cluster 2: Shape and Size	12	26	5.5	45.8	5.7	47.5	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	5.5	55.0	5.6	56.0	5.8	58.0
Cluster 4: Patterns	14	30	9.5	67.9	9.3	66.4	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: Pownal Elementary School
 District: MSAD 62
 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	2	15	2	14	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	8	62	8	57	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	2	15	3	21	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	1	8	1	7	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	9.2	65.7	9.2	65.7	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	9.2	65.7	9.0	64.3	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.3	52.1	7.2	51.4	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	8.0	57.1	8.0	57.1	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: Pownal Elementary School
 District: MSAD 62
 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	46	851	100	0	0	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	8	26	847	68	12	
Male	54	845	57	29	14	52	846	65	21	14		77	48	847	66	12	
Ethnicity												15	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		0	22	852	78	8	
Asian/Pacific Islander						1	847	64	20	16		77	54	847	67	11	
Caucasian/White	92	846	75	17	8	95	846	65	22	13		15	20	842	51	19	
Hispanic						1	841	50	25	26		8	3	835	30	37	
Not Reported						0	846	75	8	17		38	847	60	40	0	
Economically disadvantaged												62	848	88	0	13	
Yes						33	841	51	27	22		Title 1A targeted program					
No						67	849	71	20	9		Yes	100	848	77	15	8
Title 1A targeted program												No					
Yes						4	841	46	34	19		Yes					
No	100	848	77	15	8	96	846	65	22	13	No	92	846	75	17	8	
Migrant											Gifted/talented program						
Yes						0	840	61	9	30	Yes						
No	92	846	75	17	8	100	846	64	22	13	No	100	848	77	15	8	
Gifted/talented program											Identified disability						
Yes						3	863	99	1	0	Yes						
No	100	848	77	15	8	97	846	63	23	14	No	85	851	91	9	0	
Identified disability											Limited English proficient students						
Yes						15	835	30	30	40	Current LEP in first 10 months						
No	85	851	91	9	0	85	848	71	21	9	Current LEP beyond first 10 months						
Limited English proficient students											How much homework do you do on school nights?						
Current LEP in first 10 months						0	827	22	33	44	A. None						
Current LEP beyond first 10 months						1	833	29	25	47	B. Less than one hour						
How much homework do you do on school nights?											C. One to two hours	62	850	88	0	13	
A. None						8	839	45	25	30	D. More than two hours						
B. Less than one hour						45	846	64	23	13	Optional school/district question						
C. One to two hours						40	848	69	21	10	A.						
D. More than two hours						6	847	66	19	15	B.						
Optional school/district question											C.						
A.											D.						
B.																	
C.																	
D.																	