



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: 12721822
School: Beatrice Rafferty School
District: Pleasant Point
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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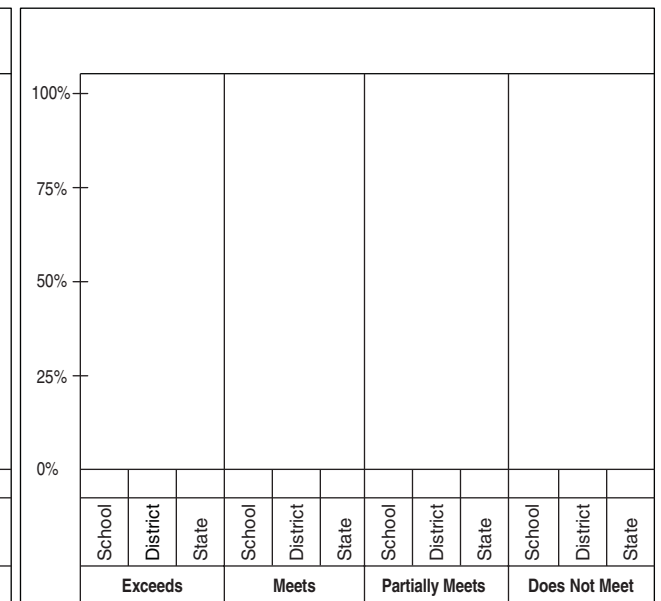
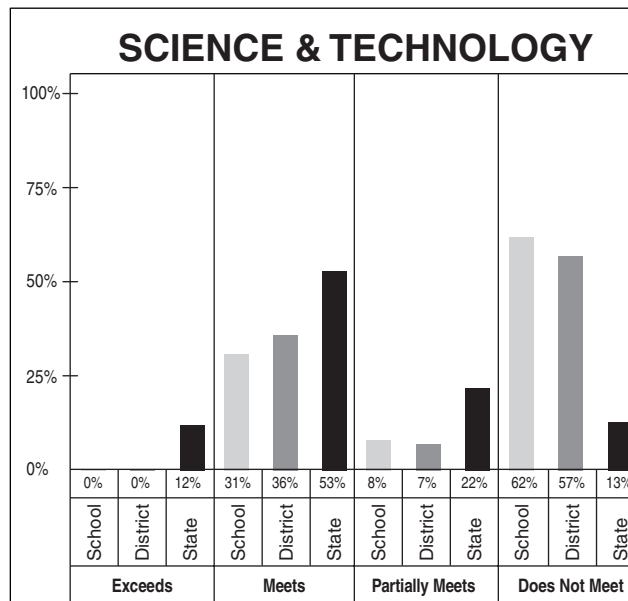
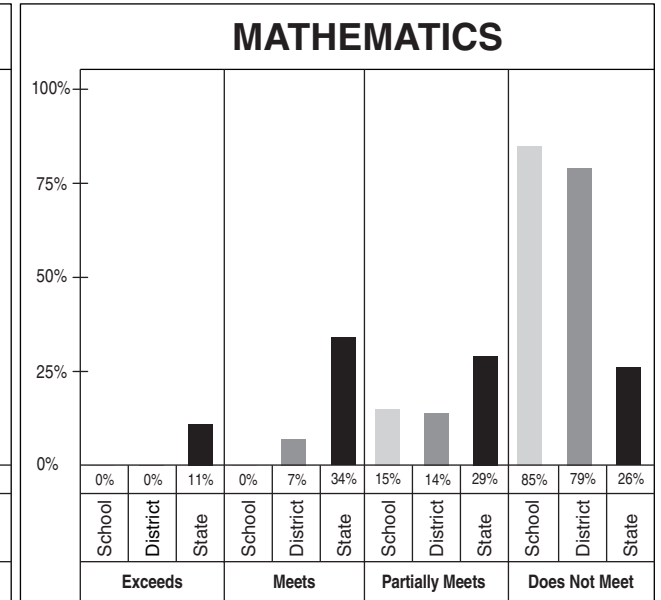
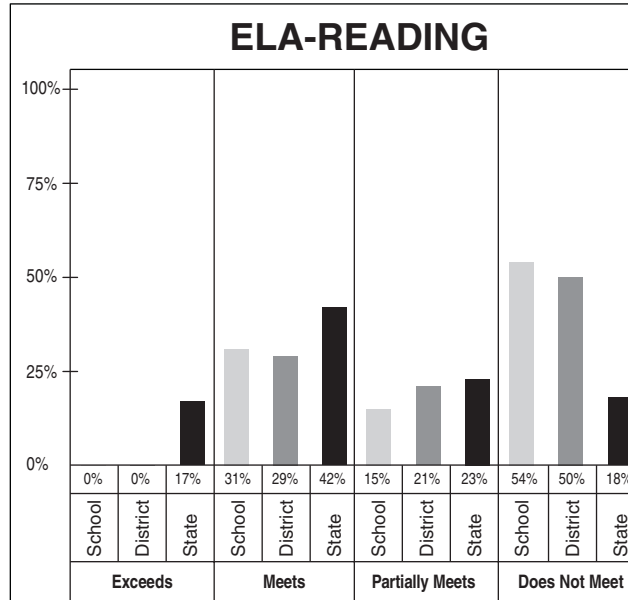


SUMMARY OF SCORES

School: Beatrice Rafferty School
 District: Pleasant Point
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	826	827	845
MATHEMATICS 2005–2006	818	820	840
SCIENCE & TECHNOLOGY 2005–2006	831	832	846





SUMMARY OF STUDENT PARTICIPATION

School: Beatrice Rafferty School
 District: Pleasant Point
 Grade: 8
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	13	100	14	100	16699	100
Ethnicity						
African American/Black	0	0	0	0	297	2
American Indian/Native Alaskan	11	85	12	86	106	1
Asian/Pacific Islander	0	0	0	0	214	1
Caucasian/White	1	8	1	7	15930	95
Hispanic	0	0	0	0	139	1
Not Reported	1	8	1	7	13	0
Identified disability	2	15	2	14	2717	16
Current LEP	12	92	12	86	239	1
Economically disadvantaged	7	58	7	54	5670	34
Migrant	0	0	0	0	25	0

ELA-Reading			Mathematics			Science & Technology											
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
13	100	14	100	16486	99	13	100	14	100	16486	99	13	100	14	100	16461	99
0		0		290	98	0		0		291	98	0		0		290	98
11	100	12	100	102	96	11	100	12	100	101	95	11	100	12	100	102	96
0		0		210	98	0		0		211	99	0		0		210	98
1	100	1	100	15736	99	1	100	1	100	15735	99	1	100	1	100	15712	99
0		0		135	97	0		0		136	98	0		0		135	97
1	100	1	100	13	100	1	100	1	100	12	92	1	100	1	100	12	92
2	100	2	100	2659	98	2	100	2	100	2657	98	2	100	2	100	2648	97
12	100	12	100	231	97	12	100	12	100	237	99	12	100	12	100	232	97
7	100	7	100	5555	98	7	100	7	100	5552	98	7	100	7	100	5537	98
0		0		24	96	0		0		24	96	0		0		24	96

MODE OF PARTICIPATION³

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics			Science & Technology											
	School		District		State		School		District		State		School		District		State	
	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	10	91	10	83	91	1	10	91	10	83	93	1	10	91	10	83	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	2	100	2	100	132	5	2	100	2	100	137	5	2	100	2	100	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: Beatrice Rafferty School
 District: Pleasant Point
 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	0	0	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	4	31	4	29	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	2	15	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	7	54	7	50	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	25.1	45.6	25.7	46.7	36.2	65.8
Literary Text	27	49	12.8	47.4	12.9	47.8	17.7	65.6
Informational Text	28	51	12.3	43.9	12.8	45.7	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: Beatrice Rafferty School
 District: Pleasant Point
 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						48	848	66	21	13	<p>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</p> <p>A. Yes, the questions on the test match what I have learned in reading class. 42 29 849 69 13</p> <p>B. Yes, they match some of what I have learned. 42 53 845 60 16</p> <p>C. Yes, they match just a little of what I learned. 8 14 838 43 29</p> <p>D. No, there is no match. 8 4 830 24 47</p> <p>Which of the following best describes how you rate yourself as a student in reading?</p> <p>A. very good 33 29 854 80 8</p> <p>B. good 33 50 845 59 16</p> <p>C. fair 17 19 835 33 35</p> <p>D. poor 17 3 829 21 50</p> <p>How difficult was the reading part of this test?</p> <p>A. harder than my regular schoolwork 25 15 840 49 29</p> <p>B. about the same as my regular schoolwork 58 65 845 60 16</p> <p>C. easier than my regular schoolwork 17 20 848 64 14</p> <p>How difficult were the reading passages on this test?</p> <p>A. Most of the passages were more difficult than what I normally read. 8 8 832 30 44</p> <p>B. Most of the passages were about the same as what I normally read. 58 54 843 54 20</p> <p>C. Most of the passages were easier than what I normally read. 33 37 851 73 9</p> <p>How hard did you try on the reading part of this test?</p> <p>A. I tried harder on this test than I do on my regular schoolwork. 92 44 845 60 18</p> <p>B. I tried about the same as I do on my regular schoolwork. 8 50 846 61 16</p> <p>C. I did not try as hard on this test as I do on my regular schoolwork. 0 5 836 39 35</p> <p>How much time do you spend reading at home each day?</p> <p>A. more than one hour 33 18 848 67 13</p> <p>B. 20 minutes to an hour 33 40 848 65 14</p> <p>C. less than 20 minutes 0 14 844 58 19</p> <p>D. I rarely read at home 33 28 839 46 27</p> <p>How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."</p> <p>A. strongly agree 50 44 849 68 13</p> <p>B. agree 50 48 843 54 20</p> <p>C. disagree 0 5 835 37 36</p> <p>D. strongly disagree 0 2 830 25 46</p>						
Male	67	826	38	0	63	52	842	52	25	23							
Ethnicity																	
African American/Black						2	836	42	26	31							
American Indian/Native Alaskan	85	829	36	18	45	1	836	38	30	31							
Asian/Pacific Islander						1	847	65	19	16							
Caucasian/White						95	845	59	23	18							
Hispanic						1	839	47	19	35							
Not Reported						0	839	54	15	31							
Economically disadvantaged																	
Yes	58	828	43	0	57	33	838	43	27	29							
No	42	825	20	40	40	67	848	66	21	13							
Title 1A targeted program																	
Yes						4	838	38	34	28							
No	100	826	31	15	54	96	845	59	23	18							
Migrant																	
Yes						0	839	48	30	22							
No	100	826	31	15	54	100	845	59	23	18							
Gifted/talented program																	
Yes						3	865	97	2	0							
No	100	826	31	15	54	97	844	57	24	19							
Identified disability																	
Yes						15	827	16	27	57							
No	85	829	36	18	45	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	92	827	33	17	50	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	67	828	38	13	50	41	848	65	22	13							
D. More than two hours						6	846	59	21	19							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



MATHEMATICS RESULTS

School: **Beatrice Rafferty School**
 District: **Pleasant Point**
 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	0	0	0	0	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	0	0	1	7	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	2	15	2	14	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	11	85	11	79	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	3.5	31.8	3.7	33.6	5.3	48.2
Cluster 2: Shape and Size	12	26	2.0	16.7	2.0	16.7	5.4	45.0
Cluster 3: Mathematical Decision Making	10	21	3.0	30.0	3.2	32.0	5.8	58.0
Cluster 4: Patterns	14	30	5.1	36.4	5.4	38.6	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: Beatrice Rafferty School
 District: Pleasant Point
 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	0	0	0	0	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	4	31	5	36	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	1	8	1	7	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	8	62	8	57	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	7.0	50.0	7.1	50.7	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	5.4	38.6	5.7	40.7	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	4.7	33.6	5.1	36.4	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	6.2	44.3	6.3	45.0	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: **Beatrice Rafferty School**
 District: **Pleasant Point**
 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						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	67	834	50	0	50	52	846	65	21	14		17	26	847	68	12
Ethnicity																
African American/Black						2	838	43	27	30		42	48	847	66	12
American Indian/Native Alaskan	85	833	36	9	55	1	840	47	29	24		25	21	846	64	14
Asian/Pacific Islander						1	847	64	20	16		17	5	840	48	27
Caucasian/White						95	846	65	22	13						
Hispanic						1	841	50	25	26						
Not Reported						0	846	75	8	17						
Economically disadvantaged																
Yes	58	832	43	0	57	33	841	51	27	22		17	22	852	78	8
No	42	830	20	20	60	67	849	71	20	9		17	54	847	67	11
Title 1A targeted program																
Yes						4	841	46	34	19		58	20	842	51	19
No	100	831	31	8	62	96	846	65	22	13	8	3	835	30	37	
Migrant																
Yes						0	840	61	9	30	36	30	847	66	13	
No	100	831	31	8	62	100	846	64	22	13	64	59	846	64	12	
Gifted/talented program																
Yes						3	863	99	1	0	0	11	847	65	13	
No	100	831	31	8	62	97	846	63	23	14	75	42	847	65	12	
Identified disability																
Yes						15	835	30	30	40	25	53	847	67	12	
No	85	834	36	9	55	85	848	71	21	9	0	4	840	46	31	
Limited English proficient students																
Current LEP in first 10 months						0	827	22	33	44						
Current LEP beyond first 10 months	92	831	33	8	58	1	833	29	25	47	75	69	847	68	11	
How much homework do you do on school nights?																
A. None						8	839	45	25	30	8	16	845	63	15	
B. Less than one hour						45	846	64	23	13	0	6	844	56	20	
C. One to two hours	67	829	25	13	63	40	848	69	21	10	17	9	842	53	20	
D. More than two hours						6	847	66	19	15	42	25	845	61	14	
Optional school/district question																
A.																
B.																
C.																
D.																