



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: 31051873
School: Peninsula CSD School
District: Peninsula CSD
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

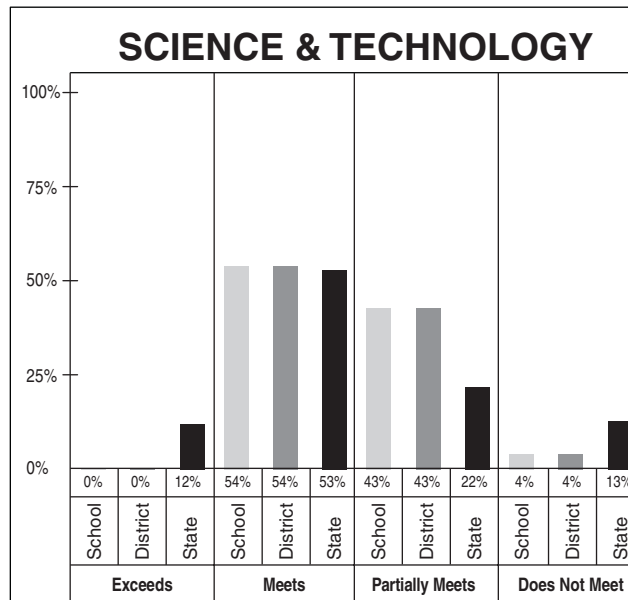
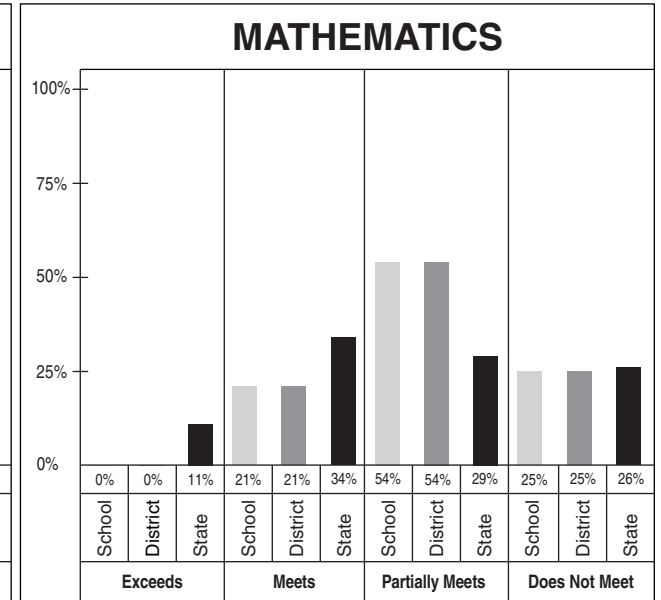
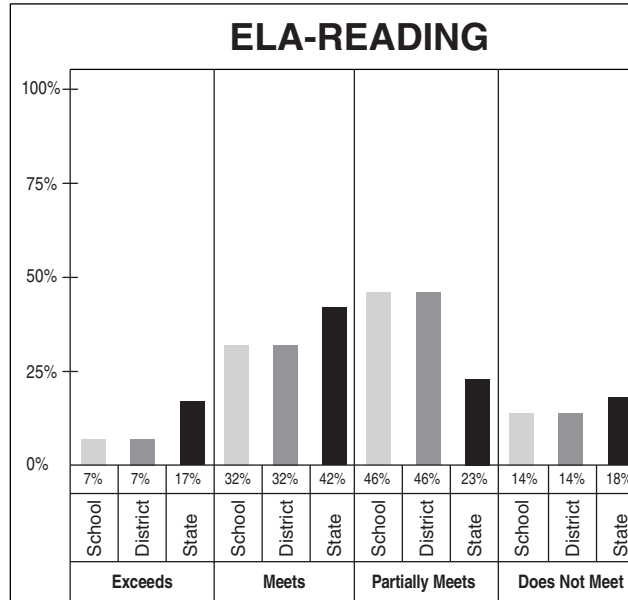


SUMMARY OF SCORES

School: Peninsula CSD School
 District: Peninsula CSD
 Grade: 8
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	841	841	845
MATHEMATICS 2005–2006	832	832	840
SCIENCE & TECHNOLOGY 2005–2006	844	844	846





SUMMARY OF STUDENT PARTICIPATION

School: Peninsula CSD School
 District: Peninsula CSD
 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	30	100	30	100	16699	100	28	93	28	93	16486	99	28	93	28	93	16486	99	28	93	28	93	16461	99
Ethnicity																								
African American/Black	1	3	1	3	297	2	1	100	1	100	290	98	1	100	1	100	291	98	1	100	1	100	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	3	1	3	214	1	1	100	1	100	210	98	1	100	1	100	211	99	1	100	1	100	210	98
Caucasian/White	28	93	28	93	15930	95	26	93	26	93	15736	99	26	93	26	93	15735	99	26	93	26	93	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	5	17	5	17	2717	16	5	100	5	100	2659	98	5	100	5	100	2657	98	5	100	5	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	11	37	11	37	5670	34	11	100	11	100	5555	98	11	100	11	100	5552	98	11	100	11	100	5537	98
Migrant	0	0	0	0	25	0	0		0		24	96	0		0		24	96	0		0		24	96

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science & Technology													
	School		District		State		School		District		State		School		District		State		School		District		State			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Students who took the assessment without accommodations	23	82	23	82	13752	83	23	82	23	82	13746	83	23	82	23	82	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	5	18	5	18	2517	15	5	18	5	18	2516	15	5	18	5	18	2490	15								
Identified disability (PET/IEP)	5	100	5	100	1953	78	5	100	5	100	1965	78	5	100	5	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: Peninsula CSD School
 District: Peninsula CSD
 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	2	7	2	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	9	32	9	32	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	13	46	13	46	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	4	14	4	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	34.6	62.9	34.6	62.9	36.2	65.8
Literary Text	27	49	17.3	64.1	17.3	64.1	17.7	65.6
Informational Text	28	51	17.3	61.8	17.3	61.8	18.6	66.4

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



ELA-READING RESULTS

(CONTINUED)

School: Peninsula CSD School
 District: Peninsula CSD
 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	50	845	43	50	7	48	848	66	21	13	Do the questions that you have just been given on this MEA test match what you have learned in school about reading?						
Male	50	837	36	43	21	52	842	52	25	23		A. Yes, the questions on the test match what I have learned in reading class.	32	29	849	69	13
Ethnicity											B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I learned. D. No, there is no match.						
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	93	841	38	46	15	95	845	59	23	18							
Hispanic						1	839	47	19	35	Which of the following best describes how you rate yourself as a student in reading?						
Not Reported						0	839	54	15	31							
Economically disadvantaged												A. very good	18	29	854	80	8
Yes	39	843	45	45	9	33	838	43	27	29		B. good	46	50	845	59	16
No	61	840	35	47	18	67	848	66	21	13	C. fair	32	19	835	33	35	
Title 1A targeted program											D. poor	4	3	829	21	50	
Yes						4	838	38	34	28	How difficult was the reading part of this test?						
No	100	841	39	46	14	96	845	59	23	18		A. harder than my regular schoolwork	14	15	840	49	29
Migrant						0	839	48	30	22		B. about the same as my regular schoolwork	75	65	845	60	16
Yes						100	845	59	23	18	C. easier than my regular schoolwork	11	20	848	64	14	
No	100	841	39	46	14	100	845	59	23	18	How difficult were the reading passages on this test?						
Gifted/talented program											A. Most of the passages were more difficult than what I normally read.	11	8	832	30	44	
Yes						3	865	97	2	0	B. Most of the passages were about the same as what I normally read.	75	54	843	54	20	
No	100	841	39	46	14	97	844	57	24	19	C. Most of the passages were easier than what I normally read.	14	37	851	73	9	
Identified disability											How hard did you try on the reading part of this test?						
Yes	18	831	20	20	60	15	827	16	27	57	A. I tried harder on this test than I do on my regular schoolwork.	21	44	845	60	18	
No	82	843	43	52	4	85	848	66	22	12	B. I tried about the same as I do on my regular schoolwork.	75	50	846	61	16	
Limited English proficient students											C. I did not try as hard on this test as I do on my regular schoolwork.	4	5	836	39	35	
Current LEP in first 10 months						0	823	11	22	67	How much time do you spend reading at home each day?						
Current LEP beyond first 10 months						1	828	27	22	51	A. more than one hour	7	18	848	67	13	
How much homework do you do on school nights?											B. 20 minutes to an hour	32	40	848	65	14	
A. None	21	836	17	83	0	8	834	36	25	40	C. less than 20 minutes	14	14	844	58	19	
B. Less than one hour	50	847	57	36	7	45	844	58	24	19	D. I rarely read at home	46	28	839	46	27	
C. One to two hours	25	837	29	43	29	41	848	65	22	13	How do you feel about the following statement?						
D. More than two hours						6	846	59	21	19	"My knowledge of reading will be useful to me as an adult."						
Optional school/district question											A. strongly agree	36	44	849	68	13	
A.											B. agree	57	48	843	54	20	
B.											C. disagree	0	5	835	37	36	
C.											D. strongly disagree	7	2	830	25	46	
D.																	



MATHEMATICS RESULTS

School: Peninsula CSD School
 District: Peninsula CSD
 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	6	21	6	21	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	15	54	15	54	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	7	25	7	25	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	3.9	35.5	3.9	35.5	5.3	48.2	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 <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 http://www.maine.gov/education/lres/homepage.htm .
Cluster 2: Shape and Size	12	26	4.4	36.7	4.4	36.7	5.4	45.0	
Cluster 3: Mathematical Decision Making	10	21	5.1	51.0	5.1	51.0	5.8	58.0	
Cluster 4: Patterns	14	30	6.8	48.6	6.8	48.6	7.4	52.9	



SCIENCE & TECHNOLOGY RESULTS

School: Peninsula CSD School
 District: Peninsula CSD
 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	15	54	15	54	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	12	43	12	43	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	4	1	4	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	9.1	65.0	9.1	65.0	8.9	63.6	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	14	25	6.8	48.6	6.8	48.6	7.6	54.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	14	25	7.9	56.4	7.9	56.4	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	8.1	57.9	8.1	57.9	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: Peninsula CSD School
 District: Peninsula CSD
 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	50	844	57	43	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	39	26	847	68	12
Male	50	844	50	43	7	52	846	65	21	14		54	48	847	66	12
Ethnicity												7	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		32	22	852	78	8
Asian/Pacific Islander						1	847	64	20	16		57	54	847	67	11
Caucasian/White	93	844	54	42	4	95	846	65	22	13		11	20	842	51	19
Hispanic						1	841	50	25	26		0	3	835	30	37
Not Reported						0	846	75	8	17						
Economically disadvantaged												32	22	852	78	8
Yes	39	845	55	45	0	33	841	51	27	22		57	54	847	67	11
No	61	843	53	41	6	67	849	71	20	9		11	20	842	51	19
Title 1A targeted program												0	3	835	30	37
Yes						4	841	46	34	19		4	30	847	66	13
No	100	844	54	43	4	96	846	65	22	13	79	59	846	64	12	
Migrant											18	11	847	65	13	
Yes						0	840	61	9	30	25	42	847	65	12	
No	100	844	54	43	4	100	846	64	22	13	75	53	847	67	12	
Gifted/talented program											0	4	840	46	31	
Yes						3	863	99	1	0						
No	100	844	54	43	4	97	846	63	23	14						
Identified disability																
Yes	18	837	20	60	20	15	835	30	30	40						
No	82	846	61	39	0	85	848	71	21	9						
Limited English proficient students																
Current LEP in first 10 months						0	827	22	33	44						
Current LEP beyond first 10 months						1	833	29	25	47						
How much homework do you do on school nights?																
A. None	21	843	50	50	0	8	839	45	25	30						
B. Less than one hour	50	846	64	36	0	45	846	64	23	13						
C. One to two hours	25	841	43	43	14	40	848	69	21	10						
D. More than two hours						6	847	66	19	15						
Optional school/district question																
A.																
B.																
C.																
D.											29	29	849	72	11	
											64	55	846	65	12	
											7	13	843	56	17	
											0	3	838	40	30	