



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 3

ID: 10111157
School: Fruit Street School
District: Bangor School Department
Date: March 2006

Contents of the Report

The report is divided into four main sections including a section describing the students tested and a separate section for the results in each content area.

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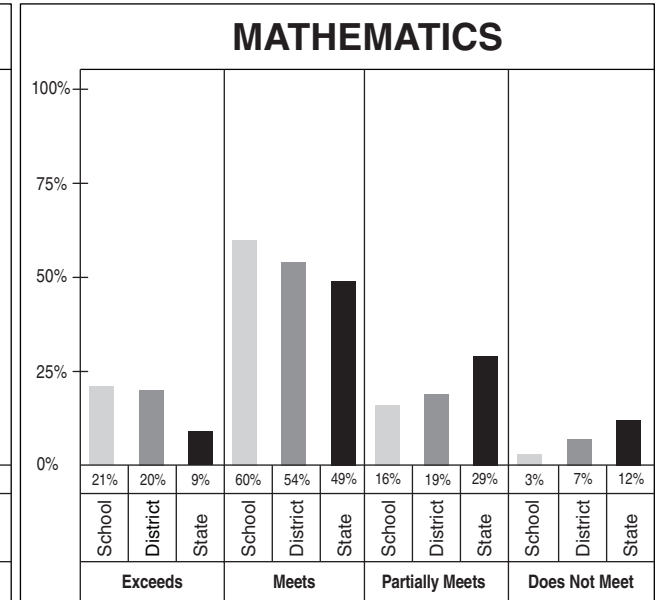
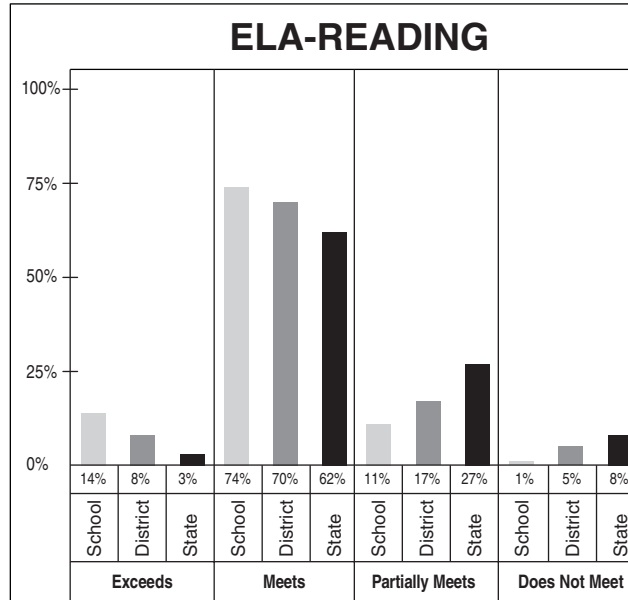


SUMMARY OF SCORES

School: Fruit Street School
 District: Bangor School Department
 Grade: 3
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	350	347	345
MATHEMATICS 2005–2006	352	350	344





SUMMARY OF STUDENT PARTICIPATION

School: Fruit Street School
 District: Bangor School Department
 Grade: 3
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	81	100	256	100	14094	100
Ethnicity						
African American/Black	0	0	5	2	370	3
American Indian/Native Alaskan	0	0	2	1	113	1
Asian/Pacific Islander	3	4	3	1	201	1
Caucasian/White	78	96	244	95	13229	94
Hispanic	0	0	2	1	169	1
Not Reported	0	0	0	0	12	0
Identified disability	15	19	53	21	2381	17
Current LEP	1	1	2	1	319	2
Economically disadvantaged	15	19	101	39	5366	38
Migrant	0	0	0	0	19	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
75	93	248	97	13930	99	75	93	248	97	13944	99						
0		5	100	356	96	0		5	100	366	99						
0		2	100	110	97	0		2	100	110	97						
3	100	3	100	196	98	3	100	3	100	198	99						
72	92	236	97	13090	99	72	92	236	97	13091	99						
0		2	100	166	98	0		2	100	167	99						
0		0		12	100	0		0		12	100						
9	60	46	87	2306	97	9	60	46	87	2308	97						
1	100	2	100	300	94	1	100	2	100	315	99						
12	80	96	95	5285	98	12	80	96	95	5296	99						
0		0		19	100	0		0		19	100						

MODE OF PARTICIPATION ³	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Students who took the assessment without accommodations	74	99	212	85	11176	80
Identified disability (PET/IEP)	8	11	21	10	613	5
LEP	1	1	1	0	156	1
504 plan	4	5	6	3	99	1
Students who took the assessment with accommodations	0	0	35	14	2651	19
Identified disability (PET/IEP)	0		24	69	1606	61
LEP	0		1	3	134	5
504 plan	0		3	9	32	1
Other	0		9	26	906	34
Students who would have participated through a PAAP if one had been available	1	1	1	0	103	1
Identified disability (PET/IEP)	1	100	1	100	87	84
LEP	0	0	0	0	10	10
504 plan	0	0	0	0	0	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
74	99	212	85	11176	80	74	99	214	86	11195	80						
8	11	21	10	613	5	8	11	22	10	631	6						
1	1	1	0	156	1	1	1	1	0	151	1						
4	5	6	3	99	1	4	5	7	3	103	1						
0	0	35	14	2651	19	1	1	34	14	2671	19						
0		24	69	1606	61	1	100	24	71	1610	60						
0		1	3	134	5	0	0	1	3	157	6						
0		3	9	32	1	0	0	2	6	28	1						
0		9	26	906	34	0	0	9	26	901	34						
1	1	1	0	103	1	0	0	0	0	78	1						
1	100	1	100	87	84	0		0		67	86						
0	0	0	0	10	10	0		0		7	9						
0	0	0	0	0	0	0		0		0	0						

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: Fruit Street School
 District: Bangor School Department
 Grade: 3
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations 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 361-380)		2005–2006	10	14	20	8	3
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 341-360)		2005–2006	55	74	172	70	62
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 331-340)		2005–2006	8	11	42	17	27
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 300-330)		2005–2006	1	1	13	5	8

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	46	100	32.0	69.6	29.9	65.0	27.6	60.0
Literary Text	41	89	28.2	68.8	26.5	64.6	24.6	60.0
Informational Text	5	11	3.8	76.0	3.5	70.0	3.1	62.0

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). 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. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

Note: Caution should be exercised when interpreting scores that are based on less than 10 points.



ELA-READING RESULTS

(CONTINUED)

School: Fruit Street School
 District: Bangor School Department
 Grade: 3
 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	353	95	3	3	48	346	71	23	6	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. 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. Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor How hard was the reading 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 were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read. How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	43	33	345	66	9	
Male	50	348	81	19	0	52	343	60	30	10							
Ethnicity																	
African American/Black						3	340	49	34	17							
American Indian/Native Alaskan						1	340	42	36	22							
Asian/Pacific Islander						1	345	65	26	9							
Caucasian/White	96	350	89	10	1	94	345	66	26	8							
Hispanic						1	342	49	40	11							
Not Reported						0	342	42	50	8							
Economically disadvantaged																	
Yes	16	346	75	25	0	38	342	52	35	13							
No	84	351	90	8	2	62	346	73	22	6							
Title 1A targeted program																	
Yes	11	344	75	25	0	12	339	36	46	17							
No	89	351	89	9	2	88	345	69	24	7							
Migrant																	
Yes						0	338	56	11	33							
No	100	350	88	11	1	100	345	65	27	8							
Gifted/talented program																	
Yes						2	356	98	2	0							
No	100	350	88	11	1	98	344	65	27	9							
Identified disability																	
Yes	11	348	75	25	0	16	338	32	44	25							
No	89	351	89	9	2	84	346	71	23	5							
Limited English proficient students																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	337	30	42	28							
How much homework do you do on school nights?																	
A. None						5	340	45	34	22							
B. Less than one hour	82	349	87	11	2	79	345	68	26	7							
C. One to two hours	15	355	91	9	0	13	345	66	26	8							
D. More than two hours						3	338	33	41	26							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	



MATHEMATICS RESULTS

School: Fruit Street School
 District: Bangor School Department
 Grade: 3
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations 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 361-380)		2005–2006	16	21	49	20	9
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 341-360)		2005–2006	45	60	135	54	49
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 325-340)		2005–2006	12	16	46	19	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 300-324)		2005–2006	2	3	18	7	12

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	15	31	10.5	70.0	10.1	67.3	8.4	56.0
Cluster 2: Shape and Size	14	29	11.4	81.4	11.0	78.6	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	4.5	75.0	4.2	70.0	3.9	65.0
Cluster 4: Patterns	13	27	9.1	70.0	8.6	66.2	8.0	61.5

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*. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

School: Fruit Street School
 District: Bangor School Department
 Grade: 3
 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	49	353	84	11	5	48	343	57	30	13						
Male	51	352	79	21	0	52	345	61	29	11						
Ethnicity																
African American/Black						3	336	40	35	25						
American Indian/Native Alaskan						1	339	46	33	21						
Asian/Pacific Islander						1	346	64	25	11						
Caucasian/White	96	351	81	17	3	94	344	59	29	11						
Hispanic						1	339	45	35	20						
Not Reported						0	343	58	25	17						
Economically disadvantaged																
Yes	16	352	83	17	0	38	340	47	36	17						
No	84	352	81	16	3	62	346	66	26	9						
Title 1A targeted program																
Yes	11	335	25	50	25	12	336	34	43	23						
No	89	354	88	12	0	88	345	62	28	10						
Migrant																
Yes						0	337	33	39	28						
No	100	352	81	16	3	100	344	59	29	12						
Gifted/talented program																
Yes						2	361	98	1	0						
No	100	352	81	16	3	98	344	58	30	12						
Identified disability																
Yes	12	354	89	11	0	16	336	35	37	28						
No	88	352	80	17	3	84	346	63	28	9						
Limited English proficient students																
Current LEP in first 10 months						0	317	20	10	70						
Current LEP beyond first 10 months						2	334	35	34	32						
How much homework do you do on school nights?																
A. None						5	338	43	33	25						
B. Less than one hour	82	351	77	20	3	79	345	61	29	10						
C. One to two hours	15	358	100	0	0	13	344	60	28	12						
D. More than two hours						3	332	27	35	39						
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 mathematics?																
A. Yes, the questions on the test match what I have learned in mathematics class.											67	40	346	66	9	
B. Yes, they match some of what I have learned.											26	40	345	60	9	
C. Yes, they match just a little of what I have learned.											1	14	340	46	17	
D. No, there is no match.											5	6	336	37	26	
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good											57	40	347	66	10	
B. good											40	45	344	59	10	
C. fair											3	12	339	42	17	
D. poor											0	2	333	25	30	
How hard was the mathematics part of this test?																
A. harder than my regular schoolwork											3	16	337	37	23	
B. about the same as my regular schoolwork											62	56	346	63	8	
C. easier than my regular schoolwork											35	28	346	63	11	
How often do you use hands-on materials in mathematics class?																
A. almost every day											25	31	341	50	16	
B. two or three days a week											29	33	346	65	9	
C. two or three times each month											44	27	346	65	9	
D. never											3	9	341	50	19	
How often do you use calculators in mathematics class?																
A. almost every day											4	7	334	28	29	
B. two or three days a week											1	18	342	52	13	
C. two or three times each month											52	50	347	67	7	
D. never											42	25	343	56	14	
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes											9	16	339	44	19	
B. 30-45 minutes											34	32	345	61	10	
C. 45-60 minutes											31	32	346	64	9	
D. more than 60 minutes											26	21	344	60	12	