



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: 10361217
School: Chelsea Elementary School
District: Chelsea 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.

<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

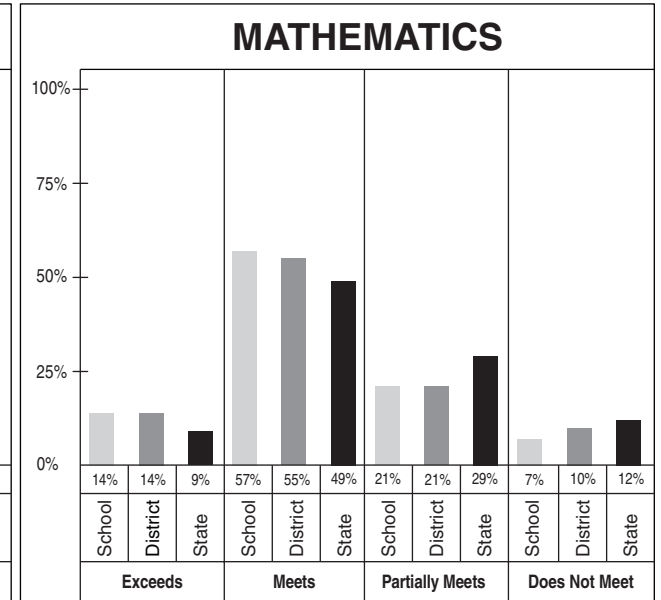
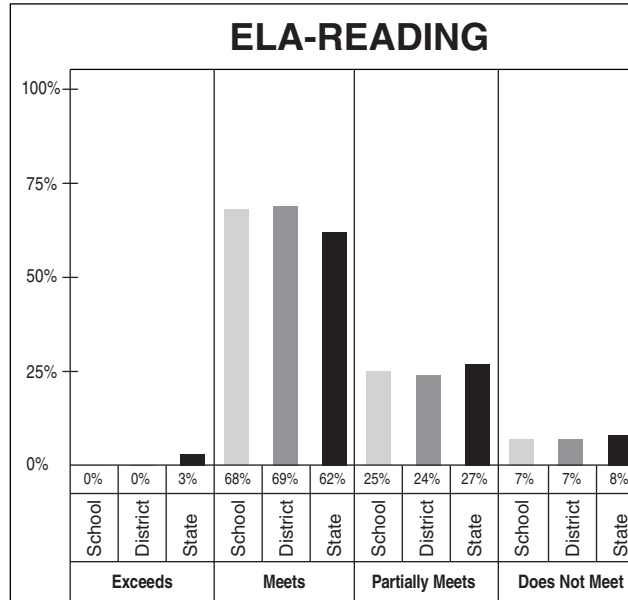


SUMMARY OF SCORES

School: Chelsea Elementary School
 District: Chelsea 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	346	346	345
MATHEMATICS 2005–2006	349	348	344





SUMMARY OF STUDENT PARTICIPATION

School: Chelsea Elementary School
 District: Chelsea 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	28	100	29	100	14094	100
Ethnicity						
African American/Black	0	0	0	0	370	3
American Indian/Native Alaskan	0	0	0	0	113	1
Asian/Pacific Islander	0	0	0	0	201	1
Caucasian/White	27	96	28	97	13229	94
Hispanic	1	4	1	3	169	1
Not Reported	0	0	0	0	12	0
Identified disability	5	18	6	21	2381	17
Current LEP	0	0	0	0	319	2
Economically disadvantaged	12	43	12	41	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	%
28	100	29	100	13930	99	28	100	29	100	13944	99				
0		0		356	96	0		0		366	99				
0		0		110	97	0		0		110	97				
0		0		196	98	0		0		198	99				
27	100	28	100	13090	99	27	100	28	100	13091	99				
1	100	1	100	166	98	1	100	1	100	167	99				
0		0		12	100	0		0		12	100				
5	100	6	100	2306	97	5	100	6	100	2308	97				
0		0		300	94	0		0		315	99				
12	100	12	100	5285	98	12	100	12	100	5296	99				
0		0		19	100	0		0		19	100				

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics												
	School		District	State		School		District	State		School		District	State		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	23	82	23	79	11176	80	23	82	23	79	11195	80				
Identified disability (PET/IEP)	1	4	1	4	613	5	1	4	1	4	631	6				
LEP	0	0	0	0	156	1	0	0	0	0	151	1				
504 plan	0	0	0	0	99	1	0	0	0	0	103	1				
Students who took the assessment with accommodations	5	18	6	21	2651	19	5	18	6	21	2671	19				
Identified disability (PET/IEP)	4	80	5	83	1606	61	4	80	5	83	1610	60				
LEP	0	0	0	0	134	5	0	0	0	0	157	6				
504 plan	0	0	0	0	32	1	0	0	0	0	28	1				
Other	1	20	1	17	906	34	1	20	1	17	901	34				
Students who would have participated through a PAAP if one had been available	0	0	0	0	103	1	0	0	0	0	78	1				
Identified disability (PET/IEP)	0		0		87	84	0		0		67	86				
LEP	0		0		10	10	0		0		7	9				
504 plan	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: Chelsea Elementary School
 District: Chelsea 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	0	0	0	0	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	19	68	20	69	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	7	25	7	24	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	2	7	2	7	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	28.9	62.8	28.8	62.6	27.6	60.0
Literary Text	41	89	25.4	62.0	25.3	61.7	24.6	60.0
Informational Text	5	11	3.5	70.0	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: Chelsea Elementary School
 District: Chelsea 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	347	57	43	0	48	346	71	23	6						
Male	50	345	79	7	14	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	346	67	26	7	94	345	66	26	8						
Hispanic						1	342	49	40	11						
Not Reported						0	342	42	50	8						
Economically disadvantaged																
Yes	43	342	50	33	17	38	342	52	35	13						
No	57	349	81	19	0	62	346	73	22	6						
Title 1A targeted program																
Yes	25	343	43	57	0	12	339	36	46	17						
No	75	347	76	14	10	88	345	69	24	7						
Migrant																
Yes						0	338	56	11	33						
No	100	346	68	25	7	100	345	65	27	8						
Gifted/talented program																
Yes						2	356	98	2	0						
No	100	346	68	25	7	98	344	65	27	9						
Identified disability																
Yes	18	334	40	20	40	16	338	32	44	25						
No	82	349	74	26	0	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	79	345	64	27	9	79	345	68	26	7						
C. One to two hours	21	348	83	17	0	13	345	66	26	8						
D. More than two hours						3	338	33	41	26						
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.											54	33	345	66	9	
B. Yes, they match some of what I have learned.											32	42	346	71	6	
C. Yes, they match just a little of what I learned.											7	17	343	60	9	
D. No, there is no match.											7	9	341	49	17	
Which of the following best describes how you rate yourself as a student in reading?																
A. very good											54	44	346	72	6	
B. good											32	45	344	64	8	
C. fair											7	9	341	47	13	
D. poor											7	2	336	28	31	
How hard was the reading part of this test?																
A. harder than my regular schoolwork											18	21	341	47	16	
B. about the same as my regular schoolwork											54	55	346	72	5	
C. easier than my regular schoolwork											29	24	345	66	8	
How hard were the reading passages on this test?																
A. Most of the passages were harder than what I normally read.											14	19	339	36	19	
B. Most of the passages were about the same as what I normally read.											50	48	345	70	6	
C. Most of the passages were easier than what I normally read.											36	33	347	75	6	
How much time do you spend reading at home each day?																
A. more than one hour											22	20	346	69	7	
B. 20 minutes to an hour											33	46	346	71	6	
C. less than 20 minutes											26	20	343	59	11	
D. I rarely read at home											19	15	342	53	14	
How many pages do you read in school and to complete homework assignments?																
A. five or fewer pages											36	29	343	57	11	
B. six to ten pages											14	23	344	65	8	
C. eleven or more pages											50	48	346	70	7	



MATHEMATICS RESULTS

School: Chelsea Elementary School
 District: Chelsea 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	4	14	4	14	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	16	57	16	55	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	6	21	6	21	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	7	3	10	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	9.8	65.3	9.6	64.0	8.4	56.0
Cluster 2: Shape and Size	14	29	11.4	81.4	11.3	80.7	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	4.3	71.7	4.1	68.3	3.9	65.0
Cluster 4: Patterns	13	27	8.7	66.9	8.4	64.6	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: Chelsea Elementary School
 District: Chelsea 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	346	57	36	7	48	343	57	30	13	Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?					
Male	50	353	86	7	7	52	345	61	29	11		A. Yes, the questions on the test match what I have learned in mathematics class.	71	40	346	66
Ethnicity											Which of the following best describes how you rate yourself as a student in mathematics?					
African American/Black						3	336	40	35	25		A. very good	41	40	347	66
American Indian/Native Alaskan						1	339	46	33	21	B. good	59	45	344	59	10
Asian/Pacific Islander						1	346	64	25	11	C. fair	0	12	339	42	17
Caucasian/White	96	349	70	22	7	94	344	59	29	11	D. poor	0	2	333	25	30
Hispanic						1	339	45	35	20	How hard was the mathematics part of this test?					
Not Reported						0	343	58	25	17	A. harder than my regular schoolwork	7	16	337	37	23
Economically disadvantaged											B. about the same as my regular schoolwork	61	56	346	63	8
Yes	43	344	58	25	17	38	340	47	36	17	C. easier than my regular schoolwork	32	28	346	63	11
No	57	353	81	19	0	62	346	66	26	9	How often do you use hands-on materials in mathematics class?					
Title 1A targeted program											A. almost every day	14	31	341	50	16
Yes	25	347	57	43	0	12	336	34	43	23	B. two or three days a week	46	33	346	65	9
No	75	350	76	14	10	88	345	62	28	10	C. two or three times each month	39	27	346	65	9
Migrant											D. never	0	9	341	50	19
Yes						0	337	33	39	28	How often do you use calculators in mathematics class?					
No	100	349	71	21	7	100	344	59	29	12	A. almost every day	4	7	334	28	29
Gifted/talented program											B. two or three days a week	7	18	342	52	13
Yes						2	361	98	1	0	C. two or three times each month	48	50	347	67	7
No	100	349	71	21	7	98	344	58	30	12	D. never	41	25	343	56	14
Identified disability											On average, how many minutes a day do you spend working on mathematics in class?					
Yes	18	340	60	20	20	16	336	35	37	28	A. less than 30 minutes	7	16	339	44	19
No	82	351	74	22	4	84	346	63	28	9	B. 30-45 minutes	19	32	345	61	10
Limited English proficient students											C. 45-60 minutes	44	32	346	64	9
Current LEP in first 10 months						0	317	20	10	70	D. more than 60 minutes	30	21	344	60	12
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	79	349	68	23	9	79	345	61	29	10						
C. One to two hours	21	350	83	17	0	13	344	60	28	12						
D. More than two hours						3	332	27	35	39						
Optional school/district question																
A.																
B.																
C.																
D.																