



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](http://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: 10511225  
School: Durham Elementary School  
District: Durham 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

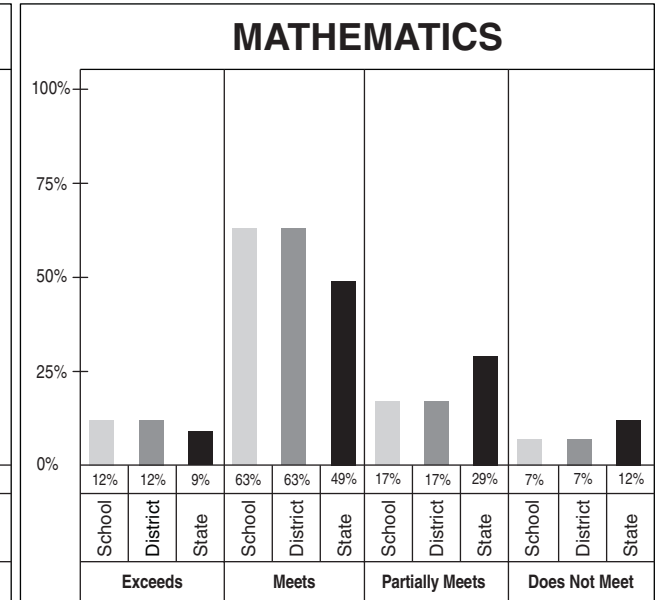
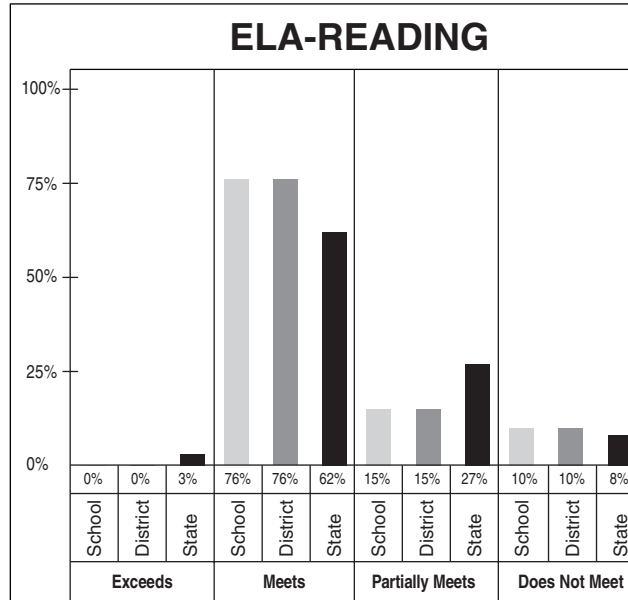


# SUMMARY OF SCORES

School: Durham Elementary School  
 District: Durham 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	345	345	345
MATHEMATICS 2005–2006	348	348	344





# SUMMARY OF STUDENT PARTICIPATION

School: Durham Elementary School  
 District: Durham School Department  
 Grade: 3  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Total number of students</b>	41	100	41	100	14094	100
<b>Ethnicity</b>						
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	41	100	41	100	13229	94
Hispanic	0	0	0	0	169	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	6	15	6	15	2381	17
<b>Current LEP</b>	0	0	0	0	319	2
<b>Economically disadvantaged</b>	8	20	8	20	5366	38
<b>Migrant</b>	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	%
41	100	41	100	13930	99	41	100	41	100	13944	99				
0		0		356	96	0	0	0	0	366	99				
0		0		110	97	0	0	0	0	110	97				
0		0		196	98	0	0	0	0	198	99				
41	100	41	100	13090	99	41	100	41	100	13091	99				
0		0		166	98	0	0	0	0	167	99				
0		0		12	100	0	0	0	0	12	100				
6	100	6	100	2306	97	6	100	6	100	2308	97				
0		0		300	94	0	0	0	0	315	99				
8	100	8	100	5285	98	8	100	8	100	5296	99				
0		0		19	100	0	0	0	0	19	100				

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics												
	School		District	State		School		District	State		School		District	State		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	35	85	35	85	11176	80	35	85	35	85	11195	80				
Identified disability (PET/IEP)	0	0	0	0	613	5	0	0	0	0	631	6				
LEP	0	0	0	0	156	1	0	0	0	0	151	1				
504 plan	3	9	3	9	99	1	3	9	3	9	103	1				
<b>Students who took the assessment with accommodations</b>	6	15	6	15	2651	19	6	15	6	15	2671	19				
Identified disability (PET/IEP)	6	100	6	100	1606	61	6	100	6	100	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	0	0	0	0	906	34	0	0	0	0	901	34				
<b>Students who would have participated through a PAAP if one had been available</b>	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				

<sup>1</sup> Percents are the percentage of students enrolled in each participation category. <sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.  
<sup>3</sup> Percents are the percentage of students in each content area who participated with each mode of participation.



# ELA-READING RESULTS

School: Durham Elementary School  
 District: Durham 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	%	%	
<b>Exceeds the Standards</b> - 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
<b>Meets the Standards</b> - 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	31	76	31	76	62
<b>Partially Meets the Standards</b> - 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	6	15	6	15	27
<b>Does Not Meet the Standards</b> - 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	4	10	4	10	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	46	100	28.4	61.7	28.4	61.7	27.6	60.0
<b>Literary Text</b>	41	89	25.0	61.0	25.0	61.0	24.6	60.0
<b>Informational Text</b>	5	11	3.4	68.0	3.4	68.0	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.**





# MATHEMATICS RESULTS

School: Durham Elementary School  
 District: Durham 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	%	%	
<b>Exceeds the Standards</b> – 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	5	12	5	12	9
<b>Meets the Standards</b> – 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	26	63	26	63	49
<b>Partially Meets the Standards</b> – 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	7	17	7	17	29
<b>Does Not Meet the Standards</b> – 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	3	7	3	7	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	15	31	9.1	60.7	9.1	60.7	8.4	56.0
<b>Cluster 2: Shape and Size</b>	14	29	11.4	81.4	11.4	81.4	10.4	74.3
<b>Cluster 3: Mathematical Decision Making</b>	6	13	3.9	65.0	3.9	65.0	3.9	65.0
<b>Cluster 4: Patterns</b>	13	27	8.8	67.7	8.8	67.7	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: Durham Elementary School  
 District: Durham 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
<b>Gender</b>																
Female	56	350	87	9	4	48	343	57	30	13	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>					
Male	44	346	61	28	11	52	345	61	29	11		A. Yes, the questions on the test match what I have learned in mathematics class.	45	40	346	66
<b>Ethnicity</b>											<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>					
African American/Black						3	336	40	35	25		A. very good	38	40	347	66
American Indian/Native Alaskan						1	339	46	33	21	B. good	49	45	344	59	10
Asian/Pacific Islander						1	346	64	25	11	C. fair	13	12	339	42	17
Caucasian/White	100	348	76	17	7	94	344	59	29	11	D. poor	0	2	333	25	30
Hispanic						1	339	45	35	20	<b>How hard was the mathematics part of this test?</b>					
Not Reported						0	343	58	25	17	A. harder than my regular schoolwork	17	16	337	37	23
<b>Economically disadvantaged</b>											B. about the same as my regular schoolwork	59	56	346	63	8
Yes	20	349	75	25	0	38	340	47	36	17	C. easier than my regular schoolwork	24	28	346	63	11
No	80	348	76	15	9	62	346	66	26	9	<b>How often do you use hands-on materials in mathematics class?</b>					
<b>Title 1A targeted program</b>											A. almost every day	46	31	341	50	16
Yes						12	336	34	43	23	B. two or three days a week	49	33	346	65	9
No	100	348	76	17	7	88	345	62	28	10	C. two or three times each month	5	27	346	65	9
<b>Migrant</b>											D. never	0	9	341	50	19
Yes						0	337	33	39	28	<b>How often do you use calculators in mathematics class?</b>					
No	100	348	76	17	7	100	344	59	29	12	A. almost every day	20	7	334	28	29
<b>Gifted/talented program</b>											B. two or three days a week	20	18	342	52	13
Yes						2	361	98	1	0	C. two or three times each month	59	50	347	67	7
No	100	348	76	17	7	98	344	58	30	12	D. never	2	25	343	56	14
<b>Identified disability</b>											<b>On average, how many minutes a day do you spend working on mathematics in class?</b>					
Yes	15	343	50	33	17	16	336	35	37	28	A. less than 30 minutes	2	16	339	44	19
No	85	349	80	14	6	84	346	63	28	9	B. 30-45 minutes	10	32	345	61	10
<b>Limited English proficient students</b>											C. 45-60 minutes	2	32	346	64	9
Current LEP in first 10 months						0	317	20	10	70	D. more than 60 minutes	85	21	344	60	12
Current LEP beyond first 10 months						2	334	35	34	32						
<b>How much homework do you do on school nights?</b>																
A. None						5	338	43	33	25						
B. Less than one hour	90	349	76	19	5	79	345	61	29	10						
C. One to two hours						13	344	60	28	12						
D. More than two hours						3	332	27	35	39						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																