



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: 10521226
School: Opal Myrick Elementary School
District: East Millinocket School Dept
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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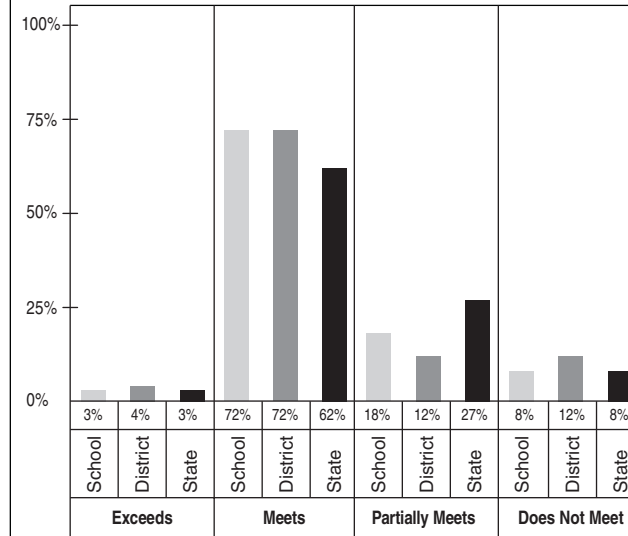
SUMMARY OF SCORES

School: Opal Myrick Elementary School
 District: East Millinocket School Dept
 Grade: 3
 Date: March 2006

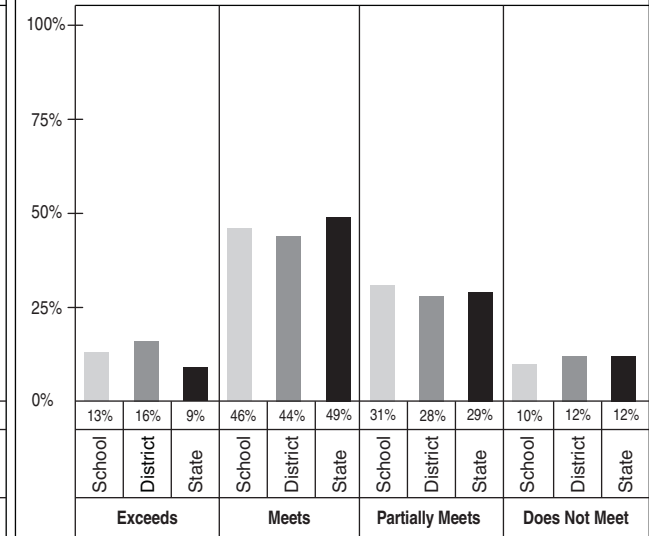
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	346	346	345
MATHEMATICS 2005-2006	346	347	344

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Opal Myrick Elementary School
 District: East Millinocket School Dept
 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	41	100	27	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	41	100	27	100	13229	94
Hispanic	0	0	0	0	169	1
Not Reported	0	0	0	0	12	0
Identified disability	9	22	5	19	2381	17
Current LEP	0	0	0	0	319	2
Economically disadvantaged	22	54	17	63	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	%
39	95	25	93	13930	99	39	95	25	93	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						
39	95	25	93	13090	99	39	95	25	93	13091	99						
0		0		166	98	0	0	0	0	167	99						
0		0		12	100	0	0	0	0	12	100						
7	78	3	60	2306	97	7	78	3	60	2308	97						
0		0		300	94	0	0	0	0	315	99						
20	91	15	88	5285	98	20	91	15	88	5296	99						
0		0		19	100	0	0	0	0	19	100						

MODE OF PARTICIPATION³

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics														
	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	34	87	23	92	11176	80	34	87	23	92	11195	80						
Identified disability (PET/IEP)	3	9	2	9	613	5	3	9	2	9	631	6						
LEP	0	0	0	0	156	1	0	0	0	0	151	1						
504 plan	1	3	1	4	99	1	1	3	1	4	103	1						
Students who took the assessment with accommodations	5	13	2	8	2651	19	5	13	2	8	2671	19						
Identified disability (PET/IEP)	4	80	1	50	1606	61	4	80	1	50	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	50	906	34	1	20	1	50	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: Opal Myrick Elementary School
 District: East Millinocket School Dept
 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	1	3	1	4	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	28	72	18	72	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	18	3	12	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	3	8	3	12	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	29.1	63.3	29.0	63.0	27.6	60.0
Literary Text	41	89	25.8	62.9	25.7	62.7	24.6	60.0
Informational Text	5	11	3.4	68.0	3.3	66.0	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: Opal Myrick Elementary School
District: East Millinocket School Dept
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	41	346	69	25	6	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.	39	33	345	66	9
Male	59	346	78	13	9	52	343	60	30	10		53	42	346	71	6
Ethnicity											Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor					
African American/Black						3	340	49	34	17		8	17	343	60	9
American Indian/Native Alaskan						1	340	42	36	22	0	9	341	49	17	
Asian/Pacific Islander						1	345	65	26	9	27	44	346	72	6	
Caucasian/White	100	346	74	18	8	94	345	66	26	8	57	45	344	64	8	
Hispanic						1	342	49	40	11	11	9	341	47	13	
Not Reported						0	342	42	50	8	5	2	336	28	31	
Economically disadvantaged											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					
Yes	51	346	75	15	10	38	342	52	35	13		18	21	341	47	16
No	49	346	74	21	5	62	346	73	22	6	63	55	346	72	5	
Title 1A targeted program											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.					
Yes	28	342	55	36	9	12	339	36	46	17		24	19	339	36	19
No	72	348	82	11	7	88	345	69	24	7	42	48	345	70	6	
Migrant											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					
Yes						0	338	56	11	33		34	33	347	75	6
No	100	346	74	18	8	100	345	65	27	8	13	20	346	69	7	
Gifted/talented program											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					
Yes						2	356	98	2	0		10	29	343	57	11
No	100	346	74	18	8	98	344	65	27	9	21	23	344	65	8	
Identified disability											Optional school/district question A. B. C. D.					
Yes	18	340	29	57	14	16	338	32	44	25		69	48	346	70	7
No	82	347	84	9	6	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	77	345	70	20	10	79	345	68	26	7						
C. One to two hours	21	350	88	13	0	13	345	66	26	8						
D. More than two hours						3	338	33	41	26						



MATHEMATICS RESULTS

School: Opal Myrick Elementary School
 District: East Millinocket School Dept
 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	5	13	4	16	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	18	46	11	44	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	31	7	28	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	4	10	3	12	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	9.2	61.3	9.4	62.7	8.4	56.0
Cluster 2: Shape and Size	14	29	9.9	70.7	10.2	72.9	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	3.8	63.3	4.1	68.3	3.9	65.0
Cluster 4: Patterns	13	27	8.8	67.7	8.7	66.9	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: Opal Myrick Elementary School
District: East Millinocket School Dept
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	41	344	56	31	13	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? A. Yes, the questions on the test match what I have learned in mathematics 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.	44	40	346	66	9
Male	59	347	61	30	9	52	345	61	29	11		46	40	345	60	9
Ethnicity											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.	10	14	340	46	17
African American/Black						3	336	40	35	25		0	6	336	37	26
American Indian/Native Alaskan						1	339	46	33	21	Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	41	40	347	66	10
Asian/Pacific Islander						1	346	64	25	11		46	45	344	59	10
Caucasian/White	100	346	59	31	10	94	344	59	29	11	10	12	339	42	17	
Hispanic						1	339	45	35	20	3	2	333	25	30	
Not Reported						0	343	58	25	17	How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	26	16	337	37	23
Economically disadvantaged												59	56	346	63	8
Yes	51	342	60	25	15	38	340	47	36	17	15	28	346	63	11	
No	49	350	58	37	5	62	346	66	26	9	How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	46	31	341	50	16
Title 1A targeted program												23	33	346	65	9
Yes	28	339	27	55	18	12	336	34	43	23	26	27	346	65	9	
No	72	348	71	21	7	88	345	62	28	10	5	9	341	50	19	
Migrant											How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	5	7	334	28	29
Yes						0	337	33	39	28		11	18	342	52	13
No	100	346	59	31	10	100	344	59	29	12	68	50	347	67	7	
Gifted/talented program											On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes	16	25	343	56	14
Yes						2	361	98	1	0		8	16	339	44	19
No	100	346	59	31	10	98	344	58	30	12	38	32	345	61	10	
Identified disability											A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes	13	32	346	64	9
Yes	18	333	14	43	43	16	336	35	37	28		41	21	344	60	12
No	82	349	69	28	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	77	344	50	37	13	79	345	61	29	10						
C. One to two hours	21	355	88	13	0	13	344	60	28	12						
D. More than two hours						3	332	27	35	39						
Optional school/district question																
A.																
B.																
C.																
D.																