



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: 10881286
School: Governor James B Longley Elem
District: Lewiston 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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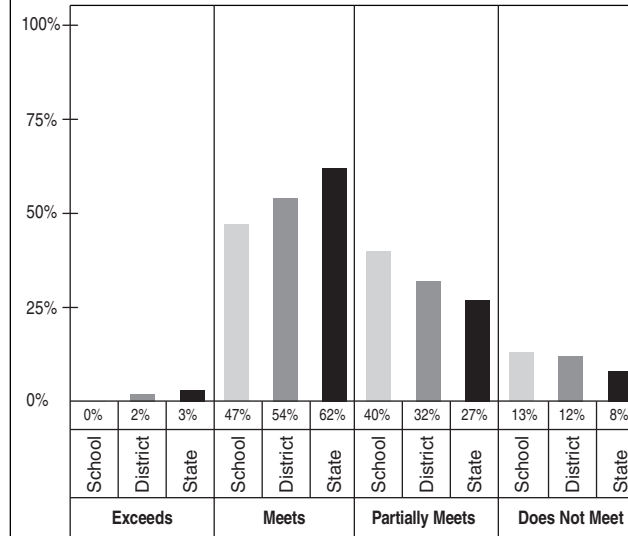
SUMMARY OF SCORES

School: Governor James B Longley Elem
 District: Lewiston School Department
 Grade: 3
 Date: March 2006

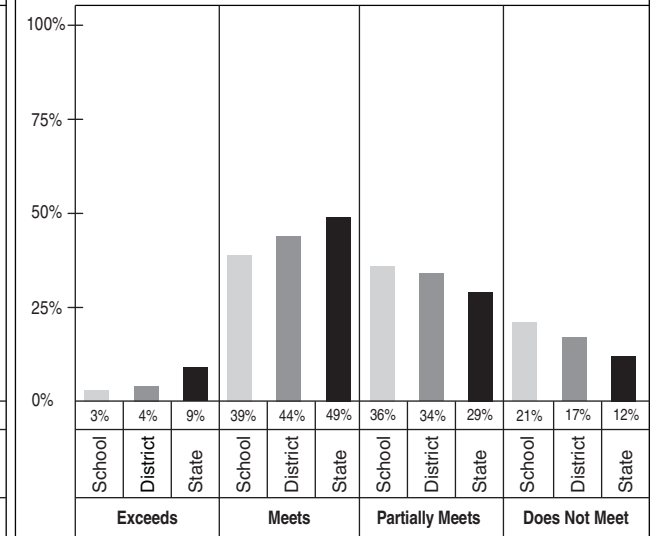
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	340	343	345
MATHEMATICS 2005–2006	338	340	344

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Governor James B Longley Elem
 District: Lewiston 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	35	100	352	100	14094	100
Ethnicity						
African American/Black	13	37	64	18	370	3
American Indian/Native Alaskan	1	3	1	0	113	1
Asian/Pacific Islander	1	3	5	1	201	1
Caucasian/White	17	49	274	78	13229	94
Hispanic	3	9	8	2	169	1
Not Reported	0	0	0	0	12	0
Identified disability	9	26	62	18	2381	17
Current LEP	11	31	47	13	319	2
Economically disadvantaged	30	86	210	60	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	%
31	89	342	97	13930	99	34	97	349	99	13944	99						
10	77	56	88	356	96	13	100	63	98	366	99						
1	100	1	100	110	97	1	100	1	100	110	97						
1	100	5	100	196	98	1	100	5	100	198	99						
16	94	272	99	13090	99	16	94	272	99	13091	99						
3	100	8	100	166	98	3	100	8	100	167	99						
0		0		12	100	0		0		12	100						
9	100	61	98	2306	97	9	100	61	98	2308	97						
8	73	40	85	300	94	11	100	47	100	315	99						
27	90	202	96	5285	98	30	100	209	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	%	n	%
Students who took the assessment without accommodations	17	55	261	76	11176	80	17	50	253	72	11195	80						
Identified disability (PET/IEP)	2	12	10	4	613	5	2	12	10	4	631	6						
LEP	2	12	21	8	156	1	2	12	13	5	151	1						
504 plan	0	0	1	0	99	1	0	0	1	0	103	1						
Students who took the assessment with accommodations	13	42	75	22	2651	19	16	47	91	26	2671	19						
Identified disability (PET/IEP)	6	46	45	60	1606	61	6	38	46	51	1610	60						
LEP	6	46	19	25	134	5	9	56	34	37	157	6						
504 plan	0	0	1	1	32	1	0	0	1	1	28	1						
Other	1	8	11	15	906	34	1	6	11	12	901	34						
Students who would have participated through a PAAP if one had been available	1	3	6	2	103	1	1	3	5	1	78	1						
Identified disability (PET/IEP)	1	100	6	100	87	84	1	100	5	100	67	86						
LEP	0	0	0	0	10	10	0	0	0	0	7	9						
504 plan	0	0	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: Governor James B Longley Elem
 District: Lewiston 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	7	2	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	14	47	181	54	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	12	40	108	32	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	4	13	40	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	24.0	52.2	25.8	56.1	27.6	60.0
Literary Text	41	89	21.8	53.2	23.1	56.3	24.6	60.0
Informational Text	5	11	2.2	44.0	2.7	54.0	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: Governor James B Longley Elem
District: Lewiston 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	43	340	31	54	15	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	53	33	345	66	9	
Male	57	340	59	29	12	52	343	60	30	10							
Ethnicity																	
African American/Black	33	337	50	20	30	3	340	49	34	17							
American Indian/Native Alaskan						1	340	42	36	22							
Asian/Pacific Islander						1	345	65	26	9							
Caucasian/White	50	342	53	40	7	94	345	66	26	8							
Hispanic						1	342	49	40	11							
Not Reported						0	342	42	50	8							
Economically disadvantaged																	
Yes	87	341	46	46	8	38	342	52	35	13							
No						62	346	73	22	6							
Title 1A targeted program																	
Yes	23	342	57	29	14	12	339	36	46	17							
No	77	340	43	43	13	88	345	69	24	7							
Migrant																	
Yes						0	338	56	11	33							
No	100	340	47	40	13	100	345	65	27	8							
Gifted/talented program																	
Yes						2	356	98	2	0							
No	100	340	47	40	13	98	344	65	27	9							
Identified disability																	
Yes	27	342	38	63	0	16	338	32	44	25							
No	73	340	50	32	18	84	346	71	23	5							
Limited English proficient students																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months	27	332	13	50	38	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	80	341	54	33	13	79	345	68	26	7							
C. One to two hours						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: Governor James B Longley Elem
 District: Lewiston 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	1	3	15	4	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	13	39	153	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	36	118	34	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	7	21	58	17	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	7.0	46.7	7.6	50.7	8.4	56.0
Cluster 2: Shape and Size	14	29	8.7	62.1	9.6	68.6	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	3.7	61.7	3.7	61.7	3.9	65.0
Cluster 4: Patterns	13	27	7.6	58.5	7.5	57.7	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: Governor James B Longley Elem
District: Lewiston 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	42	334	36	43	21	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.	62	40	346	66	9
Male	58	340	47	32	21	52	345	61	29	11						
Ethnicity																
African American/Black	39	328	15	46	38	3	336	40	35	25	Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	17	40	345	60	9
American Indian/Native Alaskan						1	339	46	33	21						
Asian/Pacific Islander						1	346	64	25	11						
Caucasian/White	45	344	60	33	7	94	344	59	29	11						
Hispanic						1	339	45	35	20						
Not Reported						0	343	58	25	17						
Economically disadvantaged																
Yes	88	340	48	38	14	38	340	47	36	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	39	40	347	66	10
No						62	346	66	26	9						
Title 1A targeted program																
Yes	21	340	43	43	14	12	336	34	43	23	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	13	16	337	37	23
No	79	337	42	35	23	88	345	62	28	10						
Migrant																
Yes						0	337	33	39	28	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	57	56	346	63	8
No	100	338	42	36	21	100	344	59	29	12						
Gifted/talented program																
Yes						2	361	98	1	0	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	30	28	346	63	11
No	100	338	42	36	21	98	344	58	30	12						
Identified disability																
Yes	24	342	50	38	13	16	336	35	37	28	How much homework do you do on school nights? A. None B. Less than one hour C. One to two hours D. More than two hours	47	31	341	50	16
No	76	336	40	36	24	84	346	63	28	9						
Limited English proficient students																
Current LEP in first 10 months						0	317	20	10	70	Optional school/district question A. B. C. D.	17	7	334	28	29
Current LEP beyond first 10 months	27	329	22	22	56	2	334	35	34	32						