



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: 12031505  
School: W G Mallett School  
District: MSAD 09  
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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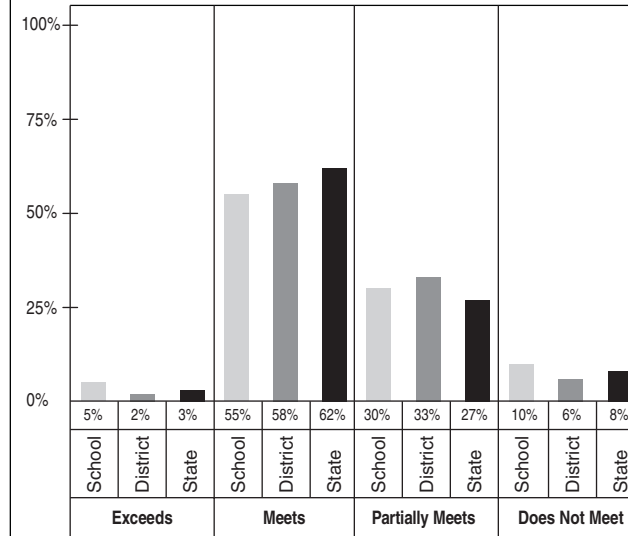
# SUMMARY OF SCORES

School: W G Mallett School  
 District: MSAD 09  
 Grade: 3  
 Date: March 2006

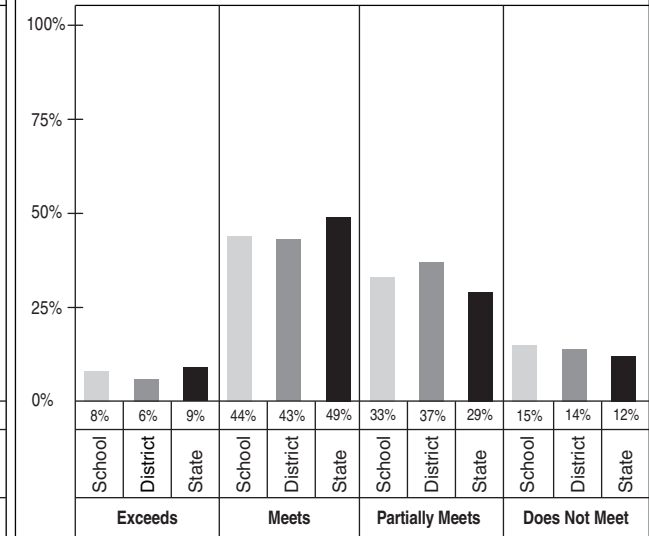
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	344	344	345
MATHEMATICS 2005–2006	341	341	344

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: W G Mallett School  
 District: MSAD 09  
 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>	88	100	178	100	14094	100
<b>Ethnicity</b>						
African American/Black	0	0	1	1	370	3
American Indian/Native Alaskan	0	0	0	0	113	1
Asian/Pacific Islander	1	1	2	1	201	1
Caucasian/White	86	98	173	97	13229	94
Hispanic	1	1	2	1	169	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	20	23	37	21	2381	17
<b>Current LEP</b>	0	0	1	1	319	2
<b>Economically disadvantaged</b>	40	45	84	47	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	%	n	%
86	98	174	98	13930	99	86	98	175	98	13944	99						
0		1	100	356	96	0		1	100	366	99						
0		0		110	97	0		0		110	97						
1	100	1	50	196	98	1	100	2	100	198	99						
84	98	170	98	13090	99	84	98	170	98	13091	99						
1	100	2	100	166	98	1	100	2	100	167	99						
0		0		12	100	0		0		12	100						
20	100	37	100	2306	97	20	100	37	100	2308	97						
0		0	0	300	94	0		1	100	315	99						
40	100	83	99	5285	98	40	100	84	100	5296	99						
0		0		19	100	0		0		19	100						

MODE OF PARTICIPATION <sup>3</sup>	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	66	77	133	76	11176	80
Identified disability (PET/IEP)	1	2	7	5	613	5
LEP	0	0	0	0	156	1
504 plan	0	0	1	1	99	1
<b>Students who took the assessment with accommodations</b>	20	23	41	24	2651	19
Identified disability (PET/IEP)	19	95	30	73	1606	61
LEP	0	0	0	0	134	5
504 plan	0	0	1	2	32	1
Other	1	5	10	24	906	34
<b>Students who would have participated through a PAAP if one had been available</b>	0	0	0	0	103	1
Identified disability (PET/IEP)	0		0		87	84
LEP	0		0		10	10
504 plan	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	%
<b>Students who took the assessment without accommodations</b>	66	77	133	76	11176	80	72	84	140	80	11195	80						
Identified disability (PET/IEP)	1	2	7	5	613	5	7	10	13	9	631	6						
LEP	0	0	0	0	156	1	0	0	0	0	151	1						
504 plan	0	0	1	1	99	1	0	0	2	1	103	1						
<b>Students who took the assessment with accommodations</b>	20	23	41	24	2651	19	14	16	35	20	2671	19						
Identified disability (PET/IEP)	19	95	30	73	1606	61	13	93	24	69	1610	60						
LEP	0	0	0	0	134	5	0	0	1	3	157	6						
504 plan	0	0	1	2	32	1	0	0	0	0	28	1						
Other	1	5	10	24	906	34	1	7	10	29	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: W G Mallett School  
 District: MSAD 09  
 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	4	5	4	2	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	47	55	101	58	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	26	30	58	33	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	9	10	11	6	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	27.1	58.9	27.4	59.6	27.6	60.0
<b>Literary Text</b>	41	89	23.9	58.3	24.3	59.3	24.6	60.0
<b>Informational Text</b>	5	11	3.2	64.0	3.1	62.0	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: W G Mallett School  
 District: MSAD 09  
 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	57	344	63	29	8	48	346	71	23	6						
Male	43	345	54	32	14	52	343	60	30	10						
<b>Ethnicity</b>																
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	98	344	60	31	10	94	345	66	26	8						
Hispanic						1	342	49	40	11						
Not Reported						0	342	42	50	8						
<b>Economically disadvantaged</b>																
Yes	47	343	50	33	18	38	342	52	35	13						
No	53	346	67	28	4	62	346	73	22	6						
<b>Title 1A targeted program</b>																
Yes	16	341	43	50	7	12	339	36	46	17						
No	84	345	63	26	11	88	345	69	24	7						
<b>Migrant</b>																
Yes						0	338	56	11	33						
No	100	344	59	30	10	100	345	65	27	8						
<b>Gifted/talented program</b>																
Yes						2	356	98	2	0						
No	100	344	59	30	10	98	344	65	27	9						
<b>Identified disability</b>																
Yes	23	335	5	55	40	16	338	32	44	25						
No	77	347	76	23	2	84	346	71	23	5						
<b>Limited English proficient students</b>																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	337	30	42	28						
<b>How much homework do you do on school nights?</b>																
A. None						5	340	45	34	22						
B. Less than one hour	67	345	63	26	11	79	345	68	26	7						
C. One to two hours	21	344	44	44	11	13	345	66	26	8						
D. More than two hours	8	345	57	29	14	3	338	33	41	26						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																
<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																
A. Yes, the questions on the test match what I have learned in reading class.											30	33	345	66	9	
B. Yes, they match some of what I have learned.											49	42	346	71	6	
C. Yes, they match just a little of what I learned.											10	17	343	60	9	
D. No, there is no match.											10	9	341	49	17	
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																
A. very good											55	44	346	72	6	
B. good											37	45	344	64	8	
C. fair											7	9	341	47	13	
D. poor											1	2	336	28	31	
<b>How hard was the reading part of this test?</b>																
A. harder than my regular schoolwork											22	21	341	47	16	
B. about the same as my regular schoolwork											59	55	346	72	5	
C. easier than my regular schoolwork											19	24	345	66	8	
<b>How hard were the reading passages on this test?</b>																
A. Most of the passages were harder than what I normally read.											17	19	339	36	19	
B. Most of the passages were about the same as what I normally read.											52	48	345	70	6	
C. Most of the passages were easier than what I normally read.											31	33	347	75	6	
<b>How much time do you spend reading at home each day?</b>																
A. more than one hour											34	20	346	69	7	
B. 20 minutes to an hour											49	46	346	71	6	
C. less than 20 minutes											7	20	343	59	11	
D. I rarely read at home											10	15	342	53	14	
<b>How many pages do you read in school and to complete homework assignments?</b>																
A. five or fewer pages											28	29	343	57	11	
B. six to ten pages											28	23	344	65	8	
C. eleven or more pages											45	48	346	70	7	



# MATHEMATICS RESULTS

School: W G Mallett School  
 District: MSAD 09  
 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	7	8	11	6	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	38	44	76	43	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	28	33	64	37	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	13	15	24	14	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	8.1	54.0	7.5	50.0	8.4	56.0
<b>Cluster 2: Shape and Size</b>	14	29	9.8	70.0	10.0	71.4	10.4	74.3
<b>Cluster 3: Mathematical Decision Making</b>	6	13	3.7	61.7	3.8	63.3	3.9	65.0
<b>Cluster 4: Patterns</b>	13	27	7.4	56.9	7.7	59.2	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: W G Mallett School  
 District: MSAD 09  
 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	57	339	45	35	20	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> 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.  <b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor  <b>How hard was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork  <b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes					
Male	43	345	62	30	8	52	345	61	29	11						
<b>Ethnicity</b>																
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	98	341	52	32	15	94	344	59	29	11						
Hispanic						1	339	45	35	20						
Not Reported						0	343	58	25	17						
<b>Economically disadvantaged</b>																
Yes	47	339	48	30	23	38	340	47	36	17						
No	53	343	57	35	9	62	346	66	26	9						
<b>Title 1A targeted program</b>																
Yes	16	331	29	36	36	12	336	34	43	23						
No	84	343	57	32	11	88	345	62	28	10						
<b>Migrant</b>																
Yes						0	337	33	39	28						
No	100	341	52	33	15	100	344	59	29	12						
<b>Gifted/talented program</b>																
Yes						2	361	98	1	0						
No	100	341	52	33	15	98	344	58	30	12						
<b>Identified disability</b>																
Yes	23	333	20	50	30	16	336	35	37	28						
No	77	344	62	27	11	84	346	63	28	9						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	317	20	10	70						
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	67	341	54	32	14	79	345	61	29	10						
C. One to two hours	21	344	56	33	11	13	344	60	28	12						
D. More than two hours	8	338	43	29	29	3	332	27	35	39						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																