



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: 12031510
School: Cape Cod Hill Elem 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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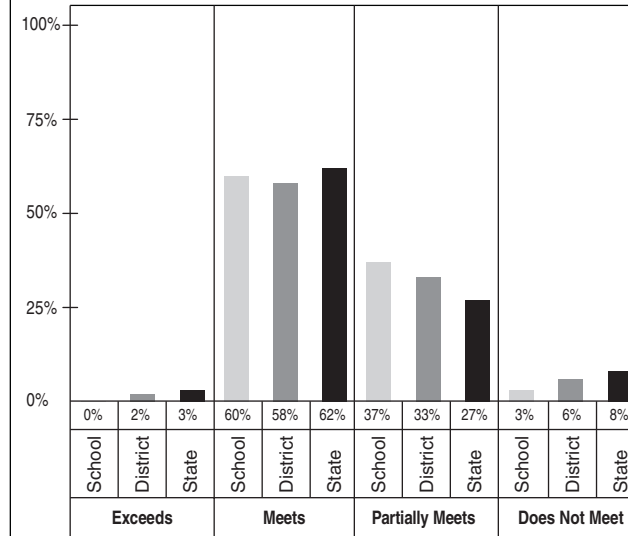
SUMMARY OF SCORES

School: Cape Cod Hill Elem School
 District: MSAD 09
 Grade: 3
 Date: March 2006

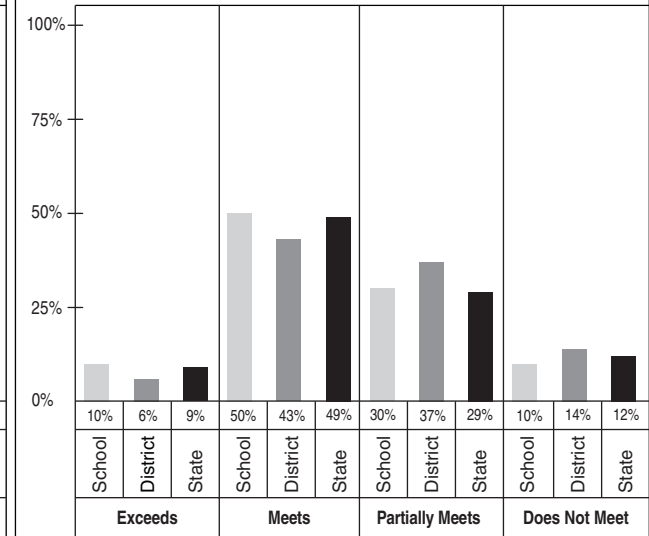
Summary of District, School and State Scores

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

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Cape Cod Hill Elem School
 District: MSAD 09
 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	30	100	178	100	14094	100
Ethnicity						
African American/Black	1	3	1	1	370	3
American Indian/Native Alaskan	0	0	0	0	113	1
Asian/Pacific Islander	0	0	2	1	201	1
Caucasian/White	29	97	173	97	13229	94
Hispanic	0	0	2	1	169	1
Not Reported	0	0	0	0	12	0
Identified disability	7	23	37	21	2381	17
Current LEP	0	0	1	1	319	2
Economically disadvantaged	14	47	84	47	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	%
30	100	174	98	13930	99	30	100	175	98	13944	99						
1	100	1	100	356	96	1	100	1	100	366	99						
0		0		110	97	0		0		110	97						
0		1	50	196	98	0		2	100	198	99						
29	100	170	98	13090	99	29	100	170	98	13091	99						
0		2	100	166	98	0		2	100	167	99						
0		0		12	100	0		0		12	100						
7	100	37	100	2306	97	7	100	37	100	2308	97						
0		0	0	300	94	0		1	100	315	99						
14	100	83	99	5285	98	14	100	84	100	5296	99						
0		0		19	100	0		0		19	100						

MODE OF PARTICIPATION³

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	24	80	133	76	11176	80	24	80	140	80	11195	80												
Identified disability (PET/IEP)	3	13	7	5	613	5	3	13	13	9	631	6												
LEP	0	0	0	0	156	1	0	0	0	0	151	1												
504 plan	1	4	1	1	99	1	1	4	2	1	103	1												
Students who took the assessment with accommodations	6	20	41	24	2651	19	6	20	35	20	2671	19												
Identified disability (PET/IEP)	4	67	30	73	1606	61	4	67	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	2	33	10	24	906	34	2	33	10	29	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: Cape Cod Hill Elem 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	%	%	
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	4	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	18	60	101	58	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	11	37	58	33	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	1	3	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	%
Total Reading Cluster	46	100	27.6	60.0	27.4	59.6	27.6	60.0
Literary Text	41	89	24.7	60.2	24.3	59.3	24.6	60.0
Informational Text	5	11	2.9	58.0	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: Cape Cod Hill Elem 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	
Gender																	
Female	30	350	100	0	0	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	30	33	345	66	9	
Male	70	342	43	52	5	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	97	345	62	34	3	94	345	66	26	8							
Hispanic						1	342	49	40	11							
Not Reported						0	342	42	50	8							
Economically disadvantaged																	
Yes	47	342	50	43	7	38	342	52	35	13							
No	53	346	69	31	0	62	346	73	22	6							
Title 1A targeted program																	
Yes						12	339	36	46	17							
No	87	345	62	35	4	88	345	69	24	7							
Migrant																	
Yes						0	338	56	11	33							
No	100	344	60	37	3	100	345	65	27	8							
Gifted/talented program																	
Yes						2	356	98	2	0							
No	100	344	60	37	3	98	344	65	27	9							
Identified disability																	
Yes	23	342	57	29	14	16	338	32	44	25							
No	77	345	61	39	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	59	342	35	59	6	79	345	68	26	7							
C. One to two hours	34	347	90	10	0	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: Cape Cod Hill Elem 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	%	%	
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	3	10	11	6	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	15	50	76	43	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	9	30	64	37	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	3	10	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	%
Cluster 1: Numbers and Operations	15	31	7.7	51.3	7.5	50.0	8.4	56.0
Cluster 2: Shape and Size	14	29	10.7	76.4	10.0	71.4	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	4.0	66.7	3.8	63.3	3.9	65.0
Cluster 4: Patterns	13	27	8.4	64.6	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: Cape Cod Hill Elem 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
Gender																
Female	30	351	89	11	0	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	70	341	48	38	14	52	345	61	29	11						
Ethnicity											A. Yes, the questions on the test match what I have learned in mathematics class.	17	40	346	66	9
African American/Black						3	336	40	35	25						
American Indian/Native Alaskan						1	339	46	33	21	B. Yes, they match some of what I have learned.	67	40	345	60	9
Asian/Pacific Islander						1	346	64	25	11						
Caucasian/White	97	345	62	31	7	94	344	59	29	11	C. Yes, they match just a little of what I have learned.	10	14	340	46	17
Hispanic						1	339	45	35	20						
Not Reported						0	343	58	25	17	D. No, there is no match.	7	6	336	37	26
Economically disadvantaged																
Yes	47	341	57	36	7	38	340	47	36	17	Which of the following best describes how you rate yourself as a student in mathematics?	41	40	347	66	10
No	53	347	63	25	13	62	346	66	26	9						
Title 1A targeted program											A. very good	48	45	344	59	10
Yes						12	336	34	43	23						
No	87	344	58	31	12	88	345	62	28	10	B. good	10	12	339	42	17
Migrant																
Yes						0	337	33	39	28	C. fair	0	2	333	25	30
No	100	344	60	30	10	100	344	59	29	12						
Gifted/talented program											D. poor	41	40	347	66	10
Yes						2	361	98	1	0						
No	100	344	60	30	10	98	344	58	30	12	How hard was the mathematics part of this test?	17	16	337	37	23
Identified disability																
Yes	23	338	29	43	29	16	336	35	37	28	A. harder than my regular schoolwork	66	56	346	63	8
No	77	346	70	26	4	84	346	63	28	9						
Limited English proficient students											B. about the same as my regular schoolwork	17	28	346	63	11
Current LEP in first 10 months						0	317	20	10	70						
Current LEP beyond first 10 months						2	334	35	34	32	C. easier than my regular schoolwork	39	27	346	65	9
How much homework do you do on school nights?																
A. None						5	338	43	33	25	How often do you use hands-on materials in mathematics class?	43	31	341	50	16
B. Less than one hour	59	341	53	29	18	79	345	61	29	10						
C. One to two hours	34	350	80	20	0	13	344	60	28	12	A. almost every day	14	33	346	65	9
D. More than two hours						3	332	27	35	39						
Optional school/district question											B. two or three days a week	39	27	346	65	9
A.																
B.											C. two or three times each month	4	9	341	50	19
C.																
D.											D. never	3	7	334	28	29
											How often do you use calculators in mathematics class?	3	18	342	52	13
											A. less than 30 minutes	73	50	347	67	7
											B. 30-45 minutes	20	25	343	56	14
											C. 45-60 minutes	27	16	339	44	19
											D. more than 60 minutes	37	32	345	61	10
											On average, how many minutes a day do you spend working on mathematics in class?	37	32	346	64	9
											A. less than 30 minutes	0	21	344	60	12
											B. 30-45 minutes					
											C. 45-60 minutes					
											D. more than 60 minutes					