



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: 12111540
School: Guy E Rowe School
District: MSAD 17
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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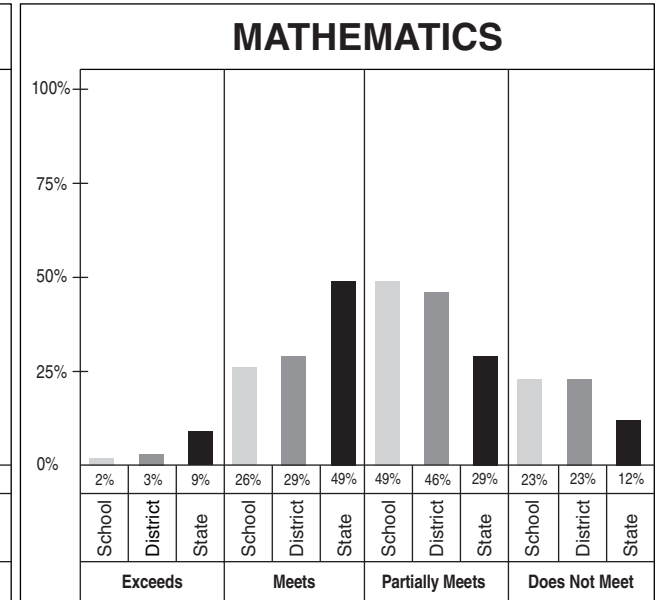
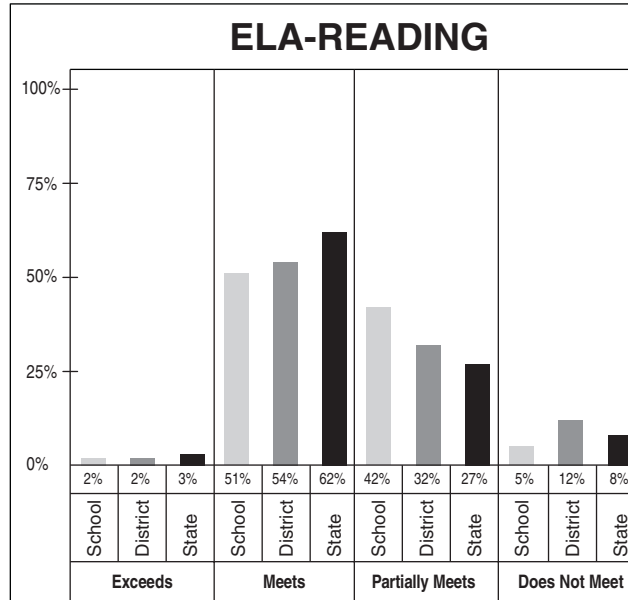


SUMMARY OF SCORES

School: Guy E Rowe School
 District: MSAD 17
 Grade: 3
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	343	343	345
MATHEMATICS 2005–2006	336	336	344





SUMMARY OF STUDENT PARTICIPATION

School: Guy E Rowe School
 District: MSAD 17
 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	58	100	241	100	14094	100
Ethnicity						
African American/Black	1	2	3	1	370	3
American Indian/Native Alaskan	1	2	1	0	113	1
Asian/Pacific Islander	0	0	3	1	201	1
Caucasian/White	55	95	233	97	13229	94
Hispanic	1	2	1	0	169	1
Not Reported	0	0	0	0	12	0
Identified disability	7	12	30	12	2381	17
Current LEP	0	0	0	0	319	2
Economically disadvantaged	25	43	104	43	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	%
57	98	239	99	13930	99	57	98	239	99	13944	99						
1	100	3	100	356	96	1	100	3	100	366	99						
1	100	1	100	110	97	1	100	1	100	110	97						
0		3	100	196	98	0		3	100	198	99						
54	98	231	99	13090	99	54	98	231	99	13091	99						
1	100	1	100	166	98	1	100	1	100	167	99						
0		0		12	100	0		0		12	100						
6	86	29	97	2306	97	6	86	29	97	2308	97						
0		0		300	94	0		0		315	99						
24	96	103	99	5285	98	24	96	103	99	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	25	44	167	70	11176	80	25	44	166	69	11195	80						
Identified disability (PET/IEP)	1	4	8	5	613	5	1	4	7	4	631	6						
LEP	0	0	0	0	156	1	0	0	0	0	151	1						
504 plan	0	0	0	0	99	1	0	0	0	0	103	1						
Students who took the assessment with accommodations	32	56	72	30	2651	19	32	56	73	31	2671	19						
Identified disability (PET/IEP)	5	16	21	29	1606	61	5	16	22	30	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	27	84	51	71	906	34	27	84	51	70	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: Guy E Rowe School
 District: MSAD 17
 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	2	5	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	29	51	129	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	24	42	76	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	3	5	29	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	26.3	57.2	25.7	55.9	27.6	60.0
Literary Text	41	89	23.6	57.6	22.9	55.9	24.6	60.0
Informational Text	5	11	2.7	54.0	2.8	56.0	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: Guy E Rowe School
 District: MSAD 17
 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	54	343	48	45	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?					
Male	46	343	58	38	4	52	343	60	30	10						
Ethnicity																
African American/Black						3	340	49	34	17	A. Yes, the questions on the test match what I have learned in reading class.	23	33	345	66	9
American Indian/Native Alaskan						1	340	42	36	22						
Asian/Pacific Islander						1	345	65	26	9	B. Yes, they match some of what I have learned.	33	42	346	71	6
Caucasian/White	95	343	56	39	6	94	345	66	26	8	C. Yes, they match just a little of what I learned.	32	17	343	60	9
Hispanic						1	342	49	40	11	D. No, there is no match.	12	9	341	49	17
Not Reported						0	342	42	50	8	Which of the following best describes how you rate yourself as a student in reading?					
Economically disadvantaged											A. very good	48	44	346	72	6
Yes	42	343	46	50	4	38	342	52	35	13	B. good	39	45	344	64	8
No	58	343	58	36	6	62	346	73	22	6	C. fair	11	9	341	47	13
Title 1A targeted program											D. poor	2	2	336	28	31
Yes	11	341	50	50	0	12	339	36	46	17	How hard was the reading part of this test?					
No	89	343	53	41	6	88	345	69	24	7	A. harder than my regular schoolwork	25	21	341	47	16
Migrant											B. about the same as my regular schoolwork	35	55	346	72	5
Yes						0	338	56	11	33	C. easier than my regular schoolwork	40	24	345	66	8
No	100	343	53	42	5	100	345	65	27	8	How hard were the reading passages on this test?					
Gifted/talented program											A. Most of the passages were harder than what I normally read.	25	19	339	36	19
Yes						2	356	98	2	0	B. Most of the passages were about the same as what I normally read.	37	48	345	70	6
No	95	343	50	44	6	98	344	65	27	9	C. Most of the passages were easier than what I normally read.	38	33	347	75	6
Identified disability											How much time do you spend reading at home each day?					
Yes	11	339	17	67	17	16	338	32	44	25	A. more than one hour	16	20	346	69	7
No	89	344	57	39	4	84	346	71	23	5	B. 20 minutes to an hour	42	46	346	71	6
Limited English proficient students											C. less than 20 minutes	31	20	343	59	11
Current LEP in first 10 months											D. I rarely read at home	11	15	342	53	14
Current LEP beyond first 10 months						2	337	30	42	28	How many pages do you read in school and to complete homework assignments?					
How much homework do you do on school nights?											A. five or fewer pages	23	29	343	57	11
A. None						5	340	45	34	22	B. six to ten pages	17	23	344	65	8
B. Less than one hour	86	344	59	37	4	79	345	68	26	7	C. eleven or more pages	60	48	346	70	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: Guy E Rowe School
 District: MSAD 17
 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	2	6	3	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	26	69	29	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	28	49	109	46	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	13	23	55	23	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	6.2	41.3	6.4	42.7	8.4	56.0
Cluster 2: Shape and Size	14	29	9.4	67.1	9.4	67.1	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	3.3	55.0	3.3	55.0	3.9	65.0
Cluster 4: Patterns	13	27	6.7	51.5	6.8	52.3	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: Guy E Rowe School
 District: MSAD 17
 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	54	334	29	32	39	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. Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor 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 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 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 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					
Male	46	338	27	69	4	52	345	61	29	11						
Ethnicity																
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	95	337	30	50	20	94	344	59	29	11						
Hispanic						1	339	45	35	20						
Not Reported						0	343	58	25	17						
Economically disadvantaged																
Yes	42	335	21	50	29	38	340	47	36	17						
No	58	337	33	48	18	62	346	66	26	9						
Title 1A targeted program																
Yes	11	339	17	83	0	12	336	34	43	23						
No	89	335	29	45	25	88	345	62	28	10						
Migrant																
Yes						0	337	33	39	28						
No	100	336	28	49	23	100	344	59	29	12						
Gifted/talented program																
Yes						2	361	98	1	0						
No	95	335	24	52	24	98	344	58	30	12						
Identified disability																
Yes	11	332	0	83	17	16	336	35	37	28						
No	89	336	31	45	24	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	86	336	33	43	24	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						
Optional school/district question																
A.																
B.																
C.																
D.																