



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: 12541749
School: North Berwick Elementary Sch
District: MSAD 60
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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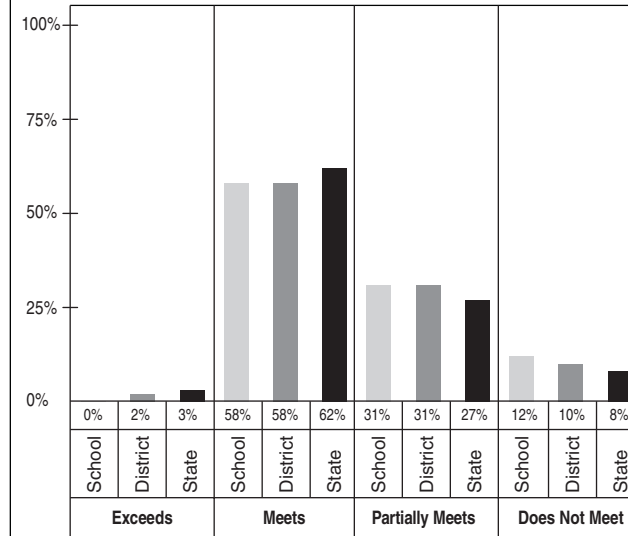
SUMMARY OF SCORES

School: North Berwick Elementary Sch
 District: MSAD 60
 Grade: 3
 Date: March 2006

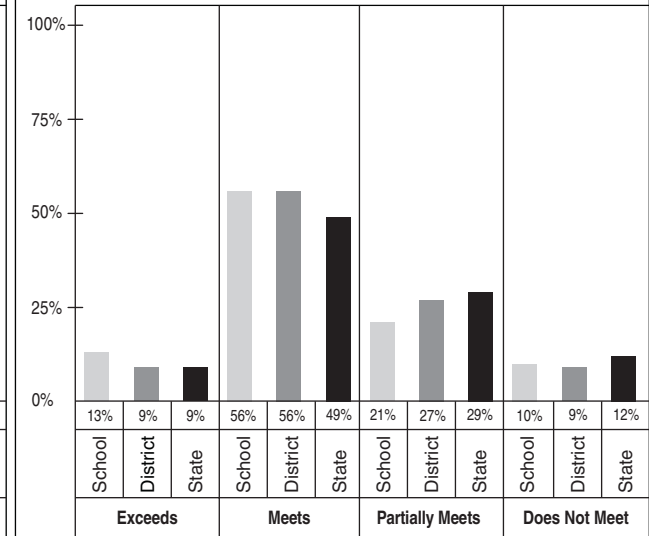
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	343	343	345
MATHEMATICS 2005–2006	347	345	344

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: North Berwick Elementary Sch
 District: MSAD 60
 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	53	100	201	100	14094	100
Ethnicity						
African American/Black	1	2	3	1	370	3
American Indian/Native Alaskan	0	0	0	0	113	1
Asian/Pacific Islander	1	2	1	0	201	1
Caucasian/White	51	96	197	98	13229	94
Hispanic	0	0	0	0	169	1
Not Reported	0	0	0	0	12	0
Identified disability	19	36	43	21	2381	17
Current LEP	0	0	0	0	319	2
Economically disadvantaged	52	98	199	99	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	%
53	100	200	100	13930	99	53	100	200	100	13944	99				
1	100	3	100	356	96	1	100	3	100	366	99				
0		0		110	97	0		0		110	97				
1	100	1	100	196	98	1	100	1	100	198	99				
51	100	196	99	13090	99	51	100	196	99	13091	99				
0		0		166	98	0		0		167	99				
0		0		12	100	0		0		12	100				
19	100	43	100	2306	97	19	100	43	100	2308	97				
0		0		300	94	0		0		315	99				
52	100	198	99	5285	98	52	100	198	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	%
Students who took the assessment without accommodations	36	68	135	68	11176	80	36	68	136	68	11195	80				
Identified disability (PET/IEP)	3	8	3	2	613	5	3	8	3	2	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	1	1	103	1				
Students who took the assessment with accommodations	16	30	64	32	2651	19	16	30	63	32	2671	19				
Identified disability (PET/IEP)	15	94	39	61	1606	61	15	94	39	62	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	6	25	39	906	34	1	6	24	38	901	34				
Students who would have participated through a PAAP if one had been available	1	2	1	1	103	1	1	2	1	1	78	1				
Identified disability (PET/IEP)	1	100	1	100	87	84	1	100	1	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: North Berwick Elementary Sch
 District: MSAD 60
 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	3	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	30	58	116	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	16	31	61	31	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	6	12	19	10	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	26.3	57.2	27.6	60.0
Literary Text	41	89	23.5	57.3	23.6	57.6	24.6	60.0
Informational Text	5	11	2.8	56.0	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.



MATHEMATICS RESULTS

School: North Berwick Elementary Sch
 District: MSAD 60
 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	7	13	17	9	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	29	56	111	56	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	11	21	54	27	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	5	10	17	9	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	9.3	62.0	8.7	58.0	8.4	56.0
Cluster 2: Shape and Size	14	29	10.8	77.1	10.8	77.1	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	3.8	63.3	3.8	63.3	3.9	65.0
Cluster 4: Patterns	13	27	8.6	66.2	8.4	64.6	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: North Berwick Elementary Sch
 District: MSAD 60
 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	346	77	9	14	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	58	347	63	30	7	52	345	61	29	11		27	40	346	66	9	
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	96	346	68	22	10	94	344	59	29	11							
Hispanic						1	339	45	35	20							
Not Reported						0	343	58	25	17							
Economically disadvantaged																	
Yes	98	348	71	22	8	38	340	47	36	17		33	40	347	66	10	
No						62	346	66	26	9		45	45	344	59	10	
Title 1A targeted program												16	12	339	42	17	
Yes	21	337	45	45	9	12	336	34	43	23		6	2	333	25	30	
No	79	349	76	15	10	88	345	62	28	10							
Migrant																	
Yes						0	337	33	39	28							
No	100	347	69	21	10	100	344	59	29	12							
Gifted/talented program																	
Yes						2	361	98	1	0	49	31	341	50	16		
No	100	347	69	21	10	98	344	58	30	12	22	33	346	65	9		
Identified disability											20	27	346	65	9		
Yes	35	338	39	39	22	16	336	35	37	28	10	9	341	50	19		
No	65	352	85	12	3	84	346	63	28	9							
Limited English proficient students																	
Current LEP in first 10 months						0	317	20	10	70	4	7	334	28	29		
Current LEP beyond first 10 months						2	334	35	34	32	16	18	342	52	13		
How much homework do you do on school nights?											49	50	347	67	7		
A. None						5	338	43	33	25	31	25	343	56	14		
B. Less than one hour	96	347	70	20	10	79	345	61	29	10							
C. One to two hours						13	344	60	28	12	8	16	339	44	19		
D. More than two hours						3	332	27	35	39	29	32	345	61	10		
Optional school/district question											27	32	346	64	9		
A.											37	21	344	60	12		
B.																	
C.																	
D.																	