



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: 12691815  
School: Edmunds Consolidated School  
District: Education in Unorganized Terr  
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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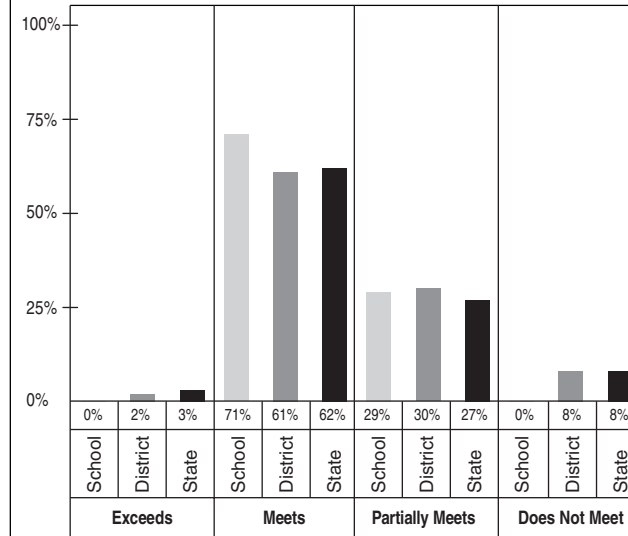
# SUMMARY OF SCORES

School: **Edmunds Consolidated School**  
 District: **Education in Unorganized Terr**  
 Grade: **3**  
 Date: **March 2006**

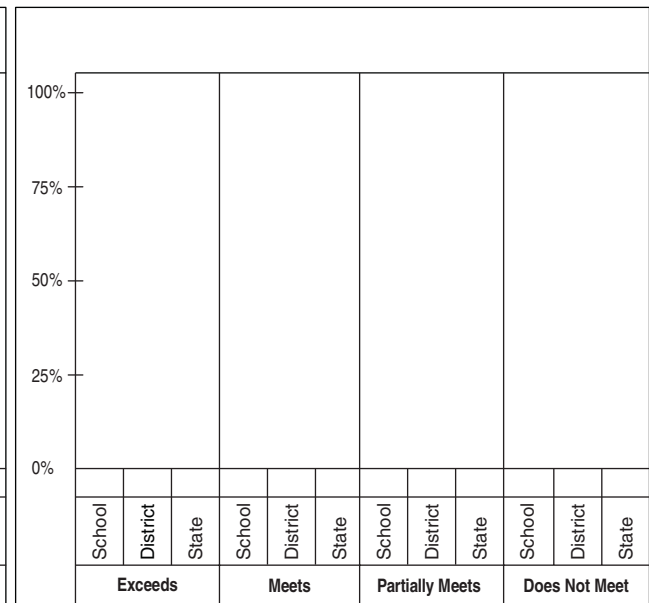
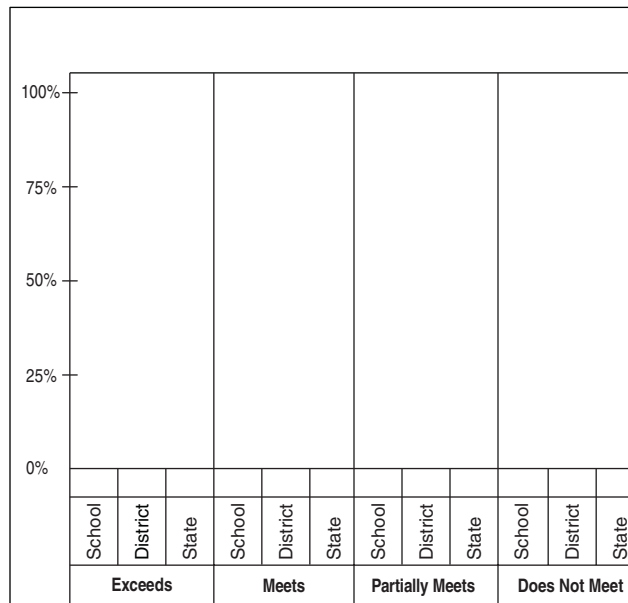
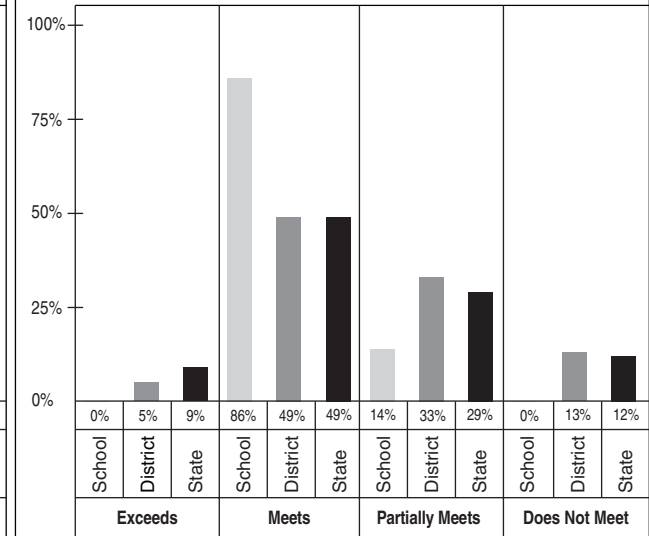
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	348	345	345
MATHEMATICS 2005–2006	349	342	344

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: **Edmunds Consolidated School**  
 District: **Education in Unorganized Terr**  
 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>	8	100	63	100	14094	100
<b>Ethnicity</b>						
African American/Black	0	0	1	2	370	3
American Indian/Native Alaskan	0	0	1	2	113	1
Asian/Pacific Islander	0	0	0	0	201	1
Caucasian/White	8	100	60	95	13229	94
Hispanic	0	0	1	2	169	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	1	13	12	19	2381	17
<b>Current LEP</b>	0	0	0	0	319	2
<b>Economically disadvantaged</b>	1	13	38	60	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	%
7	88	61	97	13930	99	7	88	61	97	13944	99						
0		0	0	356	96	0		0	0	366	99						
0		1	100	110	97	0		1	100	110	97						
0		0		196	98	0		0		198	99						
7	88	59	98	13090	99	7	88	59	98	13091	99						
0		1	100	166	98	0		1	100	167	99						
0		0		12	100	0		0		12	100						
0	0	11	92	2306	97	0	0	11	92	2308	97						
0		0		300	94	0		0		315	99						
1	100	38	100	5285	98	1	100	38	100	5296	99						
0		0		19	100	0		0		19	100						

MODE OF PARTICIPATION <sup>3</sup>	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>	7	100	51	84	11176	80	7	100	52	85	11195	80						
Identified disability (PET/IEP)	0	0	4	8	613	5	0	0	4	8	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						
<b>Students who took the assessment with accommodations</b>	0	0	10	16	2651	19	0	0	9	15	2671	19						
Identified disability (PET/IEP)	0		7	70	1606	61	0		7	78	1610	60						
LEP	0		0	0	134	5	0		0	0	157	6						
504 plan	0		0	0	32	1	0		0	0	28	1						
Other	0		3	30	906	34	0		2	22	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: Edmunds Consolidated School  
 District: Education in Unorganized Terr  
 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	0	0	1	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	5	71	37	61	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	2	29	18	30	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	0	0	5	8	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	30.7	66.7	27.7	60.2	27.6	60.0
<b>Literary Text</b>	41	89	27.3	66.6	24.6	60.0	24.6	60.0
<b>Informational Text</b>	5	11	3.4	68.0	3.0	60.0	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:** Edmunds Consolidated School  
**District:** Education in Unorganized Terr  
**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	71	351	80	20	0	48	346	71	23	6	<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. 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.  <b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor  <b>How hard was the reading 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 hard were the reading passages on this test?</b> 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.  <b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home  <b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	29	33	345	66	9
Male						52	343	60	30	10		43	42	346	71	6
<b>Ethnicity</b>																
African American/Black						3	340	49	34	17	14	17	343	60	9	
American Indian/Native Alaskan						1	340	42	36	22	14	9	341	49	17	
Asian/Pacific Islander						1	345	65	26	9	57	44	346	72	6	
Caucasian/White	100	348	71	29	0	94	345	66	26	8	29	24	345	66	8	
Hispanic						1	342	49	40	11	29	19	339	36	19	
Not Reported						0	342	42	50	8	0	19	339	36	19	
<b>Economically disadvantaged</b>																
Yes						38	342	52	35	13	57	44	346	72	6	
No	86	347	67	33	0	62	346	73	22	6	29	45	344	64	8	
<b>Title 1A targeted program</b>																
Yes						12	339	36	46	17	14	21	341	47	16	
No	100	348	71	29	0	88	345	69	24	7	57	55	346	72	5	
<b>Migrant</b>																
Yes						0	338	56	11	33	29	24	345	66	8	
No	100	348	71	29	0	100	345	65	27	8	0	19	339	36	19	
<b>Gifted/talented program</b>																
Yes						2	356	98	2	0	71	48	345	70	6	
No	100	348	71	29	0	98	344	65	27	9	29	33	347	75	6	
<b>Identified disability</b>																
Yes						16	338	32	44	25	14	20	346	69	7	
No	100	348	71	29	0	84	346	71	23	5	57	46	346	71	6	
<b>Limited English proficient students</b>																
Current LEP in first 10 months											29	20	343	59	11	
Current LEP beyond first 10 months						2	337	30	42	28	0	15	342	53	14	
<b>How much homework do you do on school nights?</b>																
A. None						5	340	45	34	22	57	29	343	57	11	
B. Less than one hour	86	350	83	17	0	79	345	68	26	7	14	23	344	65	8	
C. One to two hours						13	345	66	26	8	29	48	346	70	7	
D. More than two hours						3	338	33	41	26						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																



# MATHEMATICS RESULTS

School: **Edmunds Consolidated School**  
 District: **Education in Unorganized Terr**  
 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	0	0	3	5	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	6	86	30	49	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	1	14	20	33	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	0	0	8	13	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	9.4	62.7	7.9	52.7	8.4	56.0
<b>Cluster 2: Shape and Size</b>	14	29	12.0	85.7	10.0	71.4	10.4	74.3
<b>Cluster 3: Mathematical Decision Making</b>	6	13	3.3	55.0	3.8	63.3	3.9	65.0
<b>Cluster 4: Patterns</b>	13	27	9.4	72.3	7.8	60.0	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: **Edmunds Consolidated School**  
 District: **Education in Unorganized Terr**  
 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>											<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>					
Female	71	352	100	0	0	48	343	57	30	13						
Male						52	345	61	29	11						
<b>Ethnicity</b>											<b>A. Yes, the questions on the test match what I have learned in mathematics class.</b>	57	40	346	66	9
African American/Black						3	336	40	35	25						
American Indian/Native Alaskan						1	339	46	33	21	<b>B. Yes, they match some of what I have learned.</b>	43	40	345	60	9
Asian/Pacific Islander						1	346	64	25	11	<b>C. Yes, they match just a little of what I have learned.</b>	0	14	340	46	17
Caucasian/White	100	349	86	14	0	94	344	59	29	11	<b>D. No, there is no match.</b>	0	6	336	37	26
Hispanic						1	339	45	35	20	<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>					
Not Reported						0	343	58	25	17	<b>A. very good</b>	29	40	347	66	10
<b>Economically disadvantaged</b>											<b>B. good</b>	57	45	344	59	10
Yes						38	340	47	36	17	<b>C. fair</b>	0	12	339	42	17
No	86	347	83	17	0	62	346	66	26	9	<b>D. poor</b>	14	2	333	25	30
<b>Title 1A targeted program</b>											<b>How hard was the mathematics part of this test?</b>					
Yes						12	336	34	43	23	<b>A. harder than my regular schoolwork</b>	0	16	337	37	23
No	100	349	86	14	0	88	345	62	28	10	<b>B. about the same as my regular schoolwork</b>	43	56	346	63	8
<b>Migrant</b>											<b>C. easier than my regular schoolwork</b>	57	28	346	63	11
Yes						0	337	33	39	28	<b>How often do you use hands-on materials in mathematics class?</b>					
No	100	349	86	14	0	100	344	59	29	12	<b>A. almost every day</b>	43	31	341	50	16
<b>Gifted/talented program</b>											<b>B. two or three days a week</b>	43	33	346	65	9
Yes						2	361	98	1	0	<b>C. two or three times each month</b>	14	27	346	65	9
No	100	349	86	14	0	98	344	58	30	12	<b>D. never</b>	0	9	341	50	19
<b>Identified disability</b>											<b>How often do you use calculators in mathematics class?</b>					
Yes						16	336	35	37	28	<b>A. almost every day</b>	14	7	334	28	29
No	100	349	86	14	0	84	346	63	28	9	<b>B. two or three days a week</b>	14	18	342	52	13
<b>Limited English proficient students</b>											<b>C. two or three times each month</b>	71	50	347	67	7
Current LEP in first 10 months						0	317	20	10	70	<b>D. never</b>	0	25	343	56	14
Current LEP beyond first 10 months						2	334	35	34	32	<b>On average, how many minutes a day do you spend working on mathematics in class?</b>					
<b>How much homework do you do on school nights?</b>											<b>A. less than 30 minutes</b>	14	16	339	44	19
A. None						5	338	43	33	25	<b>B. 30-45 minutes</b>	43	32	345	61	10
B. Less than one hour	86	349	83	17	0	79	345	61	29	10	<b>C. 45-60 minutes</b>	0	32	346	64	9
C. One to two hours						13	344	60	28	12	<b>D. more than 60 minutes</b>	43	21	344	60	12
D. More than two hours						3	332	27	35	39						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																