



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 4

ID: 10611247
School: Georgetown Central School
District: Georgetown School Department
Date: March 2006

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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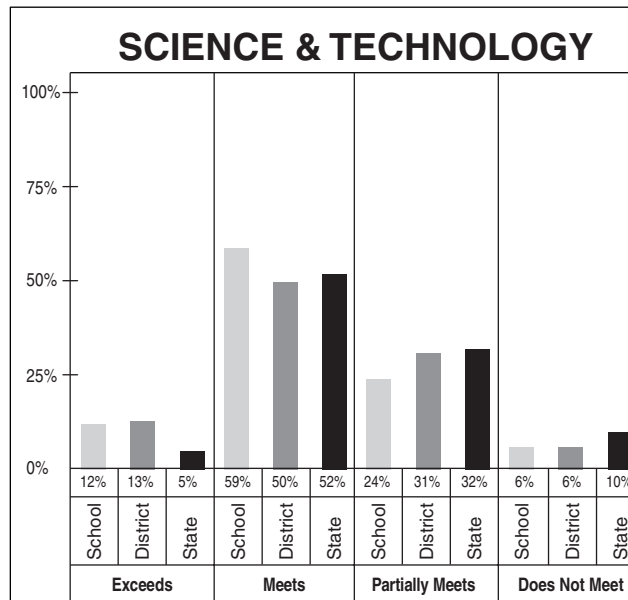
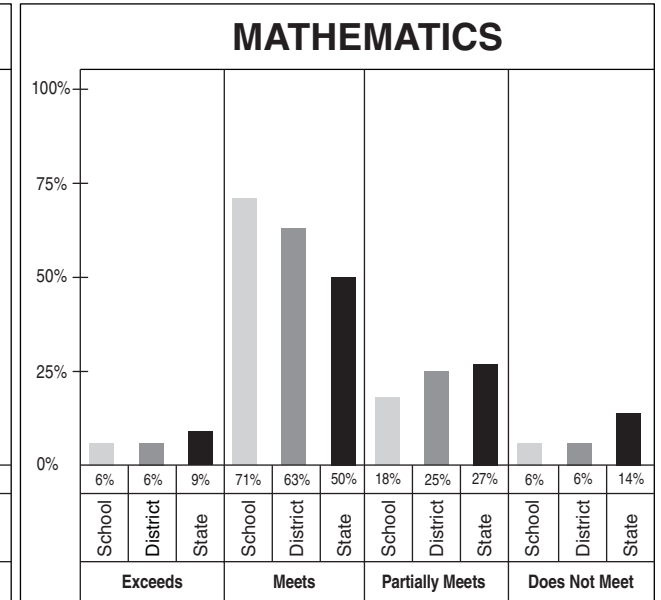
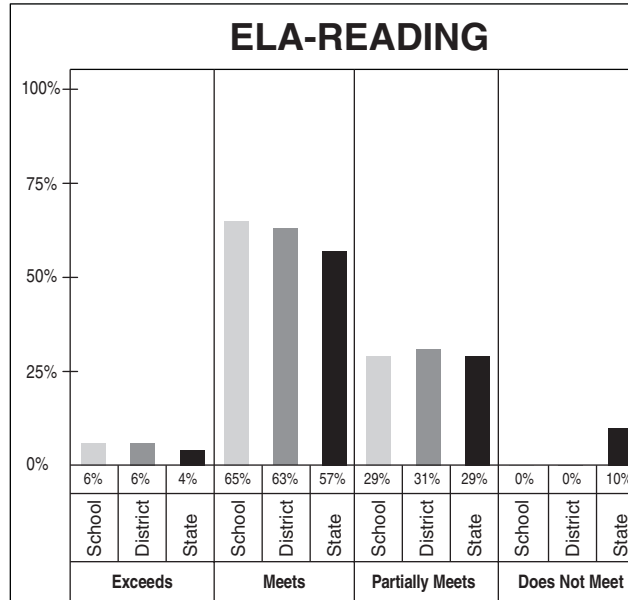


SUMMARY OF SCORES

School: Georgetown Central School
 District: Georgetown School Department
 Grade: 4
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	447	446	444
MATHEMATICS 2005–2006	449	447	444
SCIENCE & TECHNOLOGY 2005–2006	447	446	444





SUMMARY OF STUDENT PARTICIPATION

School: Georgetown Central School
 District: Georgetown School Department
 Grade: 4
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		District		State		ELA-Reading			Mathematics			Science & Technology																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%								
Total number of students	17	100	18	100	14242	100	17	100	18	100	14125	99	17	100	18	100	14144	99	17	100	18	100	14115	99						
Ethnicity																														
African American/Black	0	0	0	0	347	2	0		0		329	95	0		0		338	97	0		0		329	95						
American Indian/Native Alaskan	0	0	0	0	97	1	0		0		96	99	0		0		96	99	0		0		95	98						
Asian/Pacific Islander	0	0	0	0	255	2	0		0		246	96	0		0		253	99	0		0		247	97						
Caucasian/White	17	100	18	100	13384	94	17	100	18	100	13299	99	17	100	18	100	13300	99	17	100	18	100	13289	99						
Hispanic	0	0	0	0	147	1	0		0		143	97	0		0		145	99	0		0		143	97						
Not Reported	0	0	0	0	12	0	0		0		12	100	0		0		12	100	0		0		12	100						
Identified disability	1	6	4	22	2479	17	1	100	4	100	2452	99	1	100	4	100	2450	99	1	100	4	100	2448	99						
Current LEP	0	0	0	0	311	2	0		0		285	92	0		0		306	98	0		0		288	93						
Economically disadvantaged	4	24	4	22	5330	37	4	100	4	100	5275	99	4	100	4	100	5288	99	4	100	4	100	5269	99						
Migrant	0	0	0	0	18	0	0		0		18	100	0		0		18	100	0		0		18	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science & Technology													
	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	13	76	12	67	11086	78	13	76	12	67	11046	78	13	76	12	67	11097	79								
Identified disability (PET/IEP)	0	0	0	0	452	4	0	0	0	0	446	4	0	0	0	0	471	4								
LEP	0	0	0	0	129	1	0	0	0	0	138	1	0	0	0	0	133	1								
504 plan	0	0	0	0	74	1	0	0	0	0	71	1	0	0	0	0	74	1								
Students who took the assessment with accommodations	4	24	4	22	2816	20	4	24	4	22	2926	21	4	24	4	22	2877	20								
Identified disability (PET/IEP)	1	25	2	50	1792	64	1	25	2	50	1842	63	1	25	2	50	1847	64								
LEP	0	0	0	0	148	5	0	0	0	0	163	6	0	0	0	0	147	5								
504 plan	0	0	0	0	37	1	0	0	0	0	40	1	0	0	0	0	37	1								
Other	3	75	2	50	864	31	3	75	2	50	906	31	3	75	2	50	871	30								
Students who participated through alternate assessment (PAAP)	0	0	2	11	223	2	0	0	2	11	172	1	0	0	2	11	141	1								
Identified disability (PET/IEP)	0		2	100	208	93	0		2	100	162	94	0		2	100	130	92								
LEP	0		0	0	8	4	0		0	0	5	3	0		0	0	8	6								
504 plan	0		0	0	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: Georgetown Central School
 District: Georgetown School Department
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> 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 461-480)		2005–2006	1	6	1	6	4
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 441-460)		2005–2006	11	65	10	63	57
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 431-440)		2005–2006	5	29	5	31	29
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 400-430)		2005–2006	0	0	0	0	10

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	48	100	31.2	65.0	30.4	63.3	28.9	60.2
Literary Text	20	42	13.1	65.5	12.7	63.5	12.2	61.0
Informational Text	28	58	18.2	65.0	17.7	63.2	16.6	59.3

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. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



ELA-READING RESULTS

(CONTINUED)

School: Georgetown Central School
District: Georgetown School Department
Grade: 4
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	65	449	64	36	0	50	446	66	26	8	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 have learned. D. No, there is no match.	38	32	446	66	9
Male	35	444	83	17	0	50	443	57	31	12						
Ethnicity											Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor					
African American/Black						2	439	42	36	22						
American Indian/Native Alaskan						1	440	46	30	24						
Asian/Pacific Islander						2	445	62	27	11						
Caucasian/White	100	447	71	29	0	94	444	62	28	10						
Hispanic						1	441	41	42	17						
Not Reported						0	444	58	25	17						
Economically disadvantaged											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					
Yes						37	441	47	37	16						
No	76	447	69	31	0	63	446	70	24	7						
Title 1A targeted program											How hard were the reading passages on this test? A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.					
Yes						10	438	33	47	20						
No	100	447	71	29	0	90	445	65	26	9						
Migrant											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					
Yes						0	440	33	44	22						
No	100	447	71	29	0	100	444	61	29	10						
Gifted/talented program											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					
Yes						3	456	95	5	0						
No	100	447	71	29	0	97	444	60	29	10						
Identified disability											Optional school/district question A. B. C. D.					
Yes						16	437	31	39	30						
No	94	447	69	31	0	84	446	67	27	6						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	437	33	36	31						
How much homework do you do on school nights?																
A. None						5	440	46	32	22						
B. Less than one hour	100	447	69	31	0	74	445	63	28	9						
C. One to two hours						18	444	62	29	9						
D. More than two hours						2	437	34	38	28						



MATHEMATICS RESULTS

School: **Georgetown Central School**
 District: **Georgetown School Department**
 Grade: **4**
 Date: **March 2006**

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> 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 461-480)		2005–2006	1	6	1	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 441-460)		2005–2006	12	71	10	63	50
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 429-440)		2005–2006	3	18	4	25	27
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 400-428)		2005–2006	1	6	1	6	14

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	11	28	7.9	71.8	7.8	70.9	7.3	66.4	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 <i>Learning Results</i> . The <i>Learning Results</i> are the basis for the MEA at grades 4 and 8 and can be found at http://www.maine.gov/education/lres/homepage.htm .
Cluster 2: Shape and Size	10	25	6.6	66.0	6.3	63.0	6.1	61.0	
Cluster 3: Mathematical Decision Making	10	25	7.1	71.0	6.8	68.0	6.6	66.0	
Cluster 4: Patterns	9	23	6.2	68.9	5.9	65.6	5.7	63.3	



SCIENCE & TECHNOLOGY RESULTS

School: Georgetown Central School
 District: Georgetown School Department
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	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 science, 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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 461-480)		2005–2006	2	12	2	13	5
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 441-460)		2005–2006	10	59	8	50	52
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 429-440)		2005–2006	4	24	5	31	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (Scaled Score 400-428)		2005–2006	1	6	1	6	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
Cluster 1: Life Sciences	12	25	9.2	76.7	9.1	75.8	8.2	68.3	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe Cluster 4: Nature and Implications of Science J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology
Cluster 2: Physical Sciences	12	25	8.0	66.7	7.9	65.8	7.6	63.3	
Cluster 3: Earth and Space Sciences	12	25	8.1	67.5	7.9	65.8	7.8	65.0	
Cluster 4: Nature and Implications of Science	12	25	8.5	70.8	8.1	67.5	7.7	64.2	

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School: Georgetown Central School
 District: Georgetown School Department
 Grade: 4
 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	65	447	64	27	9	49	443	55	34	11	Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?					
Male	35	447	83	17	0	51	444	59	30	10		A. Yes, the questions on the test match what I have learned in science class.	40	26	445	61
Ethnicity											B. Yes, they match some of what I have learned.					
African American/Black						2	437	32	42	26		C. Yes, they match just a little of what I have learned.	47	46	444	60
American Indian/Native Alaskan						1	438	40	30	30	D. No, there is no match.		13	22	442	53
Asian/Pacific Islander						2	444	57	33	9		Which of the following best describes how you rate yourself as a student in science?	0	6	440	43
Caucasian/White	100	447	71	24	6	94	444	58	32	10	A. very good	31	24	445	61	10
Hispanic						1	440	43	43	14	B. good	56	55	444	60	9
Not Reported						0	445	67	25	8	C. fair	0	19	441	48	13
Economically disadvantaged											D. poor	13	2	436	29	25
Yes						37	440	44	41	16	How difficult was the science part of this test?					
No	76	447	69	23	8	63	446	65	27	7	A. harder than my regular schoolwork	13	20	442	50	14
Title 1A targeted program											B. about the same as my regular schoolwork	75	61	444	60	9
Yes						10	438	33	47	20	C. easier than my regular schoolwork	13	18	444	59	10
No	100	447	71	24	6	90	444	60	31	9	How often do you have science classes?					
Migrant											A. every day	19	27	443	56	11
Yes						0	438	28	44	28	B. a few times a week	31	54	444	60	9
No	100	447	71	24	6	100	444	57	32	10	C. once a week	19	8	442	51	13
Gifted/talented program											D. a few times a month	31	11	443	54	12
Yes						3	457	94	6	0	Which statement best describes how you learn science and technology?					
No	100	447	71	24	6	97	443	56	33	11	A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments.	7	23	443	53	11
Identified disability											B. I work in groups to design and conduct experiments.	67	23	442	51	13
Yes						17	438	35	41	24	C. I do a combination of A and B.	27	54	445	62	9
No	94	447	69	25	6	83	445	62	31	8						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	434	22	45	33						
How much homework do you do on school nights?																
A. None						5	439	41	39	20						
B. Less than one hour	100	447	69	25	6	74	444	59	32	9						
C. One to two hours						18	444	59	32	10						
D. More than two hours						2	437	34	39	27						
Optional school/district question																
A.																
B.																
C.																
D.																