



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 5

ID: 10121166
School: Conners-Emerson School
District: Bar Harbor School Department
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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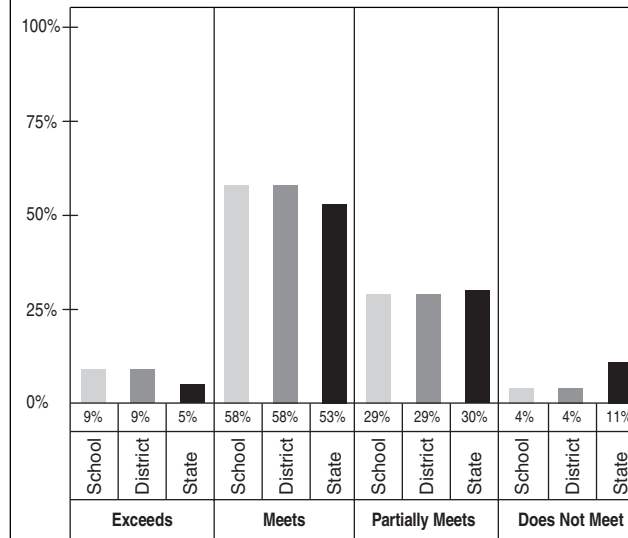
SUMMARY OF SCORES

School: **Conners-Emerson School**
 District: **Bar Harbor School Department**
 Grade: **5**
 Date: **March 2006**

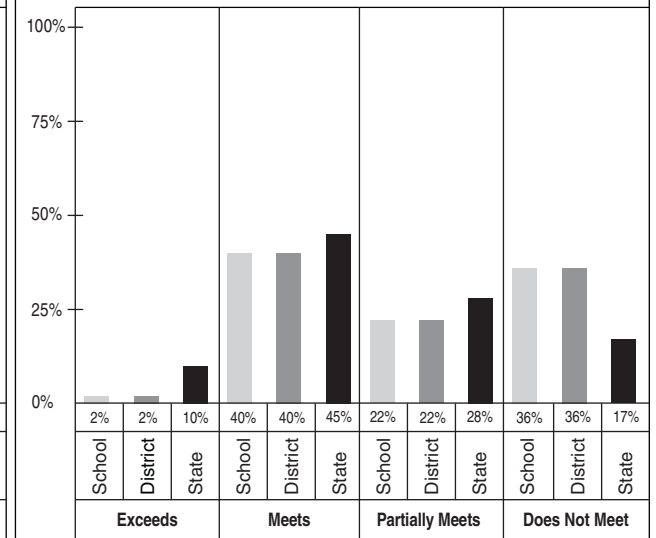
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	546	546	544
MATHEMATICS 2005–2006	533	533	543

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: **Conners-Emerson School**
 District: **Bar Harbor School Department**
 Grade: **5**
 Date: **March 2006**

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	45	100	45	100	14541	100
Ethnicity						
African American/Black	1	2	1	2	343	2
American Indian/Native Alaskan	0	0	0	0	101	1
Asian/Pacific Islander	1	2	1	2	214	1
Caucasian/White	43	96	43	96	13723	94
Hispanic	0	0	0	0	153	1
Not Reported	0	0	0	0	7	0
Identified disability	10	22	10	22	2526	17
Current LEP	0	0	0	0	305	2
Economically disadvantaged	8	18	8	18	5462	38
Migrant	0	0	0	0	18	0

ELA-Reading			Mathematics												
School		District	State		School		District	State		School		District	State		
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
45	100	45	100	14388	99	45	100	45	100	14397	99				
1	100	1	100	333	97	1	100	1	100	339	99				
0		0		99	98	0		0		99	98				
1	100	1	100	209	98	1	100	1	100	212	99				
43	100	43	100	13595	99	43	100	43	100	13592	99				
0		0		146	95	0		0		149	97				
0		0		6	86	0		0		6	86				
10	100	10	100	2458	97	10	100	10	100	2458	97				
0		0		287	94	0		0		300	98				
8	100	8	100	5385	99	8	100	8	100	5393	99				
0		0		17	94	0		0		17	94				

MODE OF PARTICIPATION ³	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Students who took the assessment without accommodations	35	78	35	78	11592	81
Identified disability (PET/IEP)	1	3	1	3	458	4
LEP	0	0	0	0	149	1
504 plan	0	0	0	0	105	1
Students who took the assessment with accommodations	10	22	10	22	2671	19
Identified disability (PET/IEP)	9	90	9	90	1892	71
LEP	0	0	0	0	126	5
504 plan	0	0	0	0	59	2
Other	1	10	1	10	625	23
Students who would have participated through a PAAP if one had been available	0	0	0	0	125	1
Identified disability (PET/IEP)	0		0		108	86
LEP	0		0		12	10
504 plan	0		0		0	0

ELA-Reading			Mathematics												
School		District	State		School		District	State		School		District	State		
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
35	78	35	78	11592	81	35	78	35	78	11572	80				
1	3	1	3	458	4	1	3	1	3	465	4				
0	0	0	0	149	1	0	0	0	0	150	1				
0	0	0	0	105	1	0	0	0	0	107	1				
10	22	10	22	2671	19	10	22	10	22	2725	19				
9	90	9	90	1892	71	9	90	9	90	1907	70				
0	0	0	0	126	5	0	0	0	0	139	5				
0	0	0	0	59	2	0	0	0	0	57	2				
1	10	1	10	625	23	1	10	1	10	654	24				
0	0	0	0	125	1	0	0	0	0	100	1				
0		0		108	86	0		0		86	86				
0		0		12	10	0		0		11	11				
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: **Conners-Emerson School**
 District: **Bar Harbor School Department**
 Grade: **5**
 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 561-580)		2005–2006	4	9	4	9	5
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 541-560)		2005–2006	26	58	26	58	53
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 531-540)		2005–2006	13	29	13	29	30
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 500-530)		2005–2006	2	4	2	4	11

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	32.0	66.7	32.0	66.7	30.2	62.9
Literary Text	24	50	15.4	64.2	15.4	64.2	14.9	62.1
Informational Text	24	50	16.6	69.2	16.6	69.2	15.4	64.2

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>.



MATHEMATICS RESULTS

School: **Conners-Emerson School**
 District: **Bar Harbor School Department**
 Grade: **5**
 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 561-580)		2005–2006	1	2	1	2	10
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 541-560)		2005–2006	18	40	18	40	45
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 529-540)		2005–2006	10	22	10	22	28
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 500-528)		2005–2006	16	36	16	36	17

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	16	33	7.7	48.1	7.7	48.1	9.2	57.5
Cluster 2: Shape and Size	14	29	5.0	35.7	5.0	35.7	6.7	47.9
Cluster 3: Mathematical Decision Making	7	15	2.1	30.0	2.1	30.0	3.2	45.7
Cluster 4: Patterns	11	23	7.0	63.6	7.0	63.6	7.9	71.8

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: **Conners-Emerson School**
 District: **Bar Harbor School Department**
 Grade: **5**
 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	47	532	43	14	43	49	543	55	28	17	Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?					
Male	53	535	42	29	29	51	543	56	27	17		A. Yes, the questions on the test match what I have learned in mathematics class.	14	43	547	65
Ethnicity											B. Yes, they match some of what I have learned.	59	43	542	53	16
African American/Black						2	534	33	35	32		C. Yes, they match just a little of what I have learned.	27	11	536	36
American Indian/Native Alaskan						1	535	32	32	35	D. No, there is no match.		0	3	529	24
Asian/Pacific Islander						1	545	60	25	15		Which of the following best describes how you rate yourself as a student in mathematics?				
Caucasian/White	96	533	40	23	37	94	543	56	27	16	A. very good	23	31	549	73	10
Hispanic						1	540	53	23	24	B. good	61	49	543	55	15
Not Reported						0	538	33	33	33	C. fair	14	18	536	33	29
Economically disadvantaged											D. poor	2	3	530	20	45
Yes	18	522	25	13	63	37	538	42	33	25	How difficult was the mathematics part of this test?					
No	82	536	46	24	30	63	546	63	25	12	A. harder than my regular schoolwork	47	19	536	37	29
Title 1A targeted program											B. about the same as my regular schoolwork	49	63	544	57	14
Yes	18	521	25	13	63	10	535	30	40	30	C. easier than my regular schoolwork	5	18	549	70	11
No	82	536	46	24	30	90	544	58	26	16	How often do you use hands-on materials in mathematics class?					
Migrant											A. almost every day	14	20	542	52	20
Yes						0	539	56	25	19	B. two or three days a week	58	37	544	58	15
No	100	533	42	22	36	100	543	55	28	17	C. two or three times each month	28	34	544	57	15
Gifted/talented program											D. never	0	9	540	47	25
Yes						3	560	95	3	2	How often do you use calculators in mathematics class?					
No	100	533	42	22	36	97	543	54	28	17	A. almost every day	2	7	539	46	26
Identified disability											B. two or three days a week	0	30	545	58	15
Yes	22	523	10	20	70	17	532	27	32	41	C. two or three times each month	45	45	544	58	14
No	78	536	51	23	26	83	545	61	27	12	D. never	52	17	540	47	23
Limited English proficient students											On average, how many minutes a day do you spend working on mathematics in class?					
Current LEP in first 10 months						0	514	20	0	80	A. less than 30 minutes	25	9	537	39	29
Current LEP beyond first 10 months						2	532	31	33	36	B. 30-45 minutes	34	33	540	47	21
How much homework do you do on school nights?											C. 45-60 minutes	39	39	545	61	13
A. None						5	538	43	27	29	D. more than 60 minutes	2	20	547	67	12
B. Less than one hour	68	532	37	27	37	67	544	57	27	16						
C. One to two hours	32	537	57	14	29	25	543	56	28	15						
D. More than two hours						2	535	34	31	35						
Optional school/district question																
A.																
B.																
C.																
D.																