



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: 10351216
School: Charlotte Elementary School
District: Charlotte 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 STUDENT PARTICIPATION

School: Charlotte Elementary School
 District: Charlotte 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	4	100	4	100	14541	100
Ethnicity						
African American/Black	0	0	0	0	343	2
American Indian/Native Alaskan	0	0	0	0	101	1
Asian/Pacific Islander	0	0	0	0	214	1
Caucasian/White	4	100	4	100	13723	94
Hispanic	0	0	0	0	153	1
Not Reported	0	0	0	0	7	0
Identified disability	0	0	0	0	2526	17
Current LEP	0	0	0	0	305	2
Economically disadvantaged	2	50	2	50	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	%
4	100	4	100	14388	99	4	100	4	100	14397	99				
0		0		333	97	0		0		339	99				
0		0		99	98	0		0		99	98				
0		0		209	98	0		0		212	99				
4	100	4	100	13595	99	4	100	4	100	13592	99				
0		0		146	95	0		0		149	97				
0		0		6	86	0		0		6	86				
0		0		2458	97	0		0		2458	97				
0		0		287	94	0		0		300	98				
2	100	2	100	5385	99	2	100	2	100	5393	99				
0		0		17	94	0		0		17	94				

MODE OF PARTICIPATION³

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	4	100	4	100	11592	81	4	100	4	100	11572	80				
Identified disability (PET/IEP)	0	0	0	0	458	4	0	0	0	0	465	4				
LEP	0	0	0	0	149	1	0	0	0	0	150	1				
504 plan	0	0	0	0	105	1	0	0	0	0	107	1				
Students who took the assessment with accommodations	0	0	0	0	2671	19	0	0	0	0	2725	19				
Identified disability (PET/IEP)	0		0		1892	71	0		0		1907	70				
LEP	0		0		126	5	0		0		139	5				
504 plan	0		0		59	2	0		0		57	2				
Other	0		0		625	23	0		0		654	24				
Students who would have participated through a PAAP if one had been available	0	0	0	0	125	1	0	0	0	0	100	1				
Identified disability (PET/IEP)	0		0		108	86	0		0		86	86				
LEP	0		0		12	10	0		0		11	11				
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.