



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 5

ID: 12101536  
School: Hall-Dale Elementary School  
District: MSAD 16  
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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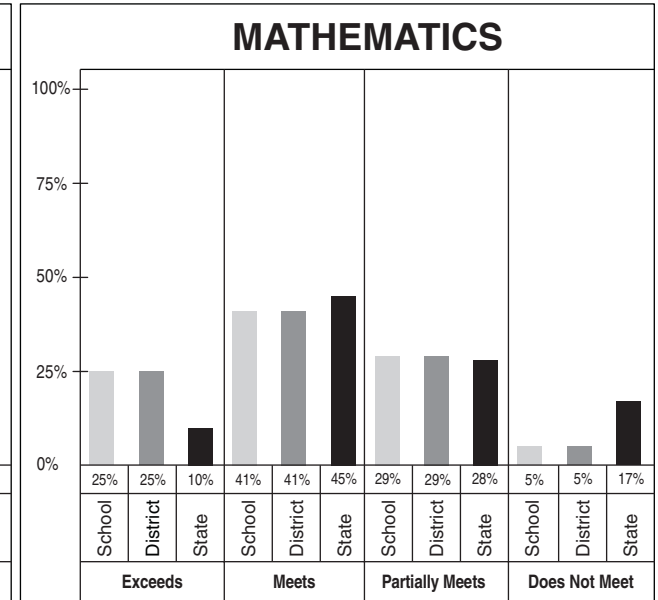
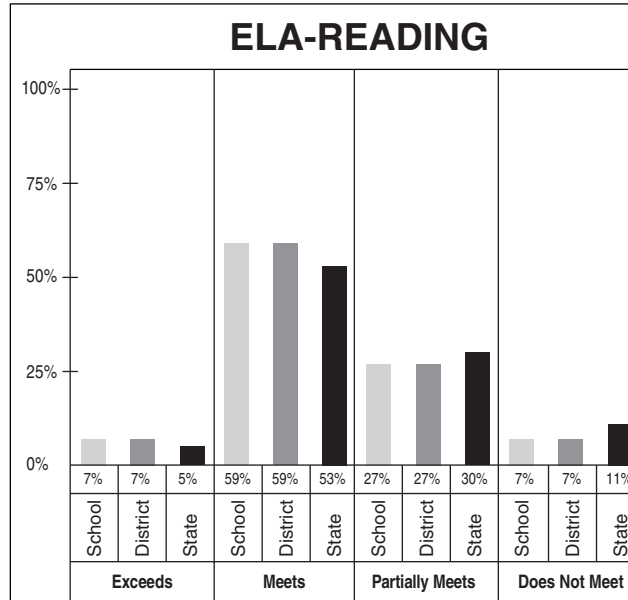


# SUMMARY OF SCORES

School: Hall-Dale Elementary School  
 District: MSAD 16  
 Grade: 5  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	545	545	544
MATHEMATICS 2005–2006	551	551	543





# SUMMARY OF STUDENT PARTICIPATION

School: Hall-Dale Elementary School  
 District: MSAD 16  
 Grade: 5  
 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>	60	100	60	100	14541	100
<b>Ethnicity</b>						
African American/Black	1	2	1	2	343	2
American Indian/Native Alaskan	0	0	0	0	101	1
Asian/Pacific Islander	2	3	2	3	214	1
Caucasian/White	56	93	56	93	13723	94
Hispanic	0	0	0	0	153	1
Not Reported	1	2	1	2	7	0
<b>Identified disability</b>	11	18	11	18	2526	17
<b>Current LEP</b>	0	0	0	0	305	2
<b>Economically disadvantaged</b>	19	32	19	32	5462	38
<b>Migrant</b>	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	%	n	%
59	98	59	98	14388	99	59	98	59	98	14397	99						
1	100	1	100	333	97	1	100	1	100	339	99						
0		0		99	98	0		0		99	98						
2	100	2	100	209	98	2	100	2	100	212	99						
55	98	55	98	13595	99	55	98	55	98	13592	99						
0		0		146	95	0		0		149	97						
1	100	1	100	6	86	1	100	1	100	6	86						
11	100	11	100	2458	97	11	100	11	100	2458	97						
0		0		287	94	0		0		300	98						
18	95	18	95	5385	99	18	95	18	95	5393	99						
0		0		17	94	0		0		17	94						

## MODE OF PARTICIPATION<sup>3</sup>

MODE OF PARTICIPATION <sup>3</sup>	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	47	80	47	80	11592	81
Identified disability (PET/IEP)	3	6	3	6	458	4
LEP	0	0	0	0	149	1
504 plan	0	0	0	0	105	1
<b>Students who took the assessment with accommodations</b>	12	20	12	20	2671	19
Identified disability (PET/IEP)	8	67	8	67	1892	71
LEP	0	0	0	0	126	5
504 plan	0	0	0	0	59	2
Other	4	33	4	33	625	23
<b>Students who would have participated through a PAAP if one had been available</b>	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	%	n	%
47	80	47	80	11592	81	48	81	48	81	11572	80						
3	6	3	6	458	4	3	6	3	6	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						
12	20	12	20	2671	19	11	19	11	19	2725	19						
8	67	8	67	1892	71	8	73	8	73	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						
4	33	4	33	625	23	3	27	3	27	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						

<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: Hall-Dale Elementary School  
 District: MSAD 16  
 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	%	%	
<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 561-580)		2005–2006	4	7	4	7	5
<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 541-560)		2005–2006	35	59	35	59	53
<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 531-540)		2005–2006	16	27	16	27	30
<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 500-530)		2005–2006	4	7	4	7	11

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>	48	100	31.1	64.8	31.1	64.8	30.2	62.9
<b>Literary Text</b>	24	50	15.5	64.6	15.5	64.6	14.9	62.1
<b>Informational Text</b>	24	50	15.6	65.0	15.6	65.0	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>.



# ELA-READING RESULTS

## (CONTINUED)

**School:** Hall-Dale Elementary School  
**District:** MSAD 16  
**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
<b>Gender</b>																
Female	50	546	66	28	7	49	545	62	28	10	<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.	49	37	546	66	9
Male	50	544	69	28	3	51	543	55	33	12						
<b>Ethnicity</b>											<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	36	30	548	73	8
African American/Black						2	538	41	34	24						
American Indian/Native Alaskan						1	539	43	32	26						
Asian/Pacific Islander						1	543	60	23	17						
Caucasian/White	93	545	67	27	5	95	544	59	30	11						
Hispanic						1	542	52	33	16						
Not Reported						0	538	50	0	50						
<b>Economically disadvantaged</b>											<b>How difficult 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	14	16	540	43	21
Yes	31	539	33	61	6	37	540	44	38	18						
No	69	548	83	13	5	63	546	66	26	7						
<b>Title 1A targeted program</b>											<b>How difficult 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.	9	12	536	28	31
Yes						10	537	29	50	21						
No	98	545	67	28	5	90	545	61	28	10						
<b>Migrant</b>											<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	40	53	543	56	10
Yes						0	538	44	31	25						
No	100	545	66	27	7	100	544	58	30	11						
<b>Gifted/talented program</b>											<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	26	24	541	46	18
Yes						3	557	96	3	1						
No	100	545	66	27	7	97	544	57	31	12						
<b>Identified disability</b>											<b>Optional school/district question</b> A. B. C. D.	26	27	543	57	12
Yes	19	537	36	45	18	16	534	22	42	36						
No	81	547	73	23	4	84	546	65	28	7						
<b>Limited English proficient students</b>											<b>How much homework do you do on school nights?</b> A. None B. Less than one hour C. One to two hours D. More than two hours	12	18	546	67	9
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	534	27	40	33						
A. None	74	544	63	28	9	67	544	60	30	10						
B. Less than one hour	21	550	83	17	0	25	545	60	31	10						
C. One to two hours						2	537	33	38	29						
D. More than two hours																



# MATHEMATICS RESULTS

School: Hall-Dale Elementary School  
 District: MSAD 16  
 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	%	%	
<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 561-580)		2005–2006	15	25	15	25	10
<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 541-560)		2005–2006	24	41	24	41	45
<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 529-540)		2005–2006	17	29	17	29	28
<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 500-528)		2005–2006	3	5	3	5	17

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>	16	33	10.9	68.1	10.9	68.1	9.2	57.5
<b>Cluster 2: Shape and Size</b>	14	29	8.1	57.9	8.1	57.9	6.7	47.9
<b>Cluster 3: Mathematical Decision Making</b>	7	15	4.2	60.0	4.2	60.0	3.2	45.7
<b>Cluster 4: Patterns</b>	11	23	8.6	78.2	8.6	78.2	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>.

