



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 6

ID: 10011130
School: Alexander Elementary
District: Alexander 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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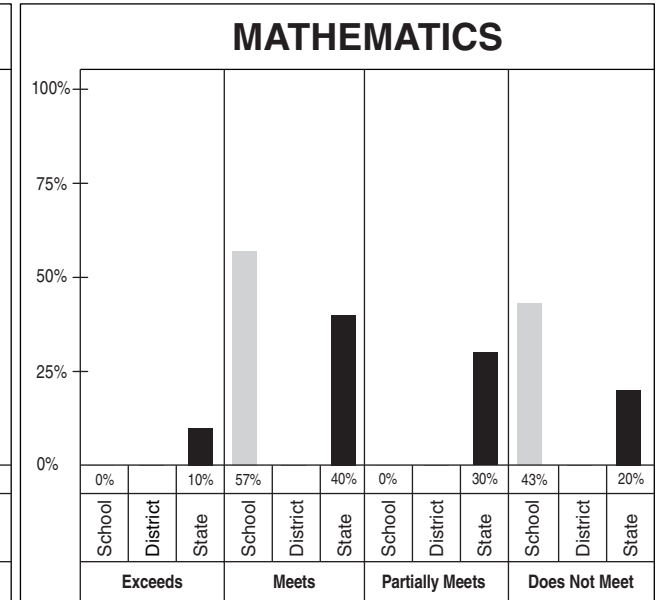
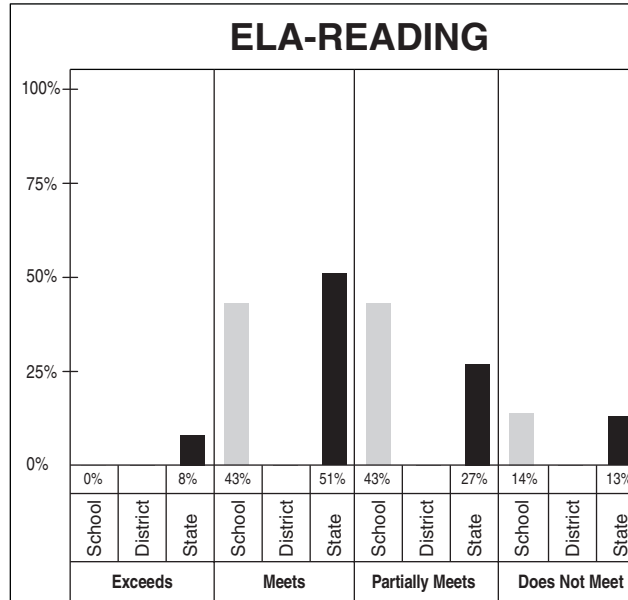


SUMMARY OF SCORES

School: Alexander Elementary
 District: Alexander School Department
 Grade: 6
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	641		644
MATHEMATICS 2005–2006	639		641





SUMMARY OF STUDENT PARTICIPATION

School: Alexander Elementary
 District: Alexander School Department
 Grade: 6
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	7	100	2	100	15164	100
Ethnicity						
African American/Black	0	0	0	0	327	2
American Indian/Native Alaskan	0	0	0	0	117	1
Asian/Pacific Islander	0	0	0	0	180	1
Caucasian/White	7	100	2	100	14411	95
Hispanic	0	0	0	0	117	1
Not Reported	0	0	0	0	12	0
Identified disability	1	14	0	0	2463	16
Current LEP	0	0	0	0	287	2
Economically disadvantaged	2	29	1	50	5557	37
Migrant	0	0	0	0	29	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
7	100	2	100	14994	99	7	100	2	100	15000	99						
0		0		312	95	0		0		322	98						
0		0		115	98	0		0		115	98						
0		0		176	98	0		0		177	98						
7	100	2	100	14264	99	7	100	2	100	14258	99						
0		0		116	99	0		0		116	99						
0		0		11	92	0		0		12	100						
1	100	0		2380	97	1	100	0		2380	97						
0		0		271	94	0		0		282	98						
2	100	1	100	5468	98	2	100	1	100	5472	98						
0		0		29	100	0		0		29	100						

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	%	n	%
Students who took the assessment without accommodations	7	100	2	100	12532	84	7	100	2	100	12495	83						
Identified disability (PET/IEP)	1	14	0	0	507	4	1	14	0	0	504	4						
LEP	0	0	0	0	137	1	0	0	0	0	128	1						
504 plan	0	0	0	0	133	1	0	0	0	0	135	1						
Students who took the assessment with accommodations	0	0	0	0	2341	16	0	0	0	0	2390	16						
Identified disability (PET/IEP)	0		0		1764	75	0		0		1770	74						
LEP	0		0		127	5	0		0		148	6						
504 plan	0		0		47	2	0		0		45	2						
Other	0		0		419	18	0		0		443	19						
Students who would have participated through a PAAP if one had been available	0	0	0	0	121	1	0	0	0	0	115	1						
Identified disability (PET/IEP)	0		0		109	90	0		0		106	92						
LEP	0		0		7	6	0		0		6	5						
504 plan	0		0		2	2	0		0		2	2						

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: Alexander Elementary
 District: Alexander School Department
 Grade: 6
 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 661-680)		2005–2006	0	0			8
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 641-660)		2005–2006	3	43			51
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 629-640)		2005–2006	3	43			27
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 600-628)		2005–2006	1	14			13

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	56	100	33.9	60.5			35.3	63.0
Literary Text	28	50	16.6	59.3			18.2	65.0
Informational Text	28	50	17.3	61.8			17.1	61.1

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: Alexander Elementary
District: Alexander School Department
Grade: 6
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						48	646	64	25	11						
Male						52	642	54	30	16						
Ethnicity																
African American/Black						2	636	36	30	33						
American Indian/Native Alaskan						1	638	33	42	25						
Asian/Pacific Islander						1	645	63	23	14						
Caucasian/White	100	641	43	43	14	95	644	60	27	13						
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36						
Economically disadvantaged																
Yes						36	640	45	34	21						
No	71	642	40	40	20	64	647	67	24	9						
Title 1A targeted program																
Yes						6	637	32	45	23						
No	100	641	43	43	14	94	645	61	26	13						
Migrant																
Yes						0	642	55	24	21						
No	100	641	43	43	14	100	644	59	27	13						
Gifted/talented program																
Yes						3	660	97	3	0						
No	100	641	43	43	14	97	644	58	28	14						
Identified disability																
Yes						15	631	20	36	44						
No	86	644	50	50	0	85	646	66	26	8						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	632	26	32	42						
How much homework do you do on school nights?																
A. None						6	638	41	31	28						
B. Less than one hour						55	644	60	27	13						
C. One to two hours						36	645	63	27	11						
D. More than two hours						4	642	51	30	19						
Optional school/district question																
A.																
B.																
C.																
D.																
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.											29	36	646	66	10	
B. Yes, they match some of what I have learned.											71	48	645	61	11	
C. Yes, they match just a little of what I learned.											0	12	639	43	25	
D. No, there is no match.											0	4	634	30	35	
Which of the following best describes how you rate yourself as a student in reading?																
A. very good											14	29	650	77	7	
B. good											57	53	644	58	12	
C. fair											14	16	637	36	25	
D. poor											14	2	632	27	39	
How difficult was the reading part of this test?																
A. harder than my regular schoolwork											17	15	640	48	23	
B. about the same as my regular schoolwork											33	62	645	62	11	
C. easier than my regular schoolwork											50	23	645	61	11	
How difficult were the reading passages on this test?																
A. Most of the passages were more difficult than what I normally read.											14	9	634	29	36	
B. Most of the passages were about the same as what I normally read.											29	51	643	55	14	
C. Most of the passages were easier than what I normally read.											57	41	648	72	7	
How hard did you try on the reading part of this test?																
A. I tried harder on this test than I do on my regular schoolwork.											43	46	644	57	15	
B. I tried about the same as I do on my regular schoolwork.											57	51	645	63	11	
C. I did not try as hard on this test as I do on my regular schoolwork.											0	4	638	44	26	
How much time do you spend reading at home each day?																
A. more than one hour											14	19	647	67	11	
B. 20 minutes to an hour											29	49	646	64	10	
C. less than 20 minutes											14	13	643	55	16	
D. I rarely read at home											43	19	639	43	20	



MATHEMATICS RESULTS

School: Alexander Elementary
 District: Alexander School Department
 Grade: 6
 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 661-680)		2005–2006	0	0			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 641-660)		2005–2006	4	57			40
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 627-640)		2005–2006	0	0			30
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 600-626)		2005–2006	3	43			20

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	18	32	9.0	50.0			9.2	51.1
Cluster 2: Shape and Size	14	25	5.7	40.7			5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	3.6	40.0			4.0	44.4
Cluster 4: Patterns	15	27	8.7	58.0			9.6	64.0

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: Alexander Elementary
 District: Alexander School Department
 Grade: 6
 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						49	641	50	31	20						
Male						51	641	49	30	21						
Ethnicity																
African American/Black						2	630	27	31	42						
American Indian/Native Alaskan						1	632	28	38	34						
Asian/Pacific Islander						1	646	64	26	10						
Caucasian/White	100	639	57	0	43	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
Economically disadvantaged																
Yes						36	635	37	34	29						
No	71	642	60	0	40	64	644	57	28	15						
Title 1A targeted program																
Yes						6	633	26	40	34						
No	100	639	57	0	43	94	641	51	30	19						
Migrant																
Yes						0	639	48	28	24						
No	100	639	57	0	43	100	641	50	30	20						
Gifted/talented program																
Yes						3	661	95	4	1						
No	100	639	57	0	43	97	640	48	31	21						
Identified disability																
Yes						15	626	17	30	53						
No	86	641	67	0	33	85	643	55	30	14						
Limited English proficient students																
Current LEP in first 10 months						0	613	14	0	86						
Current LEP beyond first 10 months						2	629	26	30	44						
How much homework do you do on school nights?																
A. None						6	633	35	29	36						
B. Less than one hour						55	641	51	30	19						
C. One to two hours						36	642	51	31	18						
D. More than two hours						4	637	41	31	28						
Optional school/district question																
A.																
B.																
C.																
D.																
Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																
A. Yes, the questions on the test match what I have learned in mathematics class.											86	40	644	57	16	
B. Yes, they match some of what I have learned.											14	44	641	50	18	
C. Yes, they match just a little of what I have learned.											0	13	635	35	31	
D. No, there is no match.											0	3	625	19	56	
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good											29	28	650	72	10	
B. good											29	49	640	49	19	
C. fair											43	20	632	27	32	
D. poor											0	4	626	15	48	
How difficult was the mathematics part of this test?																
A. harder than my regular schoolwork											14	29	636	40	27	
B. about the same as my regular schoolwork											71	58	641	51	18	
C. easier than my regular schoolwork											14	13	648	65	13	
How hard did you try on the mathematics part of this test?																
A. I tried harder on this test than I do on my regular schoolwork.											43	48	640	48	20	
B. I tried about the same as I do on my regular schoolwork.											57	48	642	52	18	
C. I did not try as hard on this test as I do on my regular schoolwork.											0	4	635	37	34	
Which statement best describes the use of calculators in mathematics class?																
A. Calculators are used daily.											86	12	639	45	26	
B. Calculators are used once or twice a week.											14	36	642	51	19	
C. Calculators are used once or twice a month.											0	24	642	52	17	
D. Calculators are rarely or never used.											0	28	639	47	22	
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes											0	8	634	35	34	
B. 30-45 minutes											14	39	639	46	21	
C. 45-60 minutes											57	39	643	56	16	
D. more than 60 minutes											29	14	642	55	18	