



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 6

ID: 10631248  
School: Glenburn Elementary School  
District: Glenburn 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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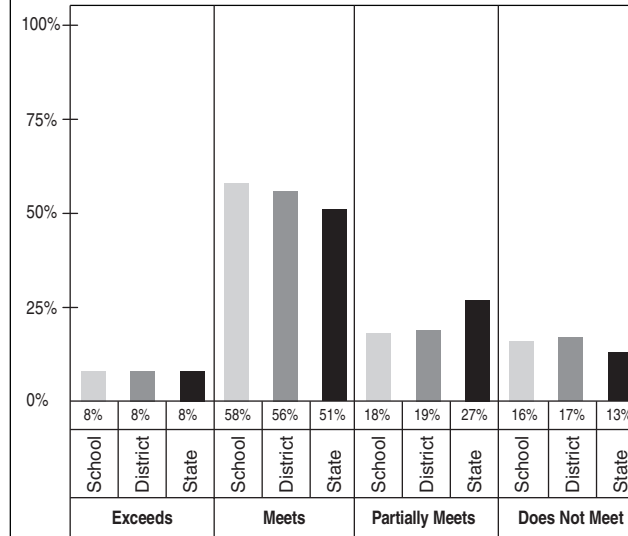
# SUMMARY OF SCORES

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

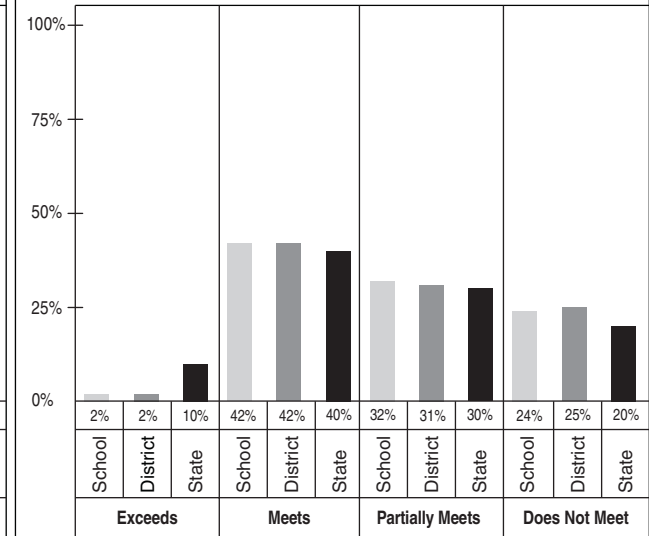
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	644	643	644
MATHEMATICS 2005–2006	636	636	641

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: Glenburn Elementary School  
 District: Glenburn School Department  
 Grade: 6  
 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>	51	100	53	100	15164	100
<b>Ethnicity</b>						
African American/Black	0	0	0	0	327	2
American Indian/Native Alaskan	0	0	0	0	117	1
Asian/Pacific Islander	1	2	1	2	180	1
Caucasian/White	50	98	52	98	14411	95
Hispanic	0	0	0	0	117	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	5	10	6	11	2463	16
<b>Current LEP</b>	0	0	0	0	287	2
<b>Economically disadvantaged</b>	13	25	13	25	5557	37
<b>Migrant</b>	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	%
50	98	52	98	14994	99	50	98	52	98	15000	99						
0		0		312	95	0		0		322	98						
0		0		115	98	0		0		115	98						
1	100	1	100	176	98	1	100	1	100	177	98						
49	98	51	98	14264	99	49	98	51	98	14258	99						
0		0		116	99	0		0		116	99						
0		0		11	92	0		0		12	100						
5	100	6	100	2380	97	5	100	6	100	2380	97						
0		0		271	94	0		0		282	98						
13	100	13	100	5468	98	13	100	13	100	5472	98						
0		0		29	100	0		0		29	100						

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

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics														
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	46	92	47	90	12532	84	46	92	47	90	12495	83						
Identified disability (PET/IEP)	1	2	1	2	507	4	1	2	1	2	504	4						
LEP	0	0	0	0	137	1	0	0	0	0	128	1						
504 plan	2	4	2	4	133	1	2	4	2	4	135	1						
<b>Students who took the assessment with accommodations</b>	4	8	5	10	2341	16	4	8	5	10	2390	16						
Identified disability (PET/IEP)	4	100	5	100	1764	75	4	100	5	100	1770	74						
LEP	0	0	0	0	127	5	0	0	0	0	148	6						
504 plan	0	0	0	0	47	2	0	0	0	0	45	2						
Other	0	0	0	0	419	18	0	0	0	0	443	19						
<b>Students who would have participated through a PAAP if one had been available</b>	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						

<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: Glenburn Elementary School  
 District: Glenburn 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	%	%	
<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 661-680)		2005–2006	4	8	4	8	8
<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 641-660)		2005–2006	29	58	29	56	51
<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 629-640)		2005–2006	9	18	10	19	27
<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 600-628)		2005–2006	8	16	9	17	13

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>	56	100	35.2	62.9	34.7	62.0	35.3	63.0
<b>Literary Text</b>	28	50	18.2	65.0	17.8	63.6	18.2	65.0
<b>Informational Text</b>	28	50	17.1	61.1	16.8	60.0	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>.





# MATHEMATICS RESULTS

School: Glenburn Elementary School  
 District: Glenburn 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	%	%	
<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 661-680)		2005–2006	1	2	1	2	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 641-660)		2005–2006	21	42	22	42	40
<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 627-640)		2005–2006	16	32	16	31	30
<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 600-626)		2005–2006	12	24	13	25	20

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>	18	32	8.4	46.7	8.4	46.7	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	4.3	30.7	4.4	31.4	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	3.1	34.4	3.1	34.4	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	9.4	62.7	9.3	62.0	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: Glenburn Elementary School  
 District: Glenburn 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
<b>Gender</b>																
Female	52	637	38	46	15	49	641	50	31	20						
Male	48	635	50	17	33	51	641	49	30	21						
<b>Ethnicity</b>																
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	98	637	45	33	22	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
<b>Economically disadvantaged</b>																
Yes	26	625	8	46	46	36	635	37	34	29						
No	74	640	57	27	16	64	644	57	28	15						
<b>Title 1A targeted program</b>																
Yes						6	633	26	40	34						
No	100	636	44	32	24	94	641	51	30	19						
<b>Migrant</b>																
Yes						0	639	48	28	24						
No	100	636	44	32	24	100	641	50	30	20						
<b>Gifted/talented program</b>																
Yes						3	661	95	4	1						
No	100	636	44	32	24	97	640	48	31	21						
<b>Identified disability</b>																
Yes	10	611	0	20	80	15	626	17	30	53						
No	90	639	49	33	18	85	643	55	30	14						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	613	14	0	86						
Current LEP beyond first 10 months						2	629	26	30	44						
<b>How much homework do you do on school nights?</b>																
A. None						6	633	35	29	36						
B. Less than one hour	42	635	43	33	24	55	641	51	30	19						
C. One to two hours	48	637	46	33	21	36	642	51	31	18						
D. More than two hours						4	637	41	31	28						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																
<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																
A. Yes, the questions on the test match what I have learned in mathematics class.	20					40	644			57						16
B. Yes, they match some of what I have learned.	47					44	641			50						18
C. Yes, they match just a little of what I have learned.	29					13	635			35						31
D. No, there is no match.	4					3	625			19						56
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																
A. very good	26					28	650			72						10
B. good	46					49	640			49						19
C. fair	22					20	632			27						32
D. poor	6					4	626			15						48
<b>How difficult was the mathematics part of this test?</b>																
A. harder than my regular schoolwork	32					29	636			40						27
B. about the same as my regular schoolwork	64					58	641			51						18
C. easier than my regular schoolwork	4					13	648			65						13
<b>How hard did you try on the mathematics part of this test?</b>																
A. I tried harder on this test than I do on my regular schoolwork.	49					48	640			48						20
B. I tried about the same as I do on my regular schoolwork.	43					48	642			52						18
C. I did not try as hard on this test as I do on my regular schoolwork.	8					4	635			37						34
<b>Which statement best describes the use of calculators in mathematics class?</b>																
A. Calculators are used daily.	30					12	639			45						26
B. Calculators are used once or twice a week.	50					36	642			51						19
C. Calculators are used once or twice a month.	16					24	642			52						17
D. Calculators are rarely or never used.	4					28	639			47						22
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																
A. less than 30 minutes	2					8	634			35						34
B. 30-45 minutes	34					39	639			46						21
C. 45-60 minutes	38					39	643			56						16
D. more than 60 minutes	26					14	642			55						18