



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 3

ID: 10741262
School: Hermon Elementary School
District: Hermon 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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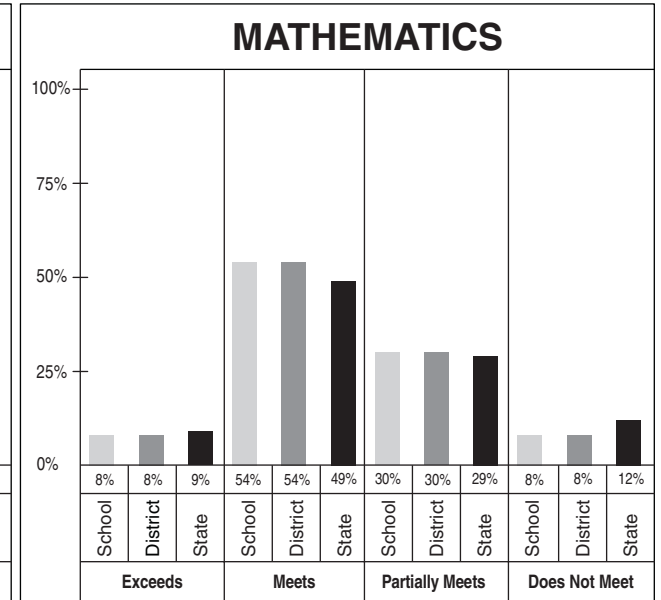
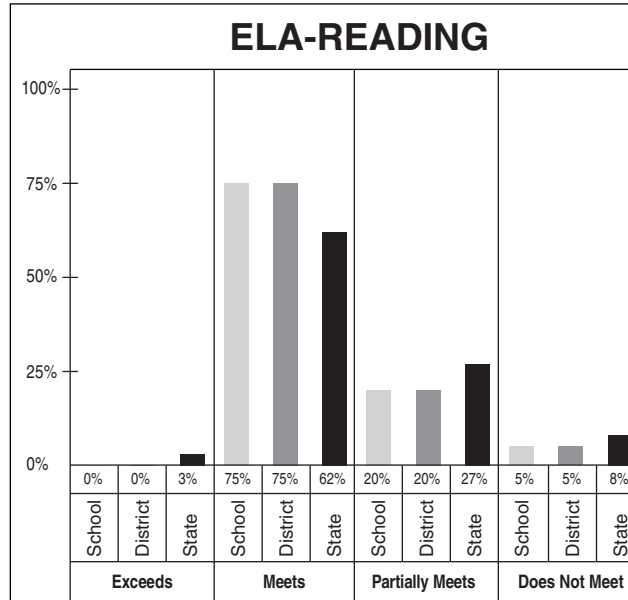


SUMMARY OF SCORES

School: Hermon Elementary School
 District: Hermon School Department
 Grade: 3
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	345	345	345
MATHEMATICS 2005-2006	346	346	344





SUMMARY OF STUDENT PARTICIPATION

School: Hermon Elementary School
 District: Hermon School Department
 Grade: 3
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																					
	School		District		State		ELA-Reading			Mathematics			ELA-Reading			Mathematics			ELA-Reading			Mathematics						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	62	100	62	100	14094	100	61	98	61	98	13930	99	61	98	61	98	13944	99										
Ethnicity																												
African American/Black	2	3	2	3	370	3	2	100	2	100	356	96	2	100	2	100	366	99										
American Indian/Native Alaskan	0	0	0	0	113	1	0		0		110	97	0		0		110	97										
Asian/Pacific Islander	0	0	0	0	201	1	0		0		196	98	0		0		198	99										
Caucasian/White	60	97	60	97	13229	94	59	98	59	98	13090	99	59	98	59	98	13091	99										
Hispanic	0	0	0	0	169	1	0		0		166	98	0		0		167	99										
Not Reported	0	0	0	0	12	0	0		0		12	100	0		0		12	100										
Identified disability	5	8	5	8	2381	17	5	100	5	100	2306	97	5	100	5	100	2308	97										
Current LEP	0	0	0	0	319	2	0		0		300	94	0		0		315	99										
Economically disadvantaged	11	18	11	18	5366	38	11	100	11	100	5285	98	11	100	11	100	5296	99										
Migrant	0	0	0	0	19	0	0		0		19	100	0		0		19	100										

MODE OF PARTICIPATION ³	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																					
	School		District		State		ELA-Reading			Mathematics			ELA-Reading			Mathematics			ELA-Reading			Mathematics						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Students who took the assessment without accommodations	57	93	57	93	11176	80	57	93	57	93	11195	80																
Identified disability (PET/IEP)	1	2	1	2	613	5	1	2	1	2	631	6																
LEP	0	0	0	0	156	1	0	0	0	0	151	1																
504 plan	0	0	0	0	99	1	0	0	0	0	103	1																
Students who took the assessment with accommodations	4	7	4	7	2651	19	4	7	4	7	2671	19																
Identified disability (PET/IEP)	4	100	4	100	1606	61	4	100	4	100	1610	60																
LEP	0	0	0	0	134	5	0	0	0	0	157	6																
504 plan	0	0	0	0	32	1	0	0	0	0	28	1																
Other	0	0	0	0	906	34	0	0	0	0	901	34																
Students who would have participated through a PAAP if one had been available	0	0	0	0	103	1	0	0	0	0	78	1																
Identified disability (PET/IEP)	0		0		87	84	0		0		67	86																
LEP	0		0		10	10	0		0		7	9																
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.



ELA-READING RESULTS

School: Hermon Elementary School
 District: Hermon School Department
 Grade: 3
 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 361-380)		2005–2006	0	0	0	0	3
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 341-360)		2005–2006	46	75	46	75	62
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 331-340)		2005–2006	12	20	12	20	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 300-330)		2005–2006	3	5	3	5	8

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	46	100	28.0	60.9	28.0	60.9	27.6	60.0
Literary Text	41	89	24.6	60.0	24.6	60.0	24.6	60.0
Informational Text	5	11	3.3	66.0	3.3	66.0	3.1	62.0

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>.

Note: Caution should be exercised when interpreting scores that are based on less than 10 points.



ELA-READING RESULTS

(CONTINUED)

School: Hermon Elementary School
District: Hermon School Department
Grade: 3
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	54	345	76	18	6	48	346	71	23	6	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. 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.	31	33	345	66	9
Male	46	345	75	21	4	52	343	60	30	10						
Ethnicity																
African American/Black						3	340	49	34	17	Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	43	44	346	72	6
American Indian/Native Alaskan						1	340	42	36	22						
Asian/Pacific Islander						1	345	65	26	9						
Caucasian/White	97	345	76	20	3	94	345	66	26	8						
Hispanic						1	342	49	40	11						
Not Reported						0	342	42	50	8						
Economically disadvantaged													48	45	344	64
Yes	18	343	64	36	0	38	342	52	35	13						
No	82	345	78	16	6	62	346	73	22	6						
Title 1A targeted program												9	9	341	47	13
Yes						12	339	36	46	17						
No	100	345	75	20	5	88	345	69	24	7						
Migrant												0	2	336	28	31
Yes						0	338	56	11	33						
No	100	345	75	20	5	100	345	65	27	8						
Gifted/talented program												28	21	341	47	16
Yes						2	356	98	2	0						
No	100	345	75	20	5	98	344	65	27	9						
Identified disability												19	19	339	36	19
Yes	8	334	0	60	40	16	338	32	44	25						
No	92	346	82	16	2	84	346	71	23	5						
Limited English proficient students												42	48	345	70	6
Current LEP in first 10 months												40	33	347	75	6
Current LEP beyond first 10 months						2	337	30	42	28						
How much homework do you do on school nights?												19	19	339	36	19
A. None						5	340	45	34	22						
B. Less than one hour	85	345	74	20	6	79	345	68	26	7						
C. One to two hours	14	345	88	13	0	13	345	66	26	8						
D. More than two hours						3	338	33	41	26						
Optional school/district question												29	29	343	57	11
A.												27	23	344	65	8
B.												45	48	346	70	7
C.																
D.																



MATHEMATICS RESULTS

School: Hermon Elementary School
 District: Hermon School Department
 Grade: 3
 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 361-380)		2005–2006	5	8	5	8	9
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 341-360)		2005–2006	33	54	33	54	49
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 325-340)		2005–2006	18	30	18	30	29
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 300-324)		2005–2006	5	8	5	8	12

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	15	31	9.1	60.7	9.1	60.7	8.4	56.0
Cluster 2: Shape and Size	14	29	10.6	75.7	10.6	75.7	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	3.9	65.0	3.9	65.0	3.9	65.0
Cluster 4: Patterns	13	27	8.3	63.8	8.3	63.8	8.0	61.5

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: Hermon Elementary School
 District: Hermon School Department
 Grade: 3
 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	54	346	64	27	9	48	343	57	30	13	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. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match. Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes						
Male	46	346	61	32	7	52	345	61	29	11							
Ethnicity																	
African American/Black						3	336	40	35	25							
American Indian/Native Alaskan						1	339	46	33	21							
Asian/Pacific Islander						1	346	64	25	11							
Caucasian/White	97	346	64	27	8	94	344	59	29	11							
Hispanic						1	339	45	35	20							
Not Reported						0	343	58	25	17							
Economically disadvantaged																	
Yes	18	342	36	55	9	38	340	47	36	17							
No	82	347	68	24	8	62	346	66	26	9							
Title 1A targeted program																	
Yes						12	336	34	43	23							
No	100	346	62	30	8	88	345	62	28	10							
Migrant																	
Yes						0	337	33	39	28							
No	100	346	62	30	8	100	344	59	29	12							
Gifted/talented program																	
Yes						2	361	98	1	0							
No	100	346	62	30	8	98	344	58	30	12							
Identified disability																	
Yes	8	327	0	60	40	16	336	35	37	28							
No	92	348	68	27	5	84	346	63	28	9							
Limited English proficient students																	
Current LEP in first 10 months						0	317	20	10	70							
Current LEP beyond first 10 months						2	334	35	34	32							
How much homework do you do on school nights?																	
A. None						5	338	43	33	25							
B. Less than one hour	85	347	64	30	6	79	345	61	29	10							
C. One to two hours	14	343	50	38	13	13	344	60	28	12							
D. More than two hours						3	332	27	35	39							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	