



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: 11551399
School: James Otis Kaler Elementary Sc
District: South Portland School Dept
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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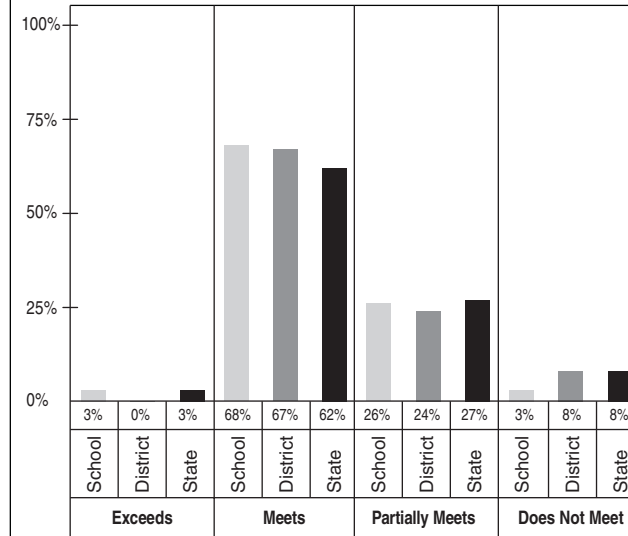
SUMMARY OF SCORES

School: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 Grade: 3
 Date: March 2006

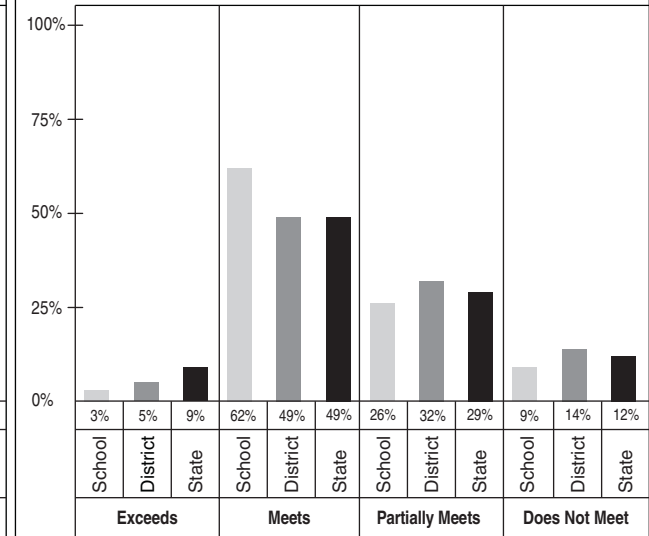
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	345	345	345
MATHEMATICS 2005-2006	343	342	344

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 Grade: 3
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	34	100	209	100	14094	100
Ethnicity						
African American/Black	0	0	4	2	370	3
American Indian/Native Alaskan	0	0	0	0	113	1
Asian/Pacific Islander	0	0	3	1	201	1
Caucasian/White	32	94	194	93	13229	94
Hispanic	2	6	8	4	169	1
Not Reported	0	0	0	0	12	0
Identified disability	11	32	46	22	2381	17
Current LEP	0	0	9	4	319	2
Economically disadvantaged	14	41	52	25	5366	38
Migrant	0	0	0	0	19	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
34	100	207	99	13930	99	34	100	207	99	13944	99						
0		4	100	356	96	0		4	100	366	99						
0		0		110	97	0		0		110	97						
0		3	100	196	98	0		3	100	198	99						
32	100	192	99	13090	99	32	100	192	99	13091	99						
2	100	8	100	166	98	2	100	8	100	167	99						
0		0		12	100	0		0		12	100						
11	100	45	98	2306	97	11	100	45	98	2308	97						
0		9	100	300	94	0		9	100	315	99						
14	100	52	100	5285	98	14	100	52	100	5296	99						
0		0		19	100	0		0		19	100						

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	23	68	160	77	11176	80	23	68	160	77	11195	80						
Identified disability (PET/IEP)	2	9	12	8	613	5	2	9	12	8	631	6						
LEP	0	0	1	1	156	1	0	0	1	1	151	1						
504 plan	0	0	2	1	99	1	0	0	2	1	103	1						
Students who took the assessment with accommodations	11	32	43	21	2651	19	11	32	44	21	2671	19						
Identified disability (PET/IEP)	9	82	29	67	1606	61	9	82	30	68	1610	60						
LEP	0	0	8	19	134	5	0	0	8	18	157	6						
504 plan	0	0	2	5	32	1	0	0	2	5	28	1						
Other	2	18	4	9	906	34	2	18	4	9	901	34						
Students who would have participated through a PAAP if one had been available	0	0	4	2	103	1	0	0	3	1	78	1						
Identified disability (PET/IEP)	0		4	100	87	84	0		3	100	67	86						
LEP	0		0	0	10	10	0		0	0	7	9						
504 plan	0		0	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: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 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	1	3	1	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	23	68	136	67	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	9	26	49	24	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	1	3	17	8	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	28.4	61.7	27.8	60.4	27.6	60.0
Literary Text	41	89	25.1	61.2	24.5	59.8	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: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 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	38	346	69	31	0	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?					
Male	62	345	71	24	5	52	343	60	30	10						
Ethnicity											A. Yes, the questions on the test match what I have learned in reading class.	29	33	345	66	9
African American/Black						3	340	49	34	17						
American Indian/Native Alaskan						1	340	42	36	22	B. Yes, they match some of what I have learned.	38	42	346	71	6
Asian/Pacific Islander						1	345	65	26	9						
Caucasian/White	94	345	69	28	3	94	345	66	26	8	C. Yes, they match just a little of what I learned.	32	17	343	60	9
Hispanic						1	342	49	40	11						
Not Reported						0	342	42	50	8	D. No, there is no match.	0	9	341	49	17
Economically disadvantaged											Which of the following best describes how you rate yourself as a student in reading?					
Yes	41	342	50	50	0	38	342	52	35	13						
No	59	348	85	10	5	62	346	73	22	6	A. very good	47	44	346	72	6
Title 1A targeted program											B. good	32	45	344	64	8
Yes	15	343	40	60	0	12	339	36	46	17						
No	85	346	76	21	3	88	345	69	24	7	C. fair	21	9	341	47	13
Migrant											D. poor	0	2	336	28	31
Yes						0	338	56	11	33						
No	100	345	71	26	3	100	345	65	27	8	How hard was the reading part of this test?					
Gifted/talented program											A. harder than my regular schoolwork	26	21	341	47	16
Yes						2	356	98	2	0						
No	88	344	67	30	3	98	344	65	27	9	B. about the same as my regular schoolwork	59	55	346	72	5
Identified disability											C. easier than my regular schoolwork	15	24	345	66	8
Yes	32	341	45	45	9	16	338	32	44	25						
No	68	347	83	17	0	84	346	71	23	5	How hard were the reading passages on this test?					
Limited English proficient students											A. Most of the passages were harder than what I normally read.	21	19	339	36	19
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	337	30	42	28	B. Most of the passages were about the same as what I normally read.	48	48	345	70	6
How much homework do you do on school nights?											C. Most of the passages were easier than what I normally read.	30	33	347	75	6
A. None						5	340	45	34	22						
B. Less than one hour	78	346	76	20	4	79	345	68	26	7	How much time do you spend reading at home each day?					
C. One to two hours						13	345	66	26	8	A. more than one hour	15	20	346	69	7
D. More than two hours						3	338	33	41	26						
Optional school/district question											B. 20 minutes to an hour	53	46	346	71	6
A.																
B.											C. less than 20 minutes	15	20	343	59	11
C.																
D.											D. I rarely read at home	18	15	342	53	14
											How many pages do you read in school and to complete homework assignments?					
											A. five or fewer pages	33	29	343	57	11
											B. six to ten pages	33	23	344	65	8
											C. eleven or more pages	33	48	346	70	7



MATHEMATICS RESULTS

School: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 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	1	3	10	5	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	21	62	100	49	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	9	26	65	32	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	3	9	29	14	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	8.7	58.0	8.1	54.0	8.4	56.0
Cluster 2: Shape and Size	14	29	10.0	71.4	9.9	70.7	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	4.1	68.3	3.8	63.3	3.9	65.0
Cluster 4: Patterns	13	27	7.7	59.2	7.7	59.2	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: James Otis Kaler Elementary Sc
 District: South Portland School Dept
 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	38	344	77	23	0	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?						
Male	62	342	57	29	14	52	345	61	29	11		A. Yes, the questions on the test match what I have learned in mathematics class.	30	40	346	66	9
Ethnicity											Which of the following best describes how you rate yourself as a student in mathematics?						
African American/Black						3	336	40	35	25		A. very good	35	40	347	66	10
American Indian/Native Alaskan						1	339	46	33	21		B. good	53	45	344	59	10
Asian/Pacific Islander						1	346	64	25	11		C. fair	12	12	339	42	17
Caucasian/White	94	343	66	25	9	94	344	59	29	11		D. poor	0	2	333	25	30
Hispanic						1	339	45	35	20	How hard was the mathematics part of this test?						
Not Reported						0	343	58	25	17	A. harder than my regular schoolwork	26	16	337	37	23	
Economically disadvantaged											B. about the same as my regular schoolwork	47	56	346	63	8	
Yes	41	340	43	50	7	38	340	47	36	17	C. easier than my regular schoolwork	26	28	346	63	11	
No	59	345	80	10	10	62	346	66	26	9	How often do you use hands-on materials in mathematics class?						
Title 1A targeted program											A. almost every day	33	31	341	50	16	
Yes	15	342	60	40	0	12	336	34	43	23	B. two or three days a week	30	33	346	65	9	
No	85	343	66	24	10	88	345	62	28	10	C. two or three times each month	30	27	346	65	9	
Migrant											D. never	6	9	341	50	19	
Yes						0	337	33	39	28	How often do you use calculators in mathematics class?						
No	100	343	65	26	9	100	344	59	29	12	A. almost every day	3	7	334	28	29	
Gifted/talented program											B. two or three days a week	13	18	342	52	13	
Yes						2	361	98	1	0	C. two or three times each month	48	50	347	67	7	
No	88	341	60	30	10	98	344	58	30	12	D. never	35	25	343	56	14	
Identified disability											On average, how many minutes a day do you spend working on mathematics in class?						
Yes	32	338	55	36	9	16	336	35	37	28	A. less than 30 minutes	21	16	339	44	19	
No	68	345	70	22	9	84	346	63	28	9	B. 30-45 minutes	32	32	345	61	10	
Limited English proficient students											C. 45-60 minutes	29	32	346	64	9	
Current LEP in first 10 months						0	317	20	10	70	D. more than 60 minutes	18	21	344	60	12	
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	78	345	68	28	4	79	345	61	29	10							
C. One to two hours						13	344	60	28	12							
D. More than two hours						3	332	27	35	39							
Optional school/district question																	
A.																	
B.																	
C.																	
D.																	