



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 3

ID: 11551406  
School: Dora L Small Elementary School  
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.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7



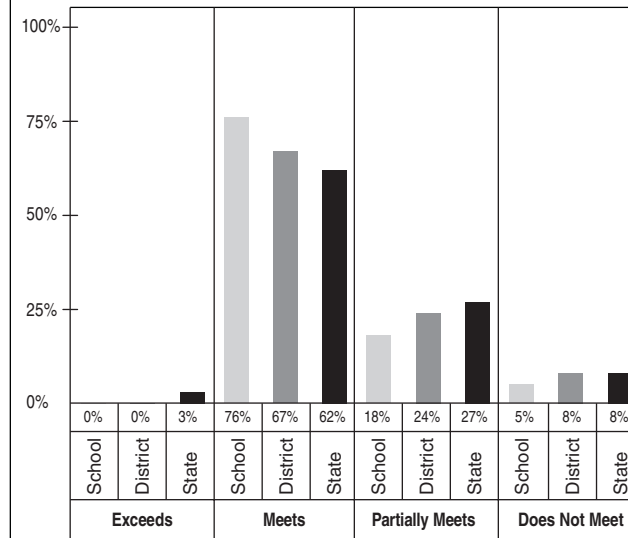
# SUMMARY OF SCORES

School: Dora L Small Elementary School  
 District: South Portland School Dept  
 Grade: 3  
 Date: March 2006

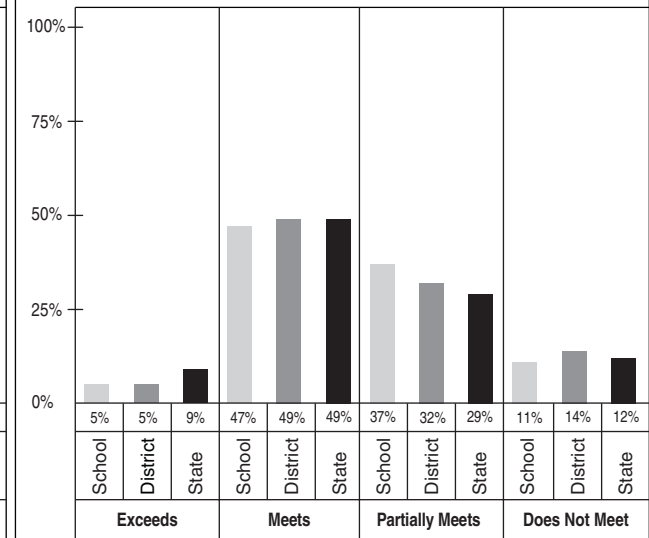
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	347	345	345
MATHEMATICS 2005–2006	344	342	344

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: Dora L Small Elementary School  
 District: South Portland School Dept  
 Grade: 3  
 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>	40	100	209	100	14094	100
<b>Ethnicity</b>						
African American/Black	2	5	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	38	95	194	93	13229	94
Hispanic	0	0	8	4	169	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	9	23	46	22	2381	17
<b>Current LEP</b>	0	0	9	4	319	2
<b>Economically disadvantaged</b>	7	18	52	25	5366	38
<b>Migrant</b>	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	%
40	100	207	99	13930	99	40	100	207	99	13944	99						
2	100	4	100	356	96	2	100	4	100	366	99						
0		0		110	97	0		0		110	97						
0		3	100	196	98	0		3	100	198	99						
38	100	192	99	13090	99	38	100	192	99	13091	99						
0		8	100	166	98	0		8	100	167	99						
0		0		12	100	0		0		12	100						
9	100	45	98	2306	97	9	100	45	98	2308	97						
0		9	100	300	94	0		9	100	315	99						
7	100	52	100	5285	98	7	100	52	100	5296	99						
0		0		19	100	0		0		19	100						

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>	33	83	160	77	11176	80	33	83	160	77	11195	80						
Identified disability (PET/IEP)	2	6	12	8	613	5	2	6	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						
<b>Students who took the assessment with accommodations</b>	5	13	43	21	2651	19	5	13	44	21	2671	19						
Identified disability (PET/IEP)	5	100	29	67	1606	61	5	100	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	0	0	4	9	906	34	0	0	4	9	901	34						
<b>Students who would have participated through a PAAP if one had been available</b>	2	5	4	2	103	1	2	5	3	1	78	1						
Identified disability (PET/IEP)	2	100	4	100	87	84	2	100	3	100	67	86						
LEP	0	0	0	0	10	10	0	0	0	0	7	9						
504 plan	0	0	0	0	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: Dora L Small Elementary School  
 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	%	%	
<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 361-380)		2005–2006	0	0	1	0	3
<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 341-360)		2005–2006	29	76	136	67	62
<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 331-340)		2005–2006	7	18	49	24	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 300-330)		2005–2006	2	5	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	%
<b>Total Reading Cluster</b>	46	100	29.3	63.7	27.8	60.4	27.6	60.0
<b>Literary Text</b>	41	89	25.7	62.7	24.5	59.8	24.6	60.0
<b>Informational Text</b>	5	11	3.7	74.0	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.**





# MATHEMATICS RESULTS

School: Dora L Small Elementary School  
 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	%	%	
<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 361-380)		2005–2006	2	5	10	5	9
<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 341-360)		2005–2006	18	47	100	49	49
<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 325-340)		2005–2006	14	37	65	32	29
<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 300-324)		2005–2006	4	11	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	%
<b>Cluster 1: Numbers and Operations</b>	15	31	8.8	58.7	8.1	54.0	8.4	56.0
<b>Cluster 2: Shape and Size</b>	14	29	9.7	69.3	9.9	70.7	10.4	74.3
<b>Cluster 3: Mathematical Decision Making</b>	6	13	3.8	63.3	3.8	63.3	3.9	65.0
<b>Cluster 4: Patterns</b>	13	27	8.3	63.8	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: Dora L Small Elementary School  
 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	
<b>Gender</b>																	
Female	55	345	67	19	14	48	343	57	30	13	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>						
Male	45	342	35	59	6	52	345	61	29	11		A. Yes, the questions on the test match what I have learned in mathematics class.	35	40	346	66	9
<b>Ethnicity</b>											<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>						
African American/Black						3	336	40	35	25		A. very good	39	40	347	66	10
American Indian/Native Alaskan						1	339	46	33	21		B. good	48	45	344	59	10
Asian/Pacific Islander						1	346	64	25	11		C. fair	9	12	339	42	17
Caucasian/White	95	344	53	39	8	94	344	59	29	11		D. poor	3	2	333	25	30
Hispanic						1	339	45	35	20	<b>How hard was the mathematics part of this test?</b>						
Not Reported						0	343	58	25	17	A. harder than my regular schoolwork	15	16	337	37	23	
<b>Economically disadvantaged</b>											B. about the same as my regular schoolwork	50	56	346	63	8	
Yes	16	342	33	67	0	38	340	47	36	17	C. easier than my regular schoolwork	35	28	346	63	11	
No	84	344	56	31	13	62	346	66	26	9	<b>How often do you use hands-on materials in mathematics class?</b>						
<b>Title 1A targeted program</b>											A. almost every day	45	31	341	50	16	
Yes						12	336	34	43	23	B. two or three days a week	24	33	346	65	9	
No	100	344	53	37	11	88	345	62	28	10	C. two or three times each month	32	27	346	65	9	
<b>Migrant</b>											D. never	0	9	341	50	19	
Yes						0	337	33	39	28	<b>How often do you use calculators in mathematics class?</b>						
No	100	344	53	37	11	100	344	59	29	12	A. almost every day	3	7	334	28	29	
<b>Gifted/talented program</b>											B. two or three days a week	17	18	342	52	13	
Yes						2	361	98	1	0	C. two or three times each month	75	50	347	67	7	
No	95	343	50	39	11	98	344	58	30	12	D. never	6	25	343	56	14	
<b>Identified disability</b>											<b>On average, how many minutes a day do you spend working on mathematics in class?</b>						
Yes	18	334	14	71	14	16	336	35	37	28	A. less than 30 minutes	14	16	339	44	19	
No	82	346	61	29	10	84	346	63	28	9	B. 30-45 minutes	11	32	345	61	10	
<b>Limited English proficient students</b>											C. 45-60 minutes	50	32	346	64	9	
Current LEP in first 10 months						0	317	20	10	70	D. more than 60 minutes	25	21	344	60	12	
Current LEP beyond first 10 months						2	334	35	34	32							
<b>How much homework do you do on school nights?</b>																	
A. None						5	338	43	33	25							
B. Less than one hour	92	344	54	34	11	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							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	