



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 5

ID: 10801270
School: Jay Middle School
District: Jay 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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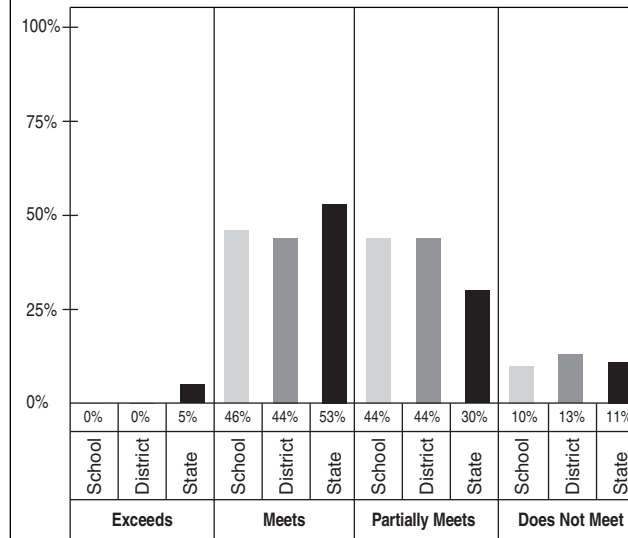
SUMMARY OF SCORES

School: Jay Middle School
 District: Jay School Department
 Grade: 5
 Date: March 2006

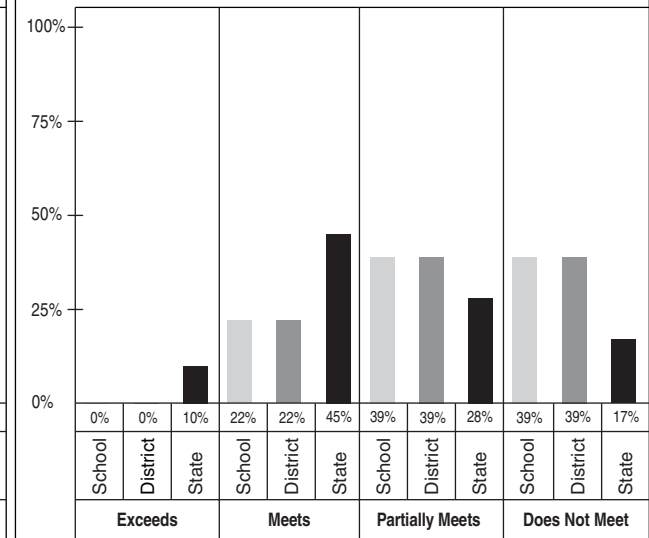
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	541	540	544
MATHEMATICS 2005–2006	533	532	543

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Jay Middle School
 District: Jay School Department
 Grade: 5
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	49	100	49	100	14541	100
Ethnicity						
African American/Black	0	0	0	0	343	2
American Indian/Native Alaskan	0	0	0	0	101	1
Asian/Pacific Islander	0	0	0	0	214	1
Caucasian/White	48	98	48	98	13723	94
Hispanic	1	2	1	2	153	1
Not Reported	0	0	0	0	7	0
Identified disability	2	4	2	4	2526	17
Current LEP	0	0	0	0	305	2
Economically disadvantaged	18	37	19	39	5462	38
Migrant	0	0	0	0	18	0

ELA-Reading			Mathematics												
School		District	State		School		District	State		School		District	State		
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
49	100	49	100	14388	99	49	100	49	100	14397	99				
0		0		333	97	0		0		339	99				
0		0		99	98	0		0		99	98				
0		0		209	98	0		0		212	99				
48	100	48	100	13595	99	48	100	48	100	13592	99				
1	100	1	100	146	95	1	100	1	100	149	97				
0		0		6	86	0		0		6	86				
2	100	2	100	2458	97	2	100	2	100	2458	97				
0		0		287	94	0		0		300	98				
18	100	19	100	5385	99	18	100	19	100	5393	99				
0		0		17	94	0		0		17	94				

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	%
Students who took the assessment without accommodations	40	82	39	80	11592	81	40	82	39	80	11572	80				
Identified disability (PET/IEP)	0	0	0	0	458	4	0	0	0	0	465	4				
LEP	0	0	0	0	149	1	0	0	0	0	150	1				
504 plan	0	0	0	0	105	1	0	0	0	0	107	1				
Students who took the assessment with accommodations	8	16	9	18	2671	19	9	18	10	20	2725	19				
Identified disability (PET/IEP)	2	25	2	22	1892	71	2	22	2	20	1907	70				
LEP	0	0	0	0	126	5	0	0	0	0	139	5				
504 plan	0	0	0	0	59	2	0	0	0	0	57	2				
Other	6	75	7	78	625	23	7	78	8	80	654	24				
Students who would have participated through a PAAP if one had been available	1	2	1	2	125	1	0	0	0	0	100	1				
Identified disability (PET/IEP)	0	0	0	0	108	86	0		0		86	86				
LEP	0	0	0	0	12	10	0		0		11	11				
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: Jay Middle School
 District: Jay School Department
 Grade: 5
 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 561-580)		2005–2006	0	0	0	0	5
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 541-560)		2005–2006	22	46	21	44	53
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 531-540)		2005–2006	21	44	21	44	30
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 500-530)		2005–2006	5	10	6	13	11

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	48	100	28.5	59.4	28.0	58.3	30.2	62.9
Literary Text	24	50	14.4	60.0	14.1	58.8	14.9	62.1
Informational Text	24	50	14.1	58.8	13.9	57.9	15.4	64.2

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: Jay Middle School
 District: Jay School Department
 Grade: 5
 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 561-580)		2005–2006	0	0	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 541-560)		2005–2006	11	22	11	22	45
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 529-540)		2005–2006	19	39	19	39	28
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 500-528)		2005–2006	19	39	19	39	17

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	16	33	6.4	40.0	6.4	40.0	9.2	57.5
Cluster 2: Shape and Size	14	29	4.7	33.6	4.6	32.9	6.7	47.9
Cluster 3: Mathematical Decision Making	7	15	2.6	37.1	2.6	37.1	3.2	45.7
Cluster 4: Patterns	11	23	6.9	62.7	6.9	62.7	7.9	71.8

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>.

