



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 5

ID: 10881284  
School: Thomas J McMahon Elementary Sc  
District: Lewiston 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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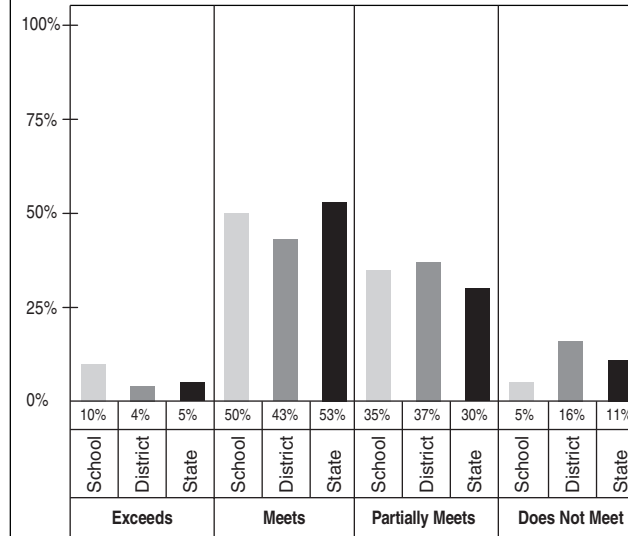
# SUMMARY OF SCORES

School: Thomas J McMahon Elementary Sc  
 District: Lewiston School Department  
 Grade: 5  
 Date: March 2006

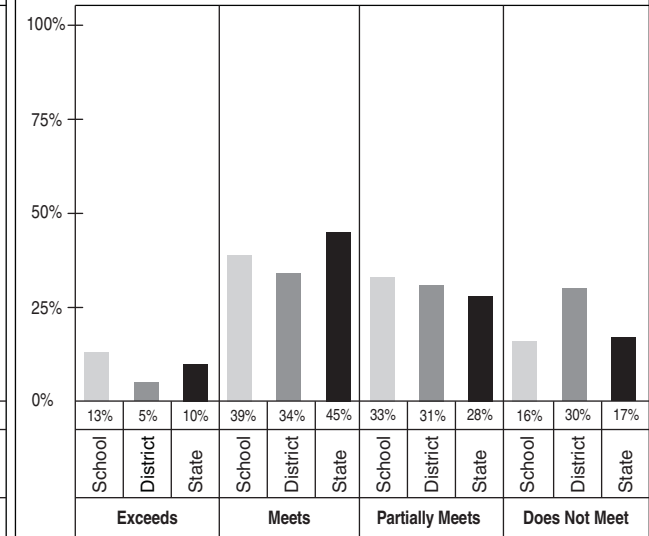
## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	545	541	544
MATHEMATICS 2005–2006	542	536	543

### ELA-READING



### MATHEMATICS





# SUMMARY OF STUDENT PARTICIPATION

School: Thomas J McMahon Elementary Sc  
 District: Lewiston School Department  
 Grade: 5  
 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>	64	100	365	100	14541	100
<b>Ethnicity</b>						
African American/Black	11	17	71	19	343	2
American Indian/Native Alaskan	0	0	3	1	101	1
Asian/Pacific Islander	0	0	3	1	214	1
Caucasian/White	50	78	279	76	13723	94
Hispanic	3	5	9	2	153	1
Not Reported	0	0	0	0	7	0
<b>Identified disability</b>	16	25	73	20	2526	17
<b>Current LEP</b>	10	16	56	15	305	2
<b>Economically disadvantaged</b>	32	50	233	64	5462	38
<b>Migrant</b>	0	0	2	1	18	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
64	100	360	99	14388	99	64	100	365	100	14397	99						
11	100	66	93	333	97	11	100	71	100	339	99						
0		3	100	99	98	0		3	100	99	98						
0		3	100	209	98	0		3	100	212	99						
50	100	279	100	13595	99	50	100	279	100	13592	99						
3	100	9	100	146	95	3	100	9	100	149	97						
0		0		6	86	0		0		6	86						
16	100	73	100	2458	97	16	100	73	100	2458	97						
10	100	51	91	287	94	10	100	56	100	300	98						
32	100	228	98	5385	99	32	100	233	100	5393	99						
0		2	100	17	94	0		2	100	17	94						

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>	44	69	261	73	11592	81	44	69	263	72	11572	80						
Identified disability (PET/IEP)	0	0	5	2	458	4	0	0	7	3	465	4						
LEP	5	11	22	8	149	1	5	11	22	8	150	1						
504 plan	0	0	4	2	105	1	0	0	4	2	107	1						
<b>Students who took the assessment with accommodations</b>	18	28	89	25	2671	19	20	31	94	26	2725	19						
Identified disability (PET/IEP)	14	78	58	65	1892	71	16	80	58	62	1907	70						
LEP	5	28	28	31	126	5	5	25	33	35	139	5						
504 plan	0	0	1	1	59	2	0	0	1	1	57	2						
Other	0	0	4	4	625	23	0	0	4	4	654	24						
<b>Students who would have participated through a PAAP if one had been available</b>	2	3	10	3	125	1	0	0	8	2	100	1						
Identified disability (PET/IEP)	2	100	10	100	108	86	0		8	100	86	86						
LEP	0	0	1	10	12	10	0		1	13	11	11						
504 plan	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: Thomas J McMahon Elementary Sc  
 District: Lewiston 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	%	%	
<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 561-580)		2005–2006	6	10	15	4	5
<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 541-560)		2005–2006	31	50	151	43	53
<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 531-540)		2005–2006	22	35	128	37	30
<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 500-530)		2005–2006	3	5	56	16	11

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>	48	100	31.0	64.6	28.1	58.5	30.2	62.9
<b>Literary Text</b>	24	50	15.4	64.2	14.0	58.3	14.9	62.1
<b>Informational Text</b>	24	50	15.6	65.0	14.2	59.2	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: Thomas J McMahon Elementary Sc  
 District: Lewiston 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	%	%	
<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 561-580)		2005–2006	8	13	18	5	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 541-560)		2005–2006	25	39	121	34	45
<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 529-540)		2005–2006	21	33	111	31	28
<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 500-528)		2005–2006	10	16	107	30	17

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>	16	33	8.8	55.0	7.9	49.4	9.2	57.5
<b>Cluster 2: Shape and Size</b>	14	29	6.7	47.9	5.5	39.3	6.7	47.9
<b>Cluster 3: Mathematical Decision Making</b>	7	15	3.2	45.7	2.5	35.7	3.2	45.7
<b>Cluster 4: Patterns</b>	11	23	7.8	70.9	7.2	65.5	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>.



# MATHEMATICS RESULTS

## (CONTINUED)

**School:** Thomas J McMahon Elementary Sc  
**District:** Lewiston School Department  
**Grade:** 5  
**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	47	543	57	30	13	49	543	55	28	17	<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. 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.  <b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor  <b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork  <b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never  <b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30-45 minutes C. 45-60 minutes D. more than 60 minutes					
Male	53	541	47	35	18	51	543	56	27	17						
<b>Ethnicity</b>																
African American/Black	17	532	18	45	36	2	534	33	35	32						
American Indian/Native Alaskan						1	535	32	32	35						
Asian/Pacific Islander						1	545	60	25	15						
Caucasian/White	78	544	58	30	12	94	543	56	27	16						
Hispanic						1	540	53	23	24						
Not Reported						0	538	33	33	33						
<b>Economically disadvantaged</b>																
Yes	50	535	38	31	31	37	538	42	33	25						
No	50	549	66	34	0	63	546	63	25	12						
<b>Title 1A targeted program</b>																
Yes	27	534	24	47	29	10	535	30	40	30						
No	73	545	62	28	11	90	544	58	26	16						
<b>Migrant</b>																
Yes						0	539	56	25	19						
No	100	542	52	33	16	100	543	55	28	17						
<b>Gifted/talented program</b>																
Yes	11	555	100	0	0	3	560	95	3	2						
No	89	541	46	37	18	97	543	54	28	17						
<b>Identified disability</b>																
Yes	25	531	19	50	31	17	532	27	32	41						
No	75	546	63	27	10	83	545	61	27	12						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	514	20	0	80						
Current LEP beyond first 10 months	16	532	20	40	40	2	532	31	33	36						
<b>How much homework do you do on school nights?</b>																
A. None						5	538	43	27	29						
B. Less than one hour	56	543	57	29	14	67	544	57	27	16						
C. One to two hours	42	541	42	38	19	25	543	56	28	15						
D. More than two hours						2	535	34	31	35						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																