



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: 11391365
School: Jordan-Small Middle School
District: Raymond 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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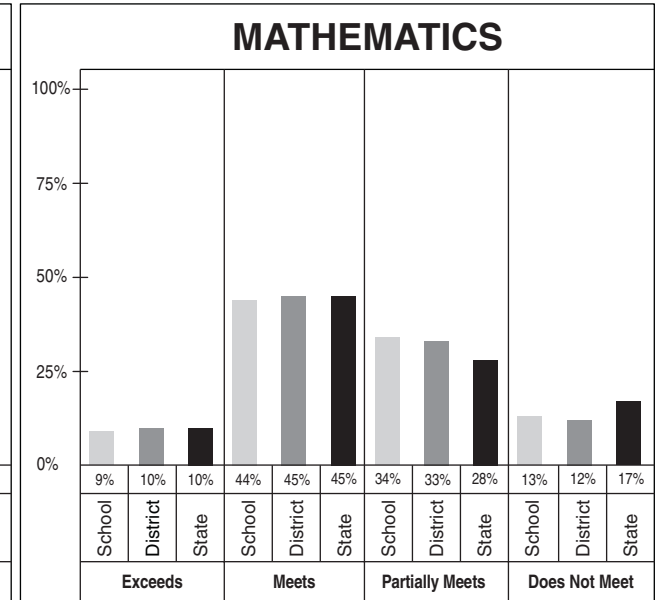
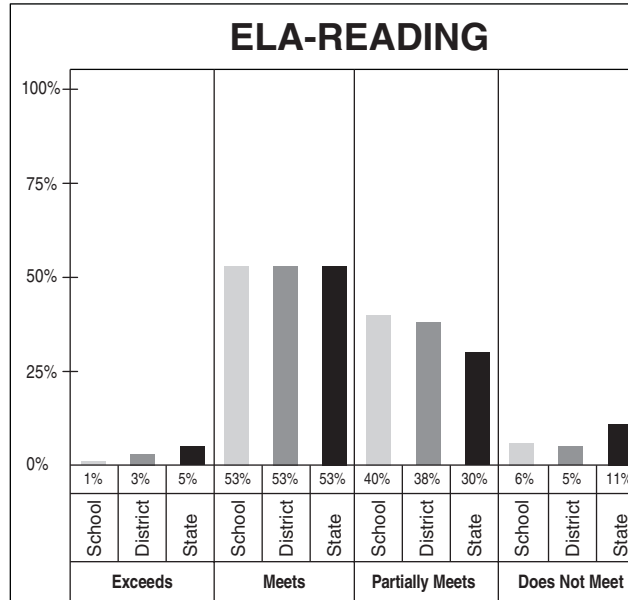


SUMMARY OF SCORES

School: Jordan-Small Middle School
 District: Raymond 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	542	543	544
MATHEMATICS 2005–2006	543	544	543





SUMMARY OF STUDENT PARTICIPATION

School: Jordan-Small Middle School
 District: Raymond 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	70	100	73	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	1	1	1	1	214	1
Caucasian/White	67	96	70	96	13723	94
Hispanic	2	3	2	3	153	1
Not Reported	0	0	0	0	7	0
Identified disability	13	19	13	18	2526	17
Current LEP	0	0	0	0	305	2
Economically disadvantaged	12	17	14	19	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	%	n	%
70	100	73	100	14388	99	70	100	73	100	14397	99						
0		0		333	97	0		0		339	99						
0		0		99	98	0		0		99	98						
1	100	1	100	209	98	1	100	1	100	212	99						
67	100	70	100	13595	99	67	100	70	100	13592	99						
2	100	2	100	146	95	2	100	2	100	149	97						
0		0		6	86	0		0		6	86						
13	100	13	100	2458	97	13	100	13	100	2458	97						
0		0		287	94	0		0		300	98						
12	100	14	100	5385	99	12	100	14	100	5393	99						
0		0		17	94	0		0		17	94						

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	59	84	61	84	11592	81	60	86	62	85	11572	80						
Identified disability (PET/IEP)	3	5	3	5	458	4	4	7	4	6	465	4						
LEP	0	0	0	0	149	1	0	0	0	0	150	1						
504 plan	1	2	1	2	105	1	1	2	1	2	107	1						
Students who took the assessment with accommodations	11	16	12	16	2671	19	10	14	11	15	2725	19						
Identified disability (PET/IEP)	10	91	10	83	1892	71	9	90	9	82	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	1	9	2	17	625	23	1	10	2	18	654	24						
Students who would have participated through a PAAP if one had been available	0	0	0	0	125	1	0	0	0	0	100	1						
Identified disability (PET/IEP)	0		0		108	86	0		0		86	86						
LEP	0		0		12	10	0		0		11	11						
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: Jordan-Small Middle School
 District: Raymond 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	1	1	2	3	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	37	53	39	53	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	28	40	28	38	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	4	6	4	5	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	29.2	60.8	29.7	61.9	30.2	62.9
Literary Text	24	50	14.4	60.0	14.7	61.3	14.9	62.1
Informational Text	24	50	14.8	61.7	15.1	62.9	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>.



ELA-READING RESULTS

(CONTINUED)

School: Jordan-Small Middle School
District: Raymond 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
Gender																
Female	47	543	58	39	3	49	545	62	28	10						
Male	53	541	51	41	8	51	543	55	33	12						
Ethnicity																
African American/Black						2	538	41	34	24						
American Indian/Native Alaskan						1	539	43	32	26						
Asian/Pacific Islander						1	543	60	23	17						
Caucasian/White	96	542	54	40	6	95	544	59	30	11						
Hispanic						1	542	52	33	16						
Not Reported						0	538	50	0	50						
Economically disadvantaged																
Yes	17	540	33	67	0	37	540	44	38	18						
No	83	543	59	34	7	63	546	66	26	7						
Title 1A targeted program																
Yes						10	537	29	50	21						
No	100	542	54	40	6	90	545	61	28	10						
Migrant																
Yes						0	538	44	31	25						
No	100	542	54	40	6	100	544	58	30	11						
Gifted/talented program																
Yes						3	557	96	3	1						
No	100	542	54	40	6	97	544	57	31	12						
Identified disability																
Yes	19	538	31	46	23	16	534	22	42	36						
No	81	543	60	39	2	84	546	65	28	7						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	534	27	40	33						
How much homework do you do on school nights?																
A. None						5	539	44	33	23						
B. Less than one hour	80	543	60	36	4	67	544	60	30	10						
C. One to two hours	14	537	20	60	20	25	545	60	31	10						
D. More than two hours						2	537	33	38	29						
Optional school/district question																
A.																
B.																
C.																
D.																
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.	32										37	546	66	9		
B. Yes, they match some of what I have learned.	49										47	544	60	9		
C. Yes, they match just a little of what I learned.	17										12	539	40	20		
D. No, there is no match.	1										4	536	29	30		
Which of the following best describes how you rate yourself as a student in reading?																
A. very good	22										30	548	73	8		
B. good	57										54	543	57	10		
C. fair	22										15	539	37	19		
D. poor	0										2	535	22	36		
How difficult was the reading part of this test?																
A. harder than my regular schoolwork	13										16	540	43	21		
B. about the same as my regular schoolwork	64										63	545	61	9		
C. easier than my regular schoolwork	23										20	545	62	9		
How difficult were the reading passages on this test?																
A. Most of the passages were harder than what I normally read.	15										12	536	28	31		
B. Most of the passages were about the same as what I normally read.	51										53	543	56	10		
C. Most of the passages were easier than what I normally read.	34										35	548	72	6		
How much time do you spend reading at home each day?																
A. more than one hour	13										18	546	67	9		
B. 20 minutes to an hour	47										56	545	62	9		
C. less than 20 minutes	12										12	541	47	17		
D. I rarely read at home	28										13	540	43	19		
How many pages do you read in school and to complete homework assignments?																
A. five or fewer pages	33										24	541	46	18		
B. six to ten pages	39										27	543	57	12		
C. eleven or more pages	28										49	546	65	7		



MATHEMATICS RESULTS

School: Jordan-Small Middle School
 District: Raymond 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	6	9	7	10	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	31	44	33	45	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	24	34	24	33	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	9	13	9	12	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	9.7	60.6	9.8	61.3	9.2	57.5
Cluster 2: Shape and Size	14	29	6.3	45.0	6.4	45.7	6.7	47.9
Cluster 3: Mathematical Decision Making	7	15	3.4	48.6	3.4	48.6	3.2	45.7
Cluster 4: Patterns	11	23	7.7	70.0	7.7	70.0	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: Jordan-Small Middle School
 District: Raymond 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
Gender																
Female	47	540	42	36	21	49	543	55	28	17	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 difficult 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	53	546	62	32	5	51	543	56	27	17						
Ethnicity																
African American/Black						2	534	33	35	32						
American Indian/Native Alaskan						1	535	32	32	35						
Asian/Pacific Islander						1	545	60	25	15						
Caucasian/White	96	543	52	36	12	94	543	56	27	16						
Hispanic						1	540	53	23	24						
Not Reported						0	538	33	33	33						
Economically disadvantaged																
Yes	17	540	42	33	25	37	538	42	33	25						
No	83	544	55	34	10	63	546	63	25	12						
Title 1A targeted program																
Yes						10	535	30	40	30						
No	100	543	53	34	13	90	544	58	26	16						
Migrant																
Yes						0	539	56	25	19						
No	100	543	53	34	13	100	543	55	28	17						
Gifted/talented program																
Yes						3	560	95	3	2						
No	100	543	53	34	13	97	543	54	28	17						
Identified disability																
Yes	19	541	62	23	15	17	532	27	32	41						
No	81	544	51	37	12	83	545	61	27	12						
Limited English proficient students																
Current LEP in first 10 months						0	514	20	0	80						
Current LEP beyond first 10 months						2	532	31	33	36						
How much homework do you do on school nights?																
A. None						5	538	43	27	29						
B. Less than one hour	80	543	53	33	15	67	544	57	27	16						
C. One to two hours	14	544	50	40	10	25	543	56	28	15						
D. More than two hours						2	535	34	31	35						
Optional school/district question																
A.																
B.																
C.																
D.																