



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: 12381643
School: Andover Elementary School
District: MSAD 44
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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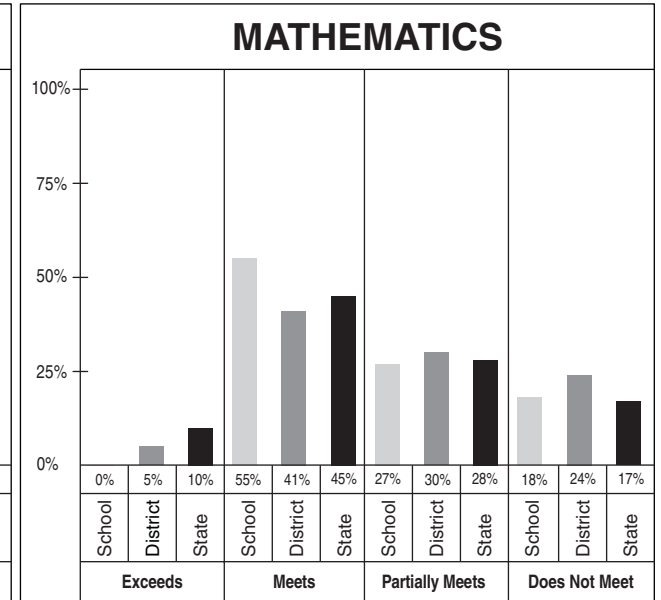
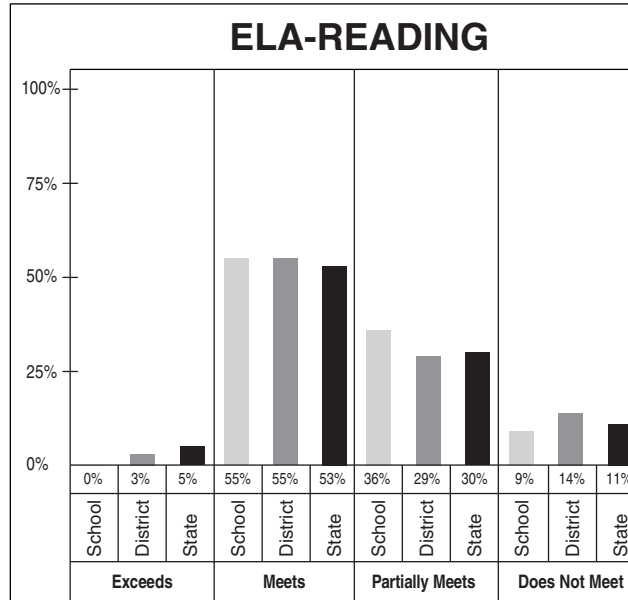


SUMMARY OF SCORES

School: Andover Elementary School
 District: MSAD 44
 Grade: 5
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005-2006	541	542	544
MATHEMATICS 2005-2006	540	538	543





SUMMARY OF STUDENT PARTICIPATION

School: Andover Elementary School
 District: MSAD 44
 Grade: 5
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																					
	School		District		State		ELA-Reading			Mathematics			ELA-Reading			Mathematics			ELA-Reading			Mathematics						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	11	100	66	100	14541	100	11	100	66	100	14388	99	11	100	66	100	14397	99										
Ethnicity																												
African American/Black	0	0	1	2	343	2	0		1	100	333	97	0		1	100	339	99										
American Indian/Native Alaskan	0	0	1	2	101	1	0		1	100	99	98	0		1	100	99	98										
Asian/Pacific Islander	0	0	0	0	214	1	0		0		209	98	0		0		212	99										
Caucasian/White	11	100	64	97	13723	94	11	100	64	100	13595	99	11	100	64	100	13592	99										
Hispanic	0	0	0	0	153	1	0		0		146	95	0		0		149	97										
Not Reported	0	0	0	0	7	0	0		0		6	86	0		0		6	86										
Identified disability	1	9	11	17	2526	17	1	100	11	100	2458	97	1	100	11	100	2458	97										
Current LEP	0	0	0	0	305	2	0		0		287	94	0		0		300	98										
Economically disadvantaged	8	73	36	55	5462	38	8	100	36	100	5385	99	8	100	36	100	5393	99										
Migrant	0	0	0	0	18	0	0		0		17	94	0		0		17	94										

MODE OF PARTICIPATION ³	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																			
	School		District		State		ELA-Reading			Mathematics			ELA-Reading			Mathematics			ELA-Reading			Mathematics				
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	9	82	54	82	11592	81	9	82	54	82	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	2	18	12	18	2671	19	2	18	12	18	2725	19														
Identified disability (PET/IEP)	1	50	11	92	1892	71	1	50	11	92	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	50	1	8	625	23	1	50	1	8	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: Andover Elementary School
 District: MSAD 44
 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	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	6	55	36	55	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	4	36	19	29	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	1	9	9	14	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	29.2	60.8	30.2	62.9
Literary Text	24	50	13.4	55.8	14.2	59.2	14.9	62.1
Informational Text	24	50	15.2	63.3	14.9	62.1	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: Andover Elementary School
District: MSAD 44
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	64	538	29	57	14	49	545	62	28	10	Do the questions that you have just been given on this MEA test match what you have learned in school about reading?					
Male						51	543	55	33	12		A. Yes, the questions on the test match what I have learned in reading class.	45	37	546	66
Ethnicity											Which of the following best describes how you rate yourself as a student in reading?					
African American/Black						2	538	41	34	24		A. very good	9	30	548	73
American Indian/Native Alaskan						1	539	43	32	26	B. good	64	54	543	57	10
Asian/Pacific Islander						1	543	60	23	17	C. fair	27	15	539	37	19
Caucasian/White	100	541	55	36	9	95	544	59	30	11	D. poor	0	2	535	22	36
Hispanic						1	542	52	33	16	How difficult was the reading part of this test?					
Not Reported						0	538	50	0	50	A. harder than my regular schoolwork	9	16	540	43	21
Economically disadvantaged											How difficult were the reading passages on this test?					
Yes	73	540	50	38	13	37	540	44	38	18		A. Most of the passages were harder than what I normally read.	0	12	536	28
No						63	546	66	26	7	B. Most of the passages were about the same as what I normally read.	45	53	543	56	10
Title 1A targeted program											How much time do you spend reading at home each day?					
Yes						10	537	29	50	21		A. more than one hour	18	18	546	67
No	82	544	67	33	0	90	545	61	28	10	B. 20 minutes to an hour	55	56	545	62	9
Migrant											How many pages do you read in school and to complete homework assignments?					
Yes						0	538	44	31	25		A. five or fewer pages	27	24	541	46
No	100	541	55	36	9	100	544	58	30	11	B. six to ten pages	55	27	543	57	12
Gifted/talented program											Optional school/district question					
Yes						3	557	96	3	1		A.				
No	100	541	55	36	9	97	544	57	31	12	B.					
Identified disability											How much homework do you do on school nights?					
Yes						16	534	22	42	36		A. None	64	541	57	29
No	91	542	60	30	10	84	546	65	28	7	B. Less than one hour					
Limited English proficient students											How many pages do you read in school and to complete homework assignments?					
Current LEP in first 10 months												C. One to two hours				
Current LEP beyond first 10 months						2	534	27	40	33	D. More than two hours					
How much homework do you do on school nights?											Optional school/district question					
A. None						5	539	44	33	23		A.				
B. Less than one hour	64	541	57	29	14	67	544	60	30	10	B.					
C. One to two hours						25	545	60	31	10	C.					
D. More than two hours						2	537	33	38	29	D.					



MATHEMATICS RESULTS

School: Andover Elementary School
 District: MSAD 44
 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	3	5	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	6	55	27	41	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	3	27	20	30	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	2	18	16	24	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	8.2	51.3	7.8	48.8	9.2	57.5	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 <i>Learning Results</i> . Grade Level Expectations, based on Maine's <i>Learning Results</i> , 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 .
Cluster 2: Shape and Size	14	29	6.8	48.6	6.2	44.3	6.7	47.9	
Cluster 3: Mathematical Decision Making	7	15	1.8	25.7	2.4	34.3	3.2	45.7	
Cluster 4: Patterns	11	23	8.3	75.5	7.8	70.9	7.9	71.8	



MATHEMATICS RESULTS

(CONTINUED)

School: Andover Elementary School
District: MSAD 44
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	64	536	43	29	29	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	73	43	547	65	12
Male						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	100	540	55	27	18	94	543	56	27	16						
Hispanic						1	540	53	23	24						
Not Reported						0	538	33	33	33						
Economically disadvantaged																
Yes	73	537	50	25	25	37	538	42	33	25						
No						63	546	63	25	12						
Title 1A targeted program																
Yes						10	535	30	40	30						
No	82	544	67	33	0	90	544	58	26	16						
Migrant																
Yes						0	539	56	25	19						
No	100	540	55	27	18	100	543	55	28	17						
Gifted/talented program																
Yes						3	560	95	3	2						
No	100	540	55	27	18	97	543	54	28	17						
Identified disability																
Yes						17	532	27	32	41						
No	91	541	60	30	10	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	64	536	43	29	29	67	544	57	27	16						
C. One to two hours						25	543	56	28	15						
D. More than two hours						2	535	34	31	35						
Optional school/district question																
A.																
B.																
C.																
D.																