



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: 12481707
School: Margaret Chase Smith School
District: MSAD 54
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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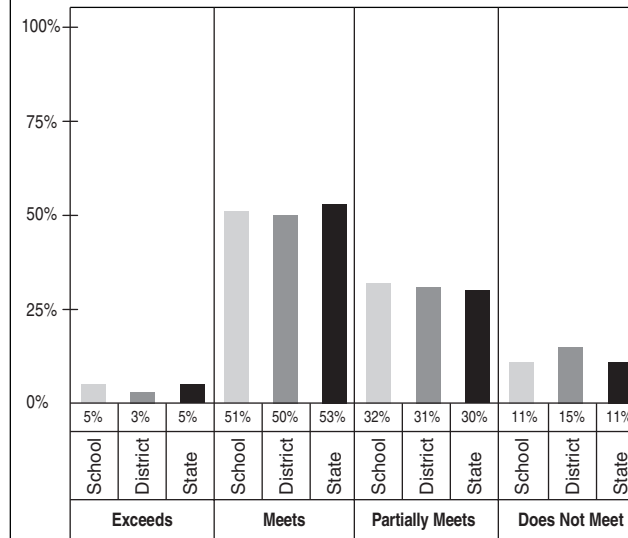
SUMMARY OF SCORES

School: Margaret Chase Smith School
 District: MSAD 54
 Grade: 5
 Date: March 2006

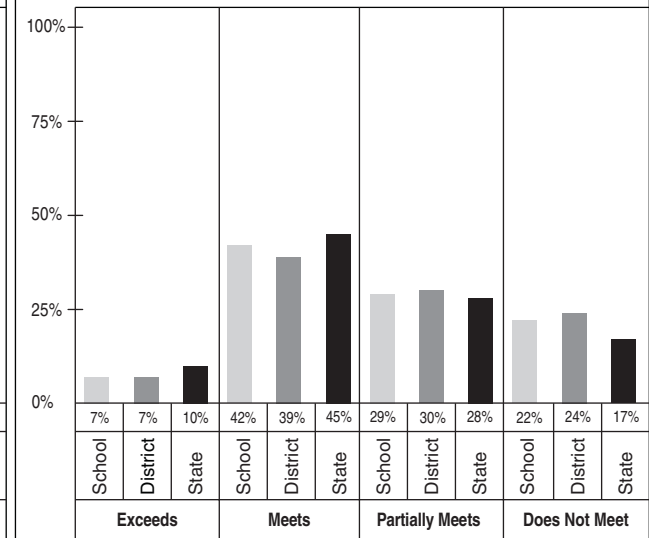
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	544	542	544
MATHEMATICS 2005–2006	540	539	543

ELA-READING



MATHEMATICS





SUMMARY OF STUDENT PARTICIPATION

School: Margaret Chase Smith School
 District: MSAD 54
 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	121	100	220	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	2	2	2	1	214	1
Caucasian/White	118	98	217	99	13723	94
Hispanic	1	1	1	0	153	1
Not Reported	0	0	0	0	7	0
Identified disability	21	17	44	20	2526	17
Current LEP	2	2	3	1	305	2
Economically disadvantaged	32	26	72	33	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	%
121	100	220	100	14388	99	121	100	220	100	14397	99						
0		0		333	97	0		0		339	99						
0		0		99	98	0		0		99	98						
2	100	2	100	209	98	2	100	2	100	212	99						
118	100	217	100	13595	99	118	100	217	100	13592	99						
1	100	1	100	146	95	1	100	1	100	149	97						
0		0		6	86	0		0		6	86						
21	100	44	100	2458	97	21	100	44	100	2458	97						
2	100	3	100	287	94	2	100	3	100	300	98						
32	100	72	100	5385	99	32	100	72	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	%	n	%
Students who took the assessment without accommodations	99	82	182	83	11592	81	99	82	182	83	11572	80						
Identified disability (PET/IEP)	3	3	13	7	458	4	3	3	13	7	465	4						
LEP	2	2	2	1	149	1	2	2	2	1	150	1						
504 plan	0	0	1	1	105	1	0	0	1	1	107	1						
Students who took the assessment with accommodations	18	15	34	15	2671	19	18	15	34	15	2725	19						
Identified disability (PET/IEP)	14	78	27	79	1892	71	14	78	27	79	1907	70						
LEP	0	0	1	3	126	5	0	0	1	3	139	5						
504 plan	0	0	0	0	59	2	0	0	0	0	57	2						
Other	4	22	7	21	625	23	4	22	7	21	654	24						
Students who would have participated through a PAAP if one had been available	4	3	4	2	125	1	4	3	4	2	100	1						
Identified disability (PET/IEP)	4	100	4	100	108	86	4	100	4	100	86	86						
LEP	0	0	0	0	12	10	0	0	0	0	11	11						
504 plan	0	0	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: Margaret Chase Smith School
 District: MSAD 54
 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	6	5	7	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	60	51	108	50	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	38	32	68	31	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	13	11	33	15	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	30.2	62.9	29.1	60.6	30.2	62.9
Literary Text	24	50	15.0	62.5	14.3	59.6	14.9	62.1
Informational Text	24	50	15.2	63.3	14.8	61.7	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: Margaret Chase Smith School
District: MSAD 54
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	57	544	57	36	7	49	545	62	28	10						
Male	43	544	56	28	16	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	97	544	56	32	11	95	544	59	30	11						
Hispanic						1	542	52	33	16						
Not Reported						0	538	50	0	50						
Economically disadvantaged																
Yes	26	543	48	32	19	37	540	44	38	18						
No	74	544	59	33	8	63	546	66	26	7						
Title 1A targeted program																
Yes	20	535	17	61	22	10	537	29	50	21						
No	80	546	66	26	9	90	545	61	28	10						
Migrant																
Yes						0	538	44	31	25						
No	100	544	56	32	11	100	544	58	30	11						
Gifted/talented program																
Yes	15	556	100	0	0	3	557	96	3	1						
No	85	542	49	38	13	97	544	57	31	12						
Identified disability																
Yes	15	532	6	53	41	16	534	22	42	36						
No	85	546	65	29	6	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	545	67	17	17	5	539	44	33	23						
B. Less than one hour	52	544	57	31	11	67	544	60	30	10						
C. One to two hours	38	544	55	34	11	25	545	60	31	10						
D. More than two hours	5	544	50	50	0	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.											42	37	546	66	9	
B. Yes, they match some of what I have learned.											45	47	544	60	9	
C. Yes, they match just a little of what I learned.											12	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											36	30	548	73	8	
B. good											53	54	543	57	10	
C. fair											9	15	539	37	19	
D. poor											3	2	535	22	36	
How difficult was the reading part of this test?																
A. harder than my regular schoolwork											22	16	540	43	21	
B. about the same as my regular schoolwork											62	63	545	61	9	
C. easier than my regular schoolwork											16	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.											11	12	536	28	31	
B. Most of the passages were about the same as what I normally read.											60	53	543	56	10	
C. Most of the passages were easier than what I normally read.											28	35	548	72	6	
How much time do you spend reading at home each day?																
A. more than one hour											21	18	546	67	9	
B. 20 minutes to an hour											74	56	545	62	9	
C. less than 20 minutes											3	12	541	47	17	
D. I rarely read at home											3	13	540	43	19	
How many pages do you read in school and to complete homework assignments?																
A. five or fewer pages											12	24	541	46	18	
B. six to ten pages											19	27	543	57	12	
C. eleven or more pages											68	49	546	65	7	



MATHEMATICS RESULTS

School: Margaret Chase Smith School
 District: MSAD 54
 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	8	7	15	7	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	49	42	84	39	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	34	29	65	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	26	22	52	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	8.6	53.8	8.0	50.0	9.2	57.5
Cluster 2: Shape and Size	14	29	6.3	45.0	6.3	45.0	6.7	47.9
Cluster 3: Mathematical Decision Making	7	15	2.5	35.7	2.7	38.6	3.2	45.7
Cluster 4: Patterns	11	23	7.8	70.9	7.6	69.1	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: Margaret Chase Smith School
 District: MSAD 54
 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	57	539	52	22	25	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?					
Male	43	541	44	38	18	51	543	56	27	17		A. Yes, the questions on the test match what I have learned in mathematics class.	39	43	547	65
Ethnicity											B. Yes, they match some of what I have learned.	48	43	542	53	16
African American/Black						2	534	33	35	32		C. Yes, they match just a little of what I have learned.	12	11	536	36
American Indian/Native Alaskan						1	535	32	32	35	D. No, there is no match.		1	3	529	24
Asian/Pacific Islander						1	545	60	25	15		Which of the following best describes how you rate yourself as a student in mathematics?				
Caucasian/White	97	540	47	30	23	94	543	56	27	16	A. very good	25	31	549	73	10
Hispanic						1	540	53	23	24	B. good	51	49	543	55	15
Not Reported						0	538	33	33	33	C. fair	21	18	536	33	29
Economically disadvantaged											D. poor	3	3	530	20	45
Yes	26	537	45	26	29	37	538	42	33	25	How difficult was the mathematics part of this test?					
No	74	541	50	30	20	63	546	63	25	12	A. harder than my regular schoolwork	22	19	536	37	29
Title 1A targeted program											B. about the same as my regular schoolwork	66	63	544	57	14
Yes	20	529	22	26	52	10	535	30	40	30	C. easier than my regular schoolwork	11	18	549	70	11
No	80	543	55	30	15	90	544	58	26	16	How often do you use hands-on materials in mathematics class?					
Migrant											A. almost every day	20	20	542	52	20
Yes						0	539	56	25	19	B. two or three days a week	43	37	544	58	15
No	100	540	49	29	22	100	543	55	28	17	C. two or three times each month	32	34	544	57	15
Gifted/talented program											D. never	6	9	540	47	25
Yes	15	556	100	0	0	3	560	95	3	2	How often do you use calculators in mathematics class?					
No	85	537	40	34	26	97	543	54	28	17	A. almost every day	2	7	539	46	26
Identified disability											B. two or three days a week	13	30	545	58	15
Yes	15	525	24	18	59	17	532	27	32	41	C. two or three times each month	58	45	544	58	14
No	85	542	53	31	16	83	545	61	27	12	D. never	27	17	540	47	23
Limited English proficient students											On average, how many minutes a day do you spend working on mathematics in class?					
Current LEP in first 10 months						0	514	20	0	80	A. less than 30 minutes	9	9	537	39	29
Current LEP beyond first 10 months						2	532	31	33	36	B. 30-45 minutes	46	33	540	47	21
How much homework do you do on school nights?											C. 45-60 minutes	42	39	545	61	13
A. None	5	545	50	50	0	5	538	43	27	29	D. more than 60 minutes	3	20	547	67	12
B. Less than one hour	52	538	46	28	26	67	544	57	27	16						
C. One to two hours	38	542	55	25	20	25	543	56	28	15						
D. More than two hours	5	538	33	50	17	2	535	34	31	35						
Optional school/district question																
A.																
B.																
C.																
D.																