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

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report Grade 5

ID: 12441683
School: Thomaston Grammar School
District: MSAD 50
Date: March 2006

Contents of the Report

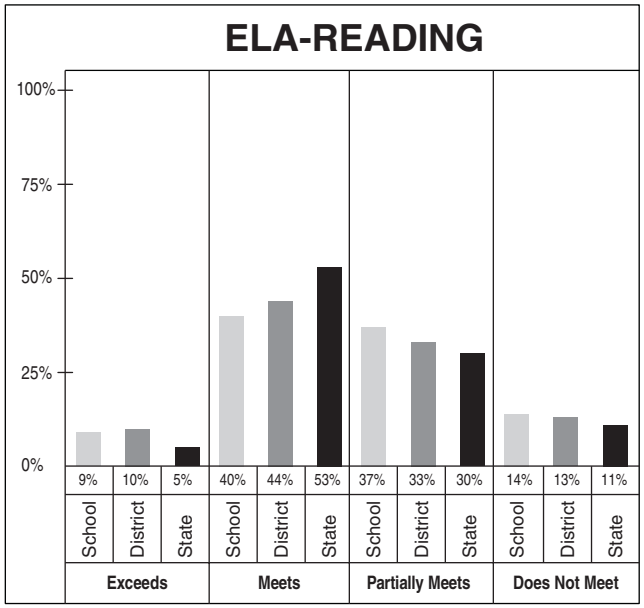
The report is divided into four main sections including a section describing the students tested and a separate section for the results in each content area.

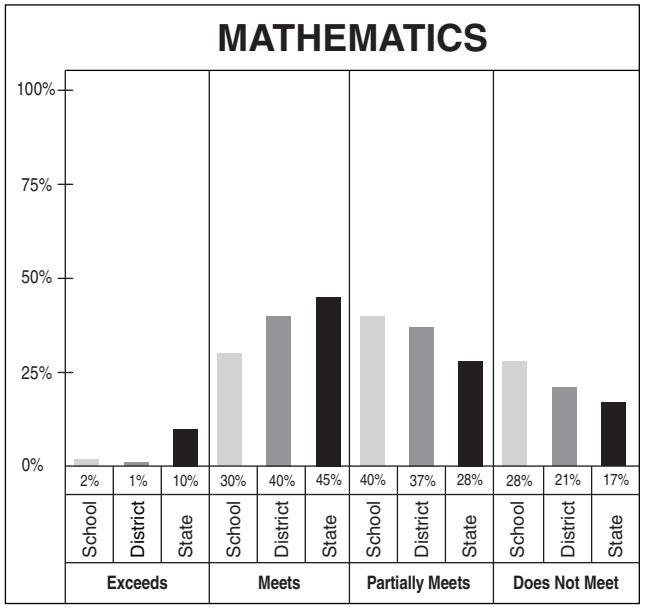
SUMMARY OF SCORES

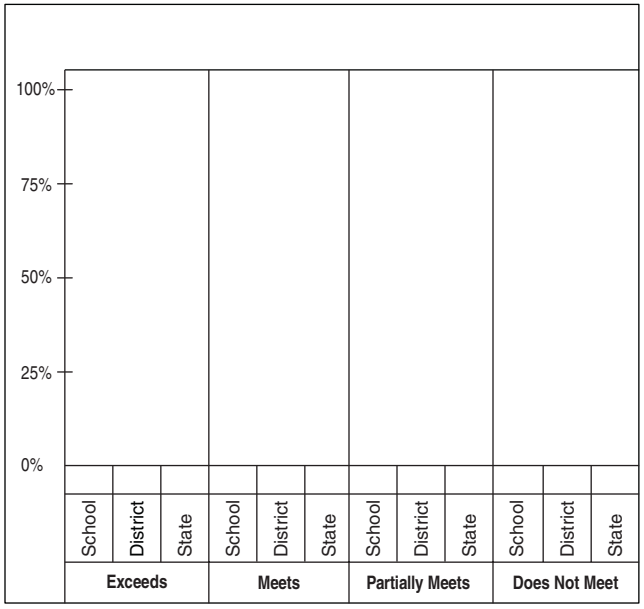
School: Thomaston Grammar School
District: MSAD 50
Grade: 5
Date: March 2006

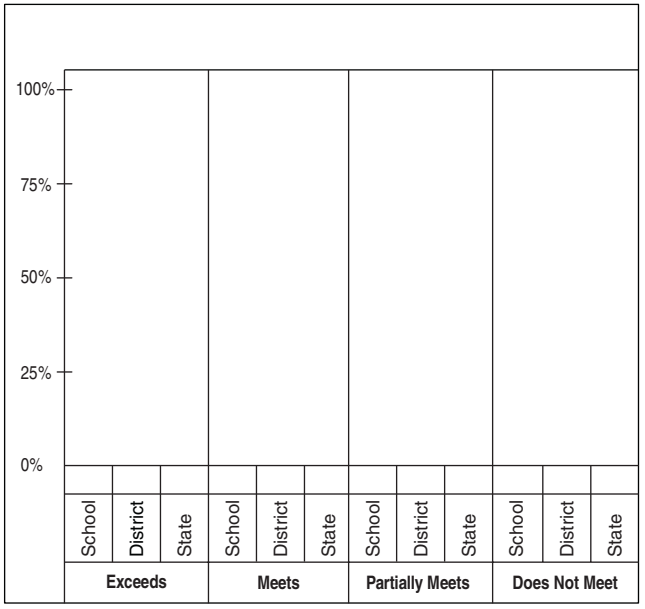
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	544	545	544
MATHEMATICS 2005–2006	534	537	543	









SUMMARY OF STUDENT PARTICIPATION

School: Thomaston Grammar School
District: MSAD 50
Grade: 5
Date: March 2006

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	46	100	71	100	14541	100	45	98	70	99	14388	99	45	98	70	99	14397	99						
Ethnicity African American/Black	0	0	0	0	343	2	0		0		333	97	0		0		339	99						
American Indian/Native Alaskan	0	0	0	0	101	1	0		0		99	98	0		0		99	98						
Asian/Pacific Islander	0	0	1	1	214	1	0		1	100	209	98	0		1	100	212	99						
Caucasian/White	46	100	70	99	13723	94	45	98	69	99	13595	99	45	98	69	99	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	18	39	23	32	2526	17	17	94	22	96	2458	97	17	94	22	96	2458	97						
Current LEP	0	0	0	0	305	2	0		0		287	94	0		0		300	98						
Economically disadvantaged	16	35	20	28	5462	38	15	94	19	95	5385	99	15	94	19	95	5393	99						
Migrant	0	0	0	0	18	0	0		0		17	94	0		0		17	94						

MODE OF PARTICIPATION[3]	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	28	62	50	71	11592	81	28	62	49	70	11572	80												
Identified disability (PET/IEP)	0	0	2	4	458	4	0	0	2	4	465	4												
LEP	0	0	0	0	149	1	0	0	0	0	150	1												
504 plan	1	4	1	2	105	1	1	4	1	2	107	1												
Students who took the assessment with accommodations	15	33	20	29	2671	19	15	33	21	30	2725	19												
Identified disability (PET/IEP)	15	100	20	100	1892	71	15	100	20	95	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	0	0	0	0	625	23	0	0	1	5	654	24												
Students who would have participated through a PAAP if one had been available	2	4	0	0	125	1	2	4	0	0	100	1												
Identified disability (PET/IEP)	2	100	0		108	86	2	100	0		86	86												
LEP	0	0	0		12	10	0	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: Thomaston Grammar School
District: MSAD 50
Grade: 5
Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	STUDENTS AT EACH ACHIEVEMENT LEVEL					
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.		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**	4	9	7	10	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**	17	40	31	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**	16	37	23	33	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**	6	14	9	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**	29.5	61.5	30.5	63.5	30.2	62.9
Literary Text	**24**	**50**	14.0	58.3	14.8	61.7	14.9	62.1
Informational Text	**24**	**50**	15.4	64.2	15.7	65.4	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: Thomaston Grammar School
District: MSAD 50
Grade: 5
Date: March 2006

Reporting Categories	School					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
Gender										
Female	49	548	57	33	10	49	545	62	28	10
Male	51	540	41	41	18	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	100	544	49	37	14	95	544	59	30	11
Hispanic						1	542	52	33	16
Not Reported						0	538	50	0	50
Economically disadvantaged										
Yes	33	536	14	57	29	37	540	44	38	18
No	67	547	66	28	7	63	546	66	26	7
Title 1A targeted program										
Yes						10	537	29	50	21
No	100	544	49	37	14	90	545	61	28	10
Migrant										
Yes						0	538	44	31	25
No	100	544	49	37	14	100	544	58	30	11
Gifted/talented program										
Yes						3	557	96	3	1
No	93	542	45	40	15	97	544	57	31	12
Identified disability										
Yes	35	535	13	53	33	16	534	22	42	36
No	65	548	68	29	4	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	76	543	47	34	19	67	544	60	30	10
C. One to two hours	19	545	50	50	0	25	545	60	31	10
D. More than two hours						2	537	33	38	29
Optional school/district question										
A.										
B.										
C.										
D.										

Questionnaire Items	Sch.	State			
	% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
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.	39	37	546	66	9
B. Yes, they match some of what I have learned.	44	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.	5	4	536	29	30
Which of the following best describes how you rate yourself as a student in reading?					
A. very good	34	30	548	73	8
B. good	49	54	543	57	10
C. fair	17	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	12	16	540	43	21
B. about the same as my regular schoolwork	71	63	545	61	9
C. easier than my regular schoolwork	17	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.	23	12	536	28	31
B. Most of the passages were about the same as what I normally read.	42	53	543	56	10
C. Most of the passages were easier than what I normally read.	35	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	40	56	545	62	9
C. less than 20 minutes	19	12	541	47	17
D. I rarely read at home	21	13	540	43	19
How many pages do you read in school and to complete homework assignments?					
A. five or fewer pages	48	24	541	46	18
B. six to ten pages	19	27	543	57	12
C. eleven or more pages	33	49	546	65	7

MATHEMATICS RESULTS

School: Thomaston Grammar School
District: MSAD 50
Grade: 5
Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	STUDENTS AT EACH ACHIEVEMENT LEVEL	School		District		State
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		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**	1	2	1	1	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**	13	30	28	40	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**	17	40	26	37	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**	12	28	15	21	17

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**16**	**33**	7.6	47.5	8.4	52.5	9.2	57.5
Cluster 2: Shape and Size	**14**	**29**	5.0	35.7	4.9	35.0	6.7	47.9
Cluster 3: Mathematical Decision Making	**7**	**15**	2.0	28.6	2.6	37.1	3.2	45.7
Cluster 4: Patterns	**11**	**23**	7.2	65.5	7.4	67.3	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: Thomaston Grammar School
District: MSAD 50
Grade: 5
Date: March 2006

Reporting Categories	School					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
Gender										
Female	49	535	48	24	29	49	543	55	28	17
Male	51	533	18	55	27	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	534	33	40	28	94	543	56	27	16
Hispanic						1	540	53	23	24
Not Reported						0	538	33	33	33
Economically disadvantaged										
Yes	33	524	7	43	50	37	538	42	33	25
No	67	539	45	38	17	63	546	63	25	12
Title 1A targeted program										
Yes						10	535	30	40	30
No	100	534	33	40	28	90	544	58	26	16
Migrant										
Yes						0	539	56	25	19
No	100	534	33	40	28	100	543	55	28	17
Gifted/talented program										
Yes						3	560	95	3	2
No	93	533	30	40	30	97	543	54	28	17
Identified disability										
Yes	35	526	20	33	47	17	532	27	32	41
No	65	538	39	43	18	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	76	534	31	38	31	67	544	57	27	16
C. One to two hours	19	535	25	63	13	25	543	56	28	15
D. More than two hours						2	535	34	31	35
Optional school/district question										
A.										
B.										
C.										
D.										

Questionnaire Items	Sch.	State			
	% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
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.	31	43	547	65	12
B. Yes, they match some of what I have learned.	57	43	542	53	16
C. Yes, they match just a little of what I have learned.	7	11	536	36	30
D. No, there is no match.	5	3	529	24	49
Which of the following best describes how you rate yourself as a student in mathematics?					
A. very good	29	31	549	73	10
B. good	64	49	543	55	15
C. fair	5	18	536	33	29
D. poor	2	3	530	20	45
How difficult was the mathematics part of this test?					
A. harder than my regular schoolwork	42	19	536	37	29
B. about the same as my regular schoolwork	44	63	544	57	14
C. easier than my regular schoolwork	14	18	549	70	11
How often do you use hands-on materials in mathematics class?					
A. almost every day	32	20	542	52	20
B. two or three days a week	29	37	544	58	15
C. two or three times each month	29	34	544	57	15
D. never	10	9	540	47	25
How often do you use calculators in mathematics class?					
A. almost every day	14	7	539	46	26
B. two or three days a week	26	30	545	58	15
C. two or three times each month	47	45	544	58	14
D. never	14	17	540	47	23
On average, how many minutes a day do you spend working on mathematics in class?					
A. less than 30 minutes	7	9	537	39	29
B. 30-45 minutes	23	33	540	47	21
C. 45-60 minutes	44	39	545	61	13
D. more than 60 minutes	26	20	547	67	12