



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 6

ID: 10651858  
School: Gorham Middle School  
District: Gorham 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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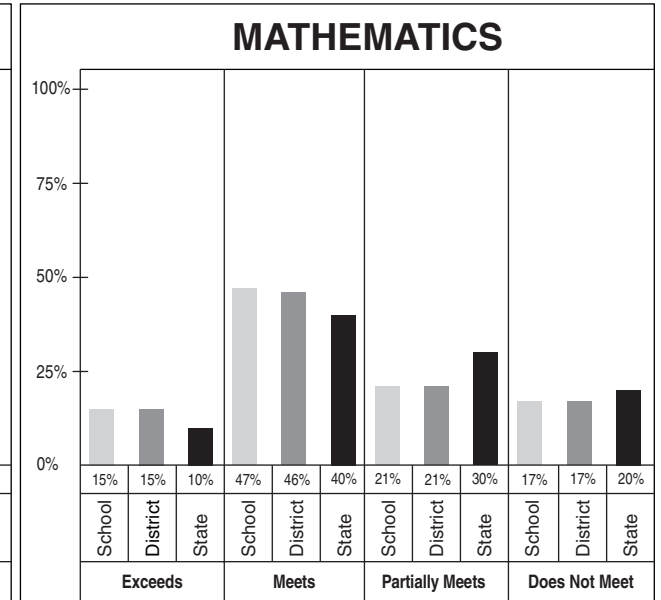
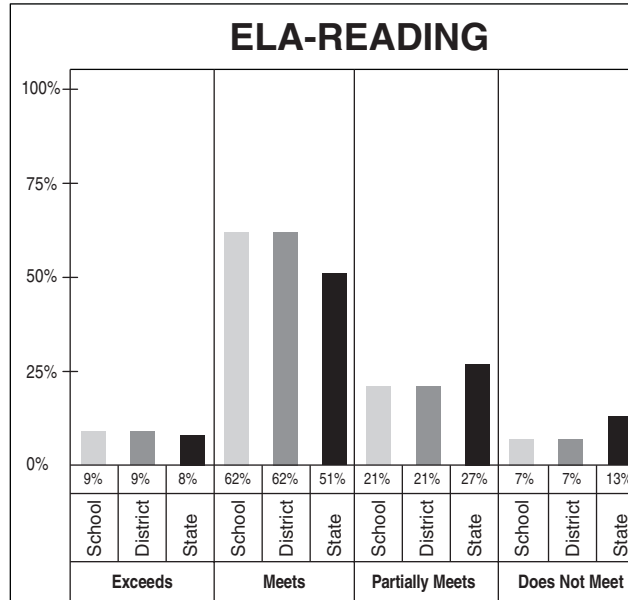


# SUMMARY OF SCORES

School: Gorham Middle School  
 District: Gorham School Department  
 Grade: 6  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	648	648	644
MATHEMATICS 2005–2006	645	645	641





# SUMMARY OF STUDENT PARTICIPATION

School: Gorham Middle School  
 District: Gorham School Department  
 Grade: 6  
 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>	206	100	206	100	15164	100
<b>Ethnicity</b>						
African American/Black	1	0	1	0	327	2
American Indian/Native Alaskan	1	0	1	0	117	1
Asian/Pacific Islander	1	0	1	0	180	1
Caucasian/White	203	99	203	99	14411	95
Hispanic	0	0	0	0	117	1
Not Reported	0	0	0	0	12	0
<b>Identified disability</b>	5	2	6	3	2463	16
<b>Current LEP</b>	2	1	3	1	287	2
<b>Economically disadvantaged</b>	22	11	23	11	5557	37
<b>Migrant</b>	0	0	0	0	29	0

ELA-Reading			Mathematics											
School		District	State		School		District	State		School		District	State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
203	99	203	99	14994	99	203	99	203	99	15000	99			
1	100	1	100	312	95	1	100	1	100	322	98			
1	100	1	100	115	98	1	100	1	100	115	98			
1	100	1	100	176	98	1	100	1	100	177	98			
200	99	200	99	14264	99	200	99	200	99	14258	99			
0		0		116	99	0		0		116	99			
0		0		11	92	0		0		12	100			
5	100	6	100	2380	97	5	100	6	100	2380	97			
2	100	3	100	271	94	2	100	3	100	282	98			
22	100	23	100	5468	98	22	100	23	100	5472	98			
0		0		29	100	0		0		29	100			

## MODE OF PARTICIPATION<sup>3</sup>

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
<b>Students who took the assessment without accommodations</b>	179	88	178	88	12532	84	179	88	178	88	12495	83			
Identified disability (PET/IEP)	2	1	2	1	507	4	2	1	2	1	504	4			
LEP	0	0	0	0	137	1	0	0	0	0	128	1			
504 plan	0	0	0	0	133	1	0	0	0	0	135	1			
<b>Students who took the assessment with accommodations</b>	23	11	23	11	2341	16	23	11	23	11	2390	16			
Identified disability (PET/IEP)	3	13	3	13	1764	75	3	13	3	13	1770	74			
LEP	2	9	2	9	127	5	2	9	2	9	148	6			
504 plan	0	0	0	0	47	2	0	0	0	0	45	2			
Other	18	78	18	78	419	18	18	78	18	78	443	19			
<b>Students who would have participated through a PAAP if one had been available</b>	1	0	2	1	121	1	1	0	2	1	115	1			
Identified disability (PET/IEP)	0	0	1	50	109	90	0	0	1	50	106	92			
LEP	0	0	1	50	7	6	0	0	1	50	6	5			
504 plan	0	0	0	0	2	2	0	0	0	0	2	2			

<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: Gorham Middle School  
 District: Gorham School Department  
 Grade: 6  
 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 661-680)		2005–2006	19	9	19	9	8
<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 641-660)		2005–2006	126	62	125	62	51
<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 629-640)		2005–2006	43	21	43	21	27
<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 600-628)		2005–2006	14	7	14	7	13

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>	56	100	37.7	67.3	37.7	67.3	35.3	63.0
<b>Literary Text</b>	28	50	19.2	68.6	19.2	68.6	18.2	65.0
<b>Informational Text</b>	28	50	18.5	66.1	18.5	66.1	17.1	61.1

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: Gorham Middle School  
 District: Gorham School Department  
 Grade: 6  
 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	650	84	13	3	48	646	64	25	11	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I learned. D. No, there is no match.  <b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor  <b>How difficult was the reading 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 difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.  <b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.  <b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home						
Male	53	645	61	29	10	52	642	54	30	16							
<b>Ethnicity</b>																	
African American/Black						2	636	36	30	33							
American Indian/Native Alaskan						1	638	33	42	25							
Asian/Pacific Islander						1	645	63	23	14							
Caucasian/White	99	648	72	21	7	95	644	60	27	13							
Hispanic						1	639	46	29	26							
Not Reported						0	641	45	18	36							
<b>Economically disadvantaged</b>																	
Yes	11	640	50	23	27	36	640	45	34	21							
No	89	649	74	21	4	64	647	67	24	9							
<b>Title 1A targeted program</b>																	
Yes						6	637	32	45	23							
No	100	648	72	21	7	94	645	61	26	13							
<b>Migrant</b>																	
Yes						0	642	55	24	21							
No	100	648	72	21	7	100	644	59	27	13							
<b>Gifted/talented program</b>																	
Yes						3	660	97	3	0							
No	100	648	72	21	7	97	644	58	28	14							
<b>Identified disability</b>																	
Yes	2	633	0	60	40	15	631	20	36	44							
No	98	648	74	20	6	85	646	66	26	8							
<b>Limited English proficient students</b>																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months						2	632	26	32	42							
<b>How much homework do you do on school nights?</b>																	
A. None						6	638	41	31	28							
B. Less than one hour	37	648	68	25	7	55	644	60	27	13							
C. One to two hours	57	649	79	17	4	36	645	63	27	11							
D. More than two hours	5	645	56	44	0	4	642	51	30	19							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	



# MATHEMATICS RESULTS

School: Gorham Middle School  
 District: Gorham School Department  
 Grade: 6  
 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 661-680)		2005–2006	31	15	31	15	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 641-660)		2005–2006	94	47	93	46	40
<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 627-640)		2005–2006	42	21	42	21	30
<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 600-626)		2005–2006	35	17	35	17	20

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>	18	32	10.4	57.8	10.4	57.8	9.2	51.1
<b>Cluster 2: Shape and Size</b>	14	25	7.0	50.0	7.0	50.0	5.7	40.7
<b>Cluster 3: Mathematical Decision Making</b>	9	16	4.3	47.8	4.3	47.8	4.0	44.4
<b>Cluster 4: Patterns</b>	15	27	10.1	67.3	10.1	67.3	9.6	64.0

**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>.

