



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 6

ID: 12051516
School: Gardiner Regional Middle Sch
District: MSAD 11
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.

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7

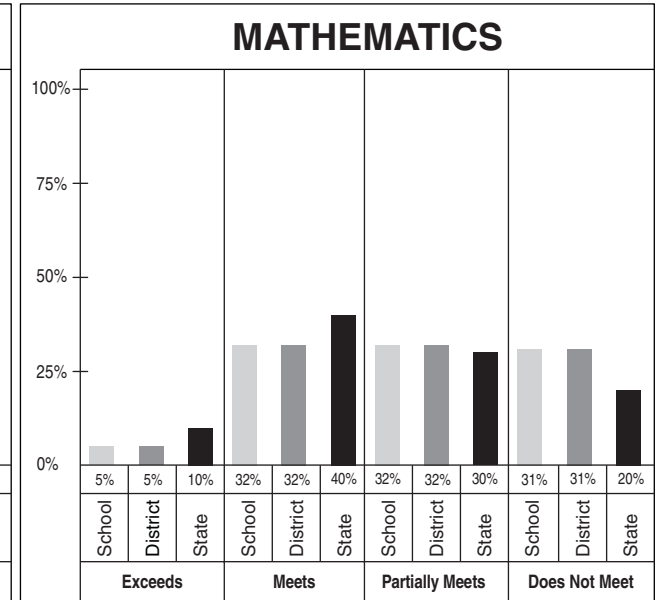
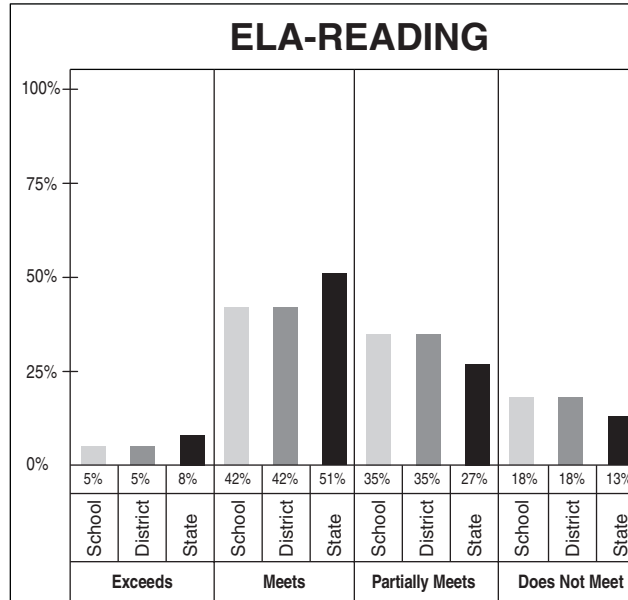


SUMMARY OF SCORES

School: Gardiner Regional Middle Sch
 District: MSAD 11
 Grade: 6
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	641	641	644
MATHEMATICS 2005–2006	635	635	641





SUMMARY OF STUDENT PARTICIPATION

School: Gardiner Regional Middle Sch
 District: MSAD 11
 Grade: 6
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	197	100	197	100	15164	100
Ethnicity						
African American/Black	2	1	2	1	327	2
American Indian/Native Alaskan	0	0	0	0	117	1
Asian/Pacific Islander	1	1	1	1	180	1
Caucasian/White	191	97	191	97	14411	95
Hispanic	3	2	3	2	117	1
Not Reported	0	0	0	0	12	0
Identified disability	30	15	30	15	2463	16
Current LEP	0	0	0	0	287	2
Economically disadvantaged	76	39	76	39	5557	37
Migrant	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	%	n	%
197	100	197	100	14994	99	197	100	197	100	15000	99						
2	100	2	100	312	95	2	100	2	100	322	98						
0		0		115	98	0		0		115	98						
1	100	1	100	176	98	1	100	1	100	177	98						
191	100	191	100	14264	99	191	100	191	100	14258	99						
3	100	3	100	116	99	3	100	3	100	116	99						
0		0		11	92	0		0		12	100						
30	100	30	100	2380	97	30	100	30	100	2380	97						
0		0		271	94	0		0		282	98						
76	100	76	100	5468	98	76	100	76	100	5472	98						
0		0		29	100	0		0		29	100						

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	171	87	171	87	12532	84	171	87	171	87	12495	83						
Identified disability (PET/IEP)	5	3	5	3	507	4	5	3	5	3	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						
Students who took the assessment with accommodations	22	11	22	11	2341	16	22	11	22	11	2390	16						
Identified disability (PET/IEP)	21	95	21	95	1764	75	21	95	21	95	1770	74						
LEP	0	0	0	0	127	5	0	0	0	0	148	6						
504 plan	0	0	0	0	47	2	0	0	0	0	45	2						
Other	1	5	1	5	419	18	1	5	1	5	443	19						
Students who would have participated through a PAAP if one had been available	4	2	4	2	121	1	4	2	4	2	115	1						
Identified disability (PET/IEP)	4	100	4	100	109	90	4	100	4	100	106	92						
LEP	0	0	0	0	7	6	0	0	0	0	6	5						
504 plan	0	0	0	0	2	2	0	0	0	0	2	2						

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: Gardiner Regional Middle Sch
 District: MSAD 11
 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	%	%	
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 661-680)		2005–2006	10	5	10	5	8
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 641-660)		2005–2006	82	42	82	42	51
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 629-640)		2005–2006	67	35	67	35	27
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 600-628)		2005–2006	34	18	34	18	13

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	56	100	33.1	59.1	33.1	59.1	35.3	63.0
Literary Text	28	50	17.4	62.1	17.4	62.1	18.2	65.0
Informational Text	28	50	15.7	56.1	15.7	56.1	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>.



MATHEMATICS RESULTS

School: Gardiner Regional Middle Sch
 District: MSAD 11
 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	%	%	
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 661-680)		2005–2006	9	5	9	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 641-660)		2005–2006	62	32	62	32	40
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 627-640)		2005–2006	62	32	62	32	30
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 600-626)		2005–2006	60	31	60	31	20

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	18	32	7.7	42.8	7.7	42.8	9.2	51.1
Cluster 2: Shape and Size	14	25	4.4	31.4	4.4	31.4	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	3.8	42.2	3.8	42.2	4.0	44.4
Cluster 4: Patterns	15	27	8.7	58.0	8.7	58.0	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>.



MATHEMATICS RESULTS

(CONTINUED)

School: Gardiner Regional Middle Sch
 District: MSAD 11
 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
Gender																
Female	47	635	39	30	31	49	641	50	31	20						
Male	53	634	35	34	31	51	641	49	30	21						
Ethnicity																
African American/Black						2	630	27	31	42						
American Indian/Native Alaskan						1	632	28	38	34						
Asian/Pacific Islander						1	646	64	26	10						
Caucasian/White	97	635	37	33	30	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
Economically disadvantaged																
Yes	38	629	23	34	42	36	635	37	34	29						
No	62	638	45	31	24	64	644	57	28	15						
Title 1A targeted program																
Yes						6	633	26	40	34						
No	100	635	37	32	31	94	641	51	30	19						
Migrant																
Yes						0	639	48	28	24						
No	100	635	37	32	31	100	641	50	30	20						
Gifted/talented program																
Yes						3	661	95	4	1						
No	100	635	37	32	31	97	640	48	31	21						
Identified disability																
Yes	13	614	0	27	73	15	626	17	30	53						
No	87	638	43	33	25	85	643	55	30	14						
Limited English proficient students																
Current LEP in first 10 months						0	613	14	0	86						
Current LEP beyond first 10 months						2	629	26	30	44						
How much homework do you do on school nights?																
A. None	3	636	20	40	40	6	633	35	29	36						
B. Less than one hour	55	635	38	28	34	55	641	51	30	19						
C. One to two hours	39	634	36	38	26	36	642	51	31	18						
D. More than two hours	4	637	43	29	29	4	637	41	31	28						
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 mathematics?																
A. Yes, the questions on the test match what I have learned in mathematics class.											30	40	644	57	16	
B. Yes, they match some of what I have learned.											50	44	641	50	18	
C. Yes, they match just a little of what I have learned.											17	13	635	35	31	
D. No, there is no match.											4	3	625	19	56	
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good											20	28	650	72	10	
B. good											54	49	640	49	19	
C. fair											21	20	632	27	32	
D. poor											4	4	626	15	48	
How difficult was the mathematics part of this test?																
A. harder than my regular schoolwork											42	29	636	40	27	
B. about the same as my regular schoolwork											51	58	641	51	18	
C. easier than my regular schoolwork											8	13	648	65	13	
How hard did you try on the mathematics part of this test?																
A. I tried harder on this test than I do on my regular schoolwork.											46	48	640	48	20	
B. I tried about the same as I do on my regular schoolwork.											49	48	642	52	18	
C. I did not try as hard on this test as I do on my regular schoolwork.											5	4	635	37	34	
Which statement best describes the use of calculators in mathematics class?																
A. Calculators are used daily.											9	12	639	45	26	
B. Calculators are used once or twice a week.											38	36	642	51	19	
C. Calculators are used once or twice a month.											30	24	642	52	17	
D. Calculators are rarely or never used.											24	28	639	47	22	
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes											9	8	634	35	34	
B. 30-45 minutes											47	39	639	46	21	
C. 45-60 minutes											40	39	643	56	16	
D. more than 60 minutes											5	14	642	55	18	