



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: 12451875
School: Greely Middle School
District: MSAD 51
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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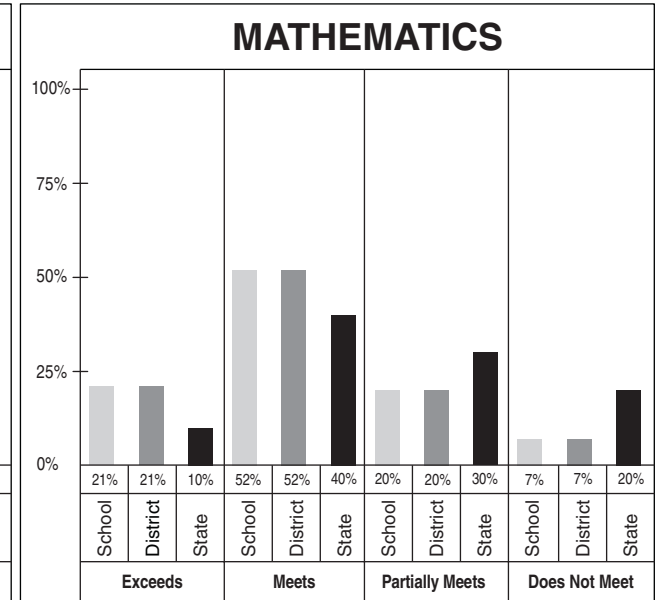
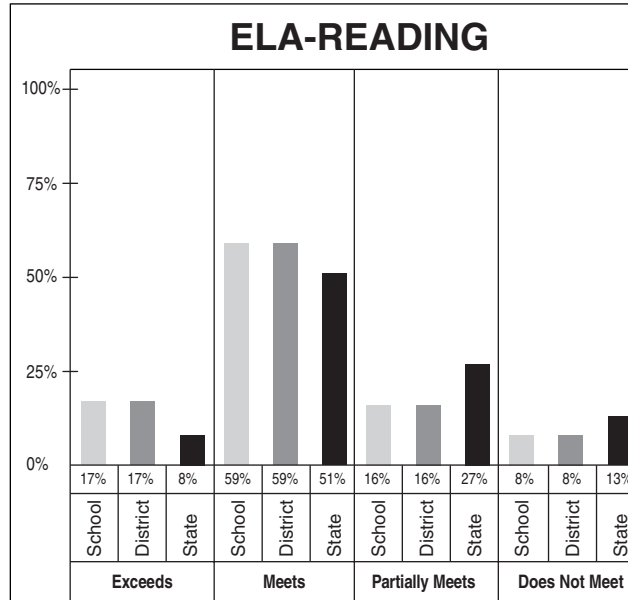


SUMMARY OF SCORES

School: Greely Middle School
 District: MSAD 51
 Grade: 6
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	650	650	644
MATHEMATICS 2005–2006	650	650	641





SUMMARY OF STUDENT PARTICIPATION

School: Greely Middle School
 District: MSAD 51
 Grade: 6
 Date: March 2006

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics														
	n	%	n	%	n	%	School	District	State	School	District	State	School	District	State	School	District	State						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Total number of students	182	100	182	100	15164	100	180	99	180	99	14994	99	181	99	181	99	15000	99						
Ethnicity																								
African American/Black	0	0	0	0	327	2	0		0		312	95	0	0	0		322	98						
American Indian/Native Alaskan	0	0	0	0	117	1	0		0		115	98	0	0	0		115	98						
Asian/Pacific Islander	0	0	0	0	180	1	0		0		176	98	0	0	0		177	98						
Caucasian/White	181	99	181	99	14411	95	179	99	179	99	14264	99	180	99	180	99	14258	99						
Hispanic	1	1	1	1	117	1	1	100	1	100	116	99	1	100	1	100	116	99						
Not Reported	0	0	0	0	12	0	0		0		11	92	0	0	0		12	100						
Identified disability	18	10	18	10	2463	16	16	89	16	89	2380	97	17	94	17	94	2380	97						
Current LEP	0	0	0	0	287	2	0		0		271	94	0	0	0		282	98						
Economically disadvantaged	9	5	9	5	5557	37	9	100	9	100	5468	98	9	100	9	100	5472	98						
Migrant	0	0	0	0	29	0	0		0		29	100	0	0	0		29	100						

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	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	168	93	168	93	12532	84	171	94	171	94	12495	83												
Identified disability (PET/IEP)	7	4	7	4	507	4	8	5	8	5	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	12	7	12	7	2341	16	10	6	10	6	2390	16												
Identified disability (PET/IEP)	9	75	9	75	1764	75	9	90	9	90	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	3	25	3	25	419	18	1	10	1	10	443	19												
Students who would have participated through a PAAP if one had been available	0	0	0	0	121	1	0	0	0	0	115	1												
Identified disability (PET/IEP)	0		0		109	90	0		0		106	92												
LEP	0		0		7	6	0		0		6	5												
504 plan	0		0		2	2	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: Greely Middle School
 District: MSAD 51
 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	31	17	31	17	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	106	59	106	59	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	29	16	29	16	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	14	8	14	8	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	39.2	70.0	39.2	70.0	35.3	63.0
Literary Text	28	50	20.1	71.8	20.1	71.8	18.2	65.0
Informational Text	28	50	19.1	68.2	19.1	68.2	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: Greely Middle School
 District: MSAD 51
 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	51	653	84	11	5	48	646	64	25	11	Do the questions that you have just been given on this MEA test match what you have learned in school about reading?					
Male	49	647	68	22	10	52	642	54	30	16						
Ethnicity											A. Yes, the questions on the test match what I have learned in reading class.	31	36	646	66	10
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	650	77	16	7	95	644	60	27	13						
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36						
Economically disadvantaged											B. Yes, they match some of what I have learned.	52	48	645	61	11
Yes	5	642	44	33	22	36	640	45	34	21						
No	95	651	78	15	7	64	647	67	24	9						
Title 1A targeted program											C. Yes, they match just a little of what I learned.	15	12	639	43	25
Yes						6	637	32	45	23						
No	100	650	76	16	8	94	645	61	26	13						
Migrant											D. No, there is no match.	3	4	634	30	35
Yes						0	642	55	24	21						
No	100	650	76	16	8	100	644	59	27	13						
Gifted/talented program											Which of the following best describes how you rate yourself as a student in reading?	38	29	650	77	7
Yes						3	660	97	3	0						
No	100	650	76	16	8	97	644	58	28	14						
Identified disability											A. very good	48	53	644	58	12
Yes	9	628	13	25	63	15	631	20	36	44						
No	91	652	82	15	2	85	646	66	26	8						
Limited English proficient students											B. good	12	16	637	36	25
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	632	26	32	42						
How much homework do you do on school nights?											C. fair	2	2	632	27	39
A. None						6	638	41	31	28						
B. Less than one hour	43	650	72	22	5	55	644	60	27	13						
C. One to two hours	51	651	82	10	8	36	645	63	27	11						
D. More than two hours	3	656	83	0	17	4	642	51	30	19						
Optional school/district question											D. poor	5	9	634	29	36
A.																
B.																
C.																
D.																
											How difficult was the reading part of this test?	15	15	640	48	23
											A. harder than my regular schoolwork	63	62	645	62	11
											B. about the same as my regular schoolwork	22	23	645	61	11
											C. easier than my regular schoolwork	5	9	634	29	36
											How difficult were the reading passages on this test?	40	51	643	55	14
											A. Most of the passages were more difficult than what I normally read.	55	41	648	72	7
											B. Most of the passages were about the same as what I normally read.	35	46	644	57	15
											C. Most of the passages were easier than what I normally read.	62	51	645	63	11
											How hard did you try on the reading part of this test?	3	4	638	44	26
											A. I tried harder on this test than I do on my regular schoolwork.	16	19	647	67	11
											B. I tried about the same as I do on my regular schoolwork.	60	49	646	64	10
											C. I did not try as hard on this test as I do on my regular schoolwork.	13	13	643	55	16
											How much time do you spend reading at home each day?	11	19	639	43	20
											A. more than one hour					
											B. 20 minutes to an hour					
											C. less than 20 minutes					
											D. I rarely read at home					



MATHEMATICS RESULTS

School: Greely Middle School
 District: MSAD 51
 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	38	21	38	21	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	94	52	94	52	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	36	20	36	20	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	13	7	13	7	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	12.0	66.7	12.0	66.7	9.2	51.1
Cluster 2: Shape and Size	14	25	6.7	47.9	6.7	47.9	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	4.8	53.3	4.8	53.3	4.0	44.4
Cluster 4: Patterns	15	27	11.0	73.3	11.0	73.3	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>.



MATHEMATICS RESULTS

(CONTINUED)

School: Greely Middle School
 District: MSAD 51
 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	51	652	80	15	5	49	641	50	31	20	Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?					
Male	49	647	66	25	9	51	641	49	30	21		A. Yes, the questions on the test match what I have learned in mathematics class.	39	40	644	57
Ethnicity											B. Yes, they match some of what I have learned.					
African American/Black						2	630	27	31	42		C. Yes, they match just a little of what I have learned.	42	44	641	50
American Indian/Native Alaskan						1	632	28	38	34	D. No, there is no match.		17	13	635	35
Asian/Pacific Islander						1	646	64	26	10		Which of the following best describes how you rate yourself as a student in mathematics?	2	3	625	19
Caucasian/White	99	650	73	20	7	95	641	50	30	20	A. very good	35	28	650	72	10
Hispanic						1	635	34	31	35	B. good	50	49	640	49	19
Not Reported						0	632	25	42	33	C. fair	11	20	632	27	32
Economically disadvantaged											D. poor	3	4	626	15	48
Yes	5	637	33	44	22	36	635	37	34	29	How difficult was the mathematics part of this test?					
No	95	651	75	19	6	64	644	57	28	15	A. harder than my regular schoolwork	28	29	636	40	27
Title 1A targeted program											B. about the same as my regular schoolwork	55	58	641	51	18
Yes						6	633	26	40	34	C. easier than my regular schoolwork	18	13	648	65	13
No	100	650	73	20	7	94	641	51	30	19	How hard did you try on the mathematics part of this test?					
Migrant											A. I tried harder on this test than I do on my regular schoolwork.	40	48	640	48	20
Yes						0	639	48	28	24	B. I tried about the same as I do on my regular schoolwork.	55	48	642	52	18
No	100	650	73	20	7	100	641	50	30	20	C. I did not try as hard on this test as I do on my regular schoolwork.	5	4	635	37	34
Gifted/talented program											Which statement best describes the use of calculators in mathematics class?					
Yes						3	661	95	4	1	A. Calculators are used daily.	2	12	639	45	26
No	100	650	73	20	7	97	640	48	31	21	B. Calculators are used once or twice a week.	24	36	642	51	19
Identified disability											C. Calculators are used once or twice a month.	39	24	642	52	17
Yes	9	628	12	41	47	15	626	17	30	53	D. Calculators are rarely or never used.	35	28	639	47	22
No	91	652	79	18	3	85	643	55	30	14	On average, how many minutes a day do you spend working on mathematics in class?					
Limited English proficient students											A. less than 30 minutes	5	8	634	35	34
Current LEP in first 10 months						0	613	14	0	86	B. 30-45 minutes	29	39	639	46	21
Current LEP beyond first 10 months						2	629	26	30	44	C. 45-60 minutes	64	39	643	56	16
How much homework do you do on school nights?											D. more than 60 minutes	2	14	642	55	18
A. None						6	633	35	29	36						
B. Less than one hour	44	649	70	22	8	55	641	51	30	19						
C. One to two hours	51	651	76	18	7	36	642	51	31	18						
D. More than two hours	3	656	83	17	0	4	637	41	31	28						
Optional school/district question																
A.																
B.																
C.																
D.																