



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: 12581765
School: Central Middle School
District: MSAD 64
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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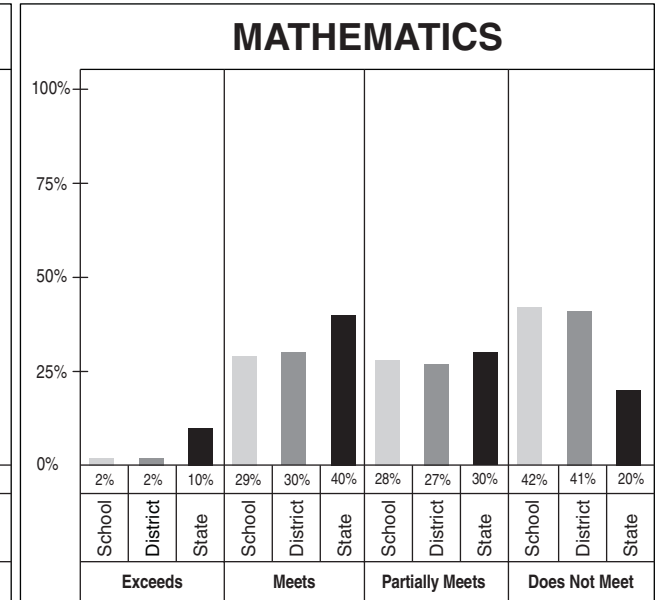
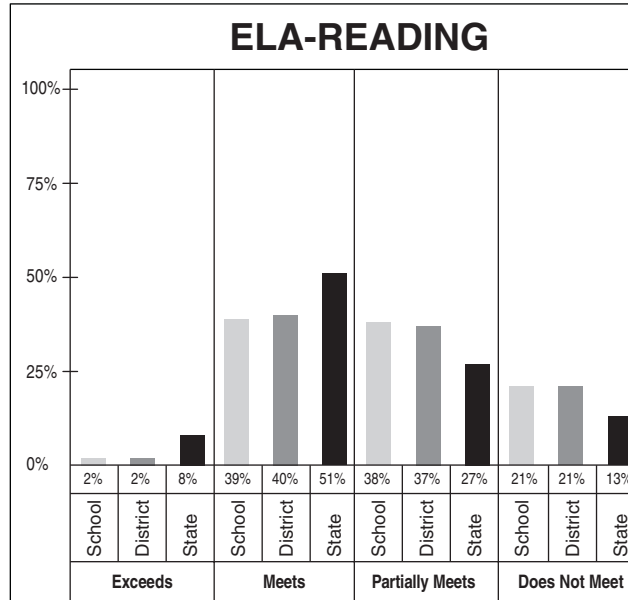


SUMMARY OF SCORES

School: Central Middle School
 District: MSAD 64
 Grade: 6
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	639	639	644
MATHEMATICS 2005–2006	631	632	641





SUMMARY OF STUDENT PARTICIPATION

School: Central Middle School
 District: MSAD 64
 Grade: 6
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		District		State		ELA-Reading			Mathematics														
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	99	100	101	100	15164	100	99	100	101	100	14994	99	99	100	101	100	15000	99						
Ethnicity																								
African American/Black	2	2	2	2	327	2	2	100	2	100	312	95	2	100	2	100	322	98						
American Indian/Native Alaskan	0	0	0	0	117	1	0		0		115	98	0		0		115	98						
Asian/Pacific Islander	0	0	0	0	180	1	0		0		176	98	0		0		177	98						
Caucasian/White	97	98	99	98	14411	95	97	100	99	100	14264	99	97	100	99	100	14258	99						
Hispanic	0	0	0	0	117	1	0		0		116	99	0		0		116	99						
Not Reported	0	0	0	0	12	0	0		0		11	92	0		0		12	100						
Identified disability	0	0	0	0	2463	16	0		0		2380	97	0		0		2380	97						
Current LEP	0	0	0	0	287	2	0		0		271	94	0		0		282	98						
Economically disadvantaged	48	48	48	48	5557	37	48	100	48	100	5468	98	48	100	48	100	5472	98						
Migrant	0	0	0	0	29	0	0		0		29	100	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	%
Students who took the assessment without accommodations	84	85	86	85	12532	84	84	85	86	85	12495	83												
Identified disability (PET/IEP)	0	0	0	0	507	4	0	0	0	0	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	14	14	14	14	2341	16	14	14	14	14	2390	16												
Identified disability (PET/IEP)	0	0	0	0	1764	75	0	0	0	0	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	14	100	14	100	419	18	14	100	14	100	443	19												
Students who would have participated through a PAAP if one had been available	1	1	1	1	121	1	1	1	1	1	115	1												
Identified disability (PET/IEP)	0	0	0	0	109	90	0	0	0	0	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: Central Middle School
 District: MSAD 64
 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	2	2	2	2	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	38	39	40	40	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	37	38	37	37	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	21	21	21	21	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	31.7	56.6	32.0	57.1	35.3	63.0
Literary Text	28	50	16.5	58.9	16.7	59.6	18.2	65.0
Informational Text	28	50	15.2	54.3	15.3	54.6	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: Central Middle School
District: MSAD 64
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	50	639	43	37	20	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? 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.	35	36	646	66	10
Male	50	639	39	39	22	52	642	54	30	16						
Ethnicity											Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	29	29	650	77	7
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	98	639	41	38	22	95	644	60	27	13						
Hispanic						1	639	46	29	26						
Not Reported						0	641	45	18	36						
Economically disadvantaged											How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	15	15	640	48	23
Yes	48	636	30	43	28	36	640	45	34	21						
No	52	642	51	33	16	64	647	67	24	9						
Title 1A targeted program											How difficult were the reading passages on this test? 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.	11	9	634	29	36
Yes						6	637	32	45	23						
No	100	639	41	38	21	94	645	61	26	13						
Migrant											How hard did you try on the reading part of this test? 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.	49	51	643	55	14
Yes						0	642	55	24	21						
No	100	639	41	38	21	100	644	59	27	13						
Gifted/talented program											How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home	40	41	648	72	7
Yes						3	660	97	3	0						
No	100	639	41	38	21	97	644	58	28	14						
Identified disability											How much homework do you do on school nights? A. None B. Less than one hour C. One to two hours D. More than two hours	44	46	644	57	15
Yes						15	631	20	36	44						
No	100	639	41	38	21	85	646	66	26	8						
Limited English proficient students											Optional school/district question A. B. C. D.	18	19	647	67	11
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	632	26	32	42						



MATHEMATICS RESULTS

School: Central Middle School
 District: MSAD 64
 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	2	2	2	2	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	28	29	30	30	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	27	28	27	27	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	41	42	41	41	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	7.2	40.0	7.3	40.6	9.2	51.1
Cluster 2: Shape and Size	14	25	4.8	34.3	4.9	35.0	5.7	40.7
Cluster 3: Mathematical Decision Making	9	16	3.1	34.4	3.1	34.4	4.0	44.4
Cluster 4: Patterns	15	27	7.7	51.3	7.8	52.0	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: Central Middle School
 District: MSAD 64
 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	50	631	33	27	41	49	641	50	31	20						
Male	50	632	29	29	43	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	98	631	30	27	43	95	641	50	30	20						
Hispanic						1	635	34	31	35						
Not Reported						0	632	25	42	33						
Economically disadvantaged																
Yes	48	625	15	26	60	36	635	37	34	29						
No	52	638	45	29	25	64	644	57	28	15						
Title 1A targeted program																
Yes						6	633	26	40	34						
No	100	631	31	28	42	94	641	51	30	19						
Migrant																
Yes						0	639	48	28	24						
No	100	631	31	28	42	100	641	50	30	20						
Gifted/talented program																
Yes						3	661	95	4	1						
No	100	631	31	28	42	97	640	48	31	21						
Identified disability																
Yes						15	626	17	30	53						
No	100	631	31	28	42	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	11	621	9	27	64	6	633	35	29	36						
B. Less than one hour	43	631	33	21	45	55	641	51	30	19						
C. One to two hours	35	635	32	41	26	36	642	51	31	18						
D. More than two hours	10	631	40	0	60	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.											35	40	644	57	16	
B. Yes, they match some of what I have learned.											45	44	641	50	18	
C. Yes, they match just a little of what I have learned.											18	13	635	35	31	
D. No, there is no match.											2	3	625	19	56	
Which of the following best describes how you rate yourself as a student in mathematics?																
A. very good											32	28	650	72	10	
B. good											43	49	640	49	19	
C. fair											23	20	632	27	32	
D. poor											2	4	626	15	48	
How difficult was the mathematics part of this test?																
A. harder than my regular schoolwork											37	29	636	40	27	
B. about the same as my regular schoolwork											51	58	641	51	18	
C. easier than my regular schoolwork											12	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.											47	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.											3	4	635	37	34	
Which statement best describes the use of calculators in mathematics class?																
A. Calculators are used daily.											5	12	639	45	26	
B. Calculators are used once or twice a week.											14	36	642	51	19	
C. Calculators are used once or twice a month.											26	24	642	52	17	
D. Calculators are rarely or never used.											55	28	639	47	22	
On average, how many minutes a day do you spend working on mathematics in class?																
A. less than 30 minutes											8	8	634	35	34	
B. 30-45 minutes											61	39	639	46	21	
C. 45-60 minutes											26	39	643	56	16	
D. more than 60 minutes											5	14	642	55	18	