July 2007

DEPARTMENT OF EDUCATION
2006–2007 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 *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. 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. Students' 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. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. 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

MEA
Maine Educational Assessment

School Report
Grade 5

Test Date:	March 2007 (Reports Revised October 2007)
ID:	11361363
District:	Princeton School Department
School:	Princeton Elementary School

Contents of the Report

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

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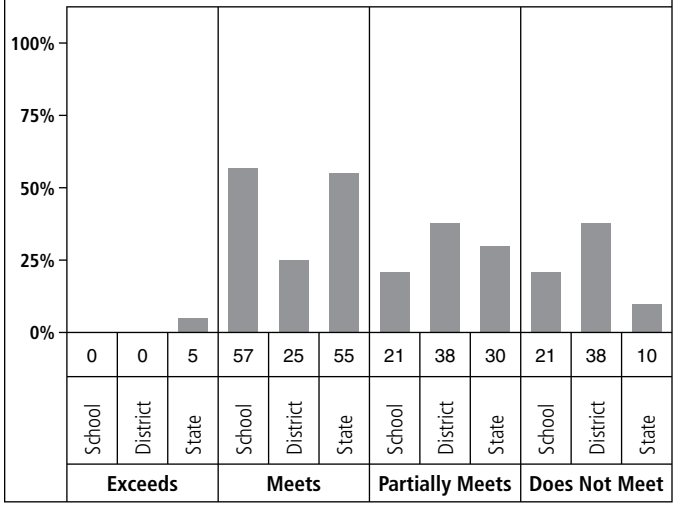
SUMMARY OF SCORES

Date:	March 2007
Grade:	5
District:	Princeton School Department
School:	Princeton Elementary School

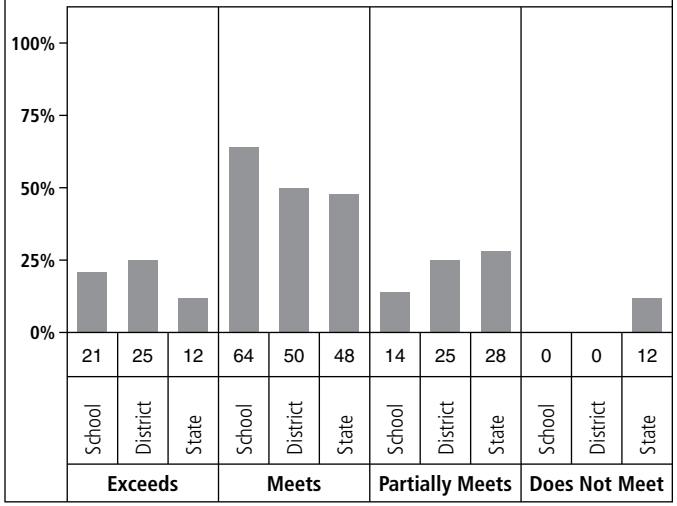
Summary of School, District, and State Scores

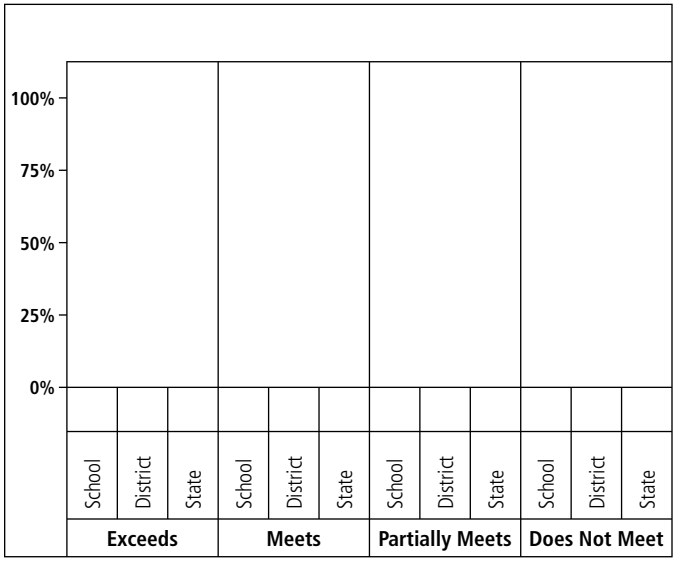
Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	540	538	544
2006–2007	**546**	**537**	**544**
Cum. Avg.*	543	538	544
Mathematics			
2005–2006	532	529	543
2006–2007	**555**	**552**	**546**
Cum. Avg.*	544	538	544
ELA – Writing			
2005–2006			
2006–2007	**539**	**533**	**541**
Cum.Avg.*	539	533	541

ELA – READING

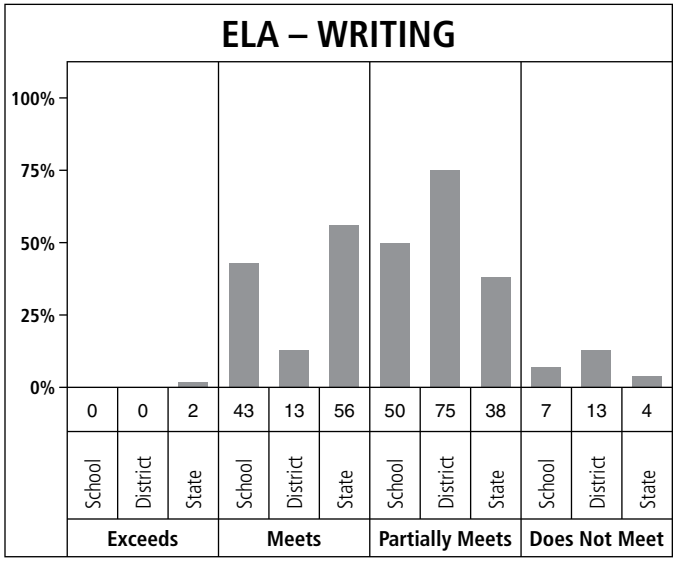


MATHEMATICS





ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

MEA
Maine Educational Assessment

Date: March 2007
Grade: 5
District: Princeton School Department
School: Princeton Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		District		State		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	%
Total number of students	14	100	8	100	14332	100	14	100	8	100	14252	100	14	100	8	100	14255	100							14	100	8	100	14191	99
Ethnicity African American	0	0	0	0	382	3	0	0	0	0	372	97	0	0	0	0	377	99							0	0	0	0	366	96
American Indian/Native Alaskan	1	7	1	13	106	1	1	100	1	100	103	99	1	100	1	100	103	99							1	100	1	100	103	99
Asian/Pacific Islander	0	0	0	0	251	2	0	0	0	0	249	99	0	0	0	0	250	100							0	0	0	0	248	99
Hispanic	0	0	0	0	148	1	0	0	0	0	148	100	0	0	0	0	147	99							0	0	0	0	147	99
White	13	93	7	88	13445	94	13	100	7	100	13380	100	13	100	7	100	13378	100							13	100	7	100	13327	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	3	21	3	38	2522	18	3	100	3	100	2500	100	3	100	3	100	2500	100							3	100	3	100	2482	99
Current LEP	0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99							0	0	0	0	270	94
Economically disadvantaged	7	50	4	50	5401	38	7	100	4	100	5355	99	7	100	4	100	5360	99							7	100	4	100	5319	99
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100							0	0	0	0	8	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics												ELA–Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	11	79	5	63	11327	79	11	79	5	63	11313	79							11	79	5	63	11382	79
Identified disability (PET/IEP)	0	0	0	0	408	4	0	0	0	0	419	4							0	0	0	0	454	4
LEP	0	0	0	0	145	1	0	0	0	0	147	1							0	0	0	0	146	1
504 plan	0	0	0	0	122	1	0	0	0	0	124	1							0	0	0	0	126	1
Participation with accommodations	3	21	3	38	2706	19	3	21	3	38	2743	19							3	21	3	38	2611	18
Identified disability (PET/IEP)	3	100	3	100	1890	70	3	100	3	100	1893	69							3	100	3	100	1841	71
LEP	0	0	0	0	121	4	0	0	0	0	131	5							0	0	0	0	118	5
504 plan	0	0	0	0	58	2	0	0	0	0	57	2							0	0	0	0	53	2
Other	0	0	0	0	655	24	0	0	0	0	680	25							0	0	0	0	617	24
Participation through alternate assessment (PAAP)	0	0	0	0	213	1	0	0	0	0	199	1							0	0	0	0	198	1
Identified disability (PET/IEP)	0	0	0	0	202	95	0	0	0	0	188	94							0	0	0	0	187	94
LEP	0	0	0	0	6	3	0	0	0	0	5	3							0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	0	0	0	0	18	0	0	0	0	0	18	0							0	0	0	0	20	0
Non-participation – other	0	0	0	0	62	0	0	0	0	0	59	0							0	0	0	0	121	1

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 by mode.

ELA–READING RESULTS

Date:	March 2007
Grade:	5
District:	Princeton School Department
School:	Princeton Elementary School

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	%	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	1	7	0	0	721	5
	2006-2007	**0**	**0**	**0**	**0**	**702**	**5**
	Cum. Avg.	1	7	0	0	712	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	6	43	5	42	7571	53
	2006-2007	**8**	**57**	**2**	**25**	**7730**	**55**
	Cum. Avg.	7	47	4	36	7651	54
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	5	36	5	42	4343	30
	2006-2007	**3**	**21**	**3**	**38**	**4182**	**30**
	Cum. Avg.	4	27	4	36	4263	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	2	14	2	17	1628	11
	2006-2007	**3**	**21**	**3**	**38**	**1419**	**10**
	Cum. Avg.	3	20	3	27	1524	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**	29.6	61.7	23.0	47.9	28.8	60.0
Literary Text	**24**	**50**	14.8	61.7	11.6	48.3	14.2	59.2
Informational Text	**24**	**50**	14.8	61.7	11.4	47.5	14.5	60.4

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. Items on the MEA measure Grade Level Expectations, based on Maine's *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

ELA–READING RESULTS
(CONTINUED)

Date: March 2007
Grade: 5
District: Princeton School Department
School: Princeton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	0	0	8	57	3	21	3	21	546	8	0	25	38	38	537	14033	5	55	30	10	544
Ethnicity																						
African American	0										0						368	2	36	38	23	538
American Indian/Native Alaskan	1										1						102	1	36	43	20	539
Asian/Pacific Islander	0										0						247	8	52	31	9	545
Hispanic	0										0						143	2	38	42	18	540
White	13	0	0	8	62	2	15	3	23	546	7	0	29	29	43	537	13173	5	56	29	10	545
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2298	0	22	43	34	535
No	11	0	0	8	73	2	18	1	9	549	5	0	40	40	20	540	11735	6	62	27	5	546
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
Economically disadvantaged																						
Yes	7	0	0	4	57	1	14	2	29	545	4						5223	2	43	39	17	540
No	7	0	0	4	57	2	29	1	14	547	4						8810	7	62	25	6	547
Migrant																						
Yes	0										0						8	13	13	63	13	539
No	14	0	0	8	57	3	21	3	21	546	8	0	25	38	38	537	14025	5	55	30	10	544
Gender																						
Female	9	0	0	6	67	1	11	2	22	547	4						6967	7	57	27	8	546
Male	5	0	0	2	40	2	40	1	20	542	4						7066	3	53	32	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1573	0	30	51	19	538
No	12	0	0	8	67	3	25	1	8	549	6	0	33	50	17	540	12460	6	58	27	9	545
Gifted/talented program																						
Yes	0										0						499	24	72	3	0	556
No	14	0	0	8	57	3	21	3	21	546	8	0	25	38	38	537	13534	4	54	31	10	544

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 5
District: Princeton School Department
School: Princeton Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	3	43	32	22	540
B. less than one hour	21	0	0	1	33	1	33	1	33	540	25	0	0	50	50	532	67	5	56	30	9	545
C. one to two hours	64	0	0	7	78	2	22	0	0	551	50	0	50	50	0	544	26	5	56	30	9	545
D. more than two hours	14	0	0	0	0	0	0	2	100	529	25	0	0	0	100	529	2	2	41	34	23	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	79	0	0	7	64	2	18	2	18	547	63	0	20	40	40	536	35	8	61	24	7	547
B. They match some of what I have learned.	21	0	0	1	33	1	33	1	33	539	38	0	33	33	33	539	52	4	57	31	8	545
C. They match just a little of what I have learned.	0										0						10	2	38	39	21	539
D. There is no match.	0										0						3	1	28	41	29	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	14	0	0	1	50	0	0	1	50	542	13	0	0	0	100	528	30	11	65	18	6	549
B. good	64	0	0	6	67	2	22	1	11	548	63	0	40	40	20	540	53	3	56	32	9	544
C. fair	21	0	0	1	33	1	33	1	33	542	25	0	0	50	50	533	15	0	37	45	18	539
D. poor	0										0						2	0	24	45	31	535
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	0										0						13	2	41	35	22	539
B. about the same as my regular schoolwork	100	0	0	8	57	3	21	3	21	546	100	0	25	38	38	537	66	6	57	30	8	545
C. easier than my regular schoolwork	0										0						20	6	59	27	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	0	0	1	100	0	0	540	13	0	0	100	0	540	10	1	27	43	30	536
B. Most of the passages were about the same as what I normally read.	79	0	0	7	64	2	18	2	18	547	75	0	33	33	33	538	55	3	54	34	9	544
C. Most of the passages were easier than what I normally read.	14	0	0	1	50	0	0	1	50	543	13	0	0	0	100	526	35	9	65	20	5	548
How much time do you spend reading at home each day?																						
A. more than one hour	7	0	0	1	100	0	0	0	0	560	0						17	9	59	24	8	547
B. 20 minutes to an hour	29	0	0	2	50	1	25	1	25	540	50	0	50	25	25	540	57	6	59	28	8	545
C. less than 20 minutes	29	0	0	2	50	2	50	0	0	548	25	0	0	100	0	539	13	2	47	37	14	542
D. I rarely read at home.	36	0	0	3	60	0	0	2	40	545	25	0	0	0	100	529	14	1	45	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	29	0	0	2	50	0	0	2	50	543	25	0	0	0	100	528	25	3	47	35	15	542
B. six to ten pages	36	0	0	3	60	1	20	1	20	548	25	0	0	50	50	534	28	4	55	32	10	544
C. eleven or more pages	36	0	0	3	60	2	40	0	0	546	50	0	50	50	0	543	47	7	60	26	7	546
Optional school/district question																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	526	50	0	0	0	100	526						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	530	50	0	0	0	100	530						

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

N = Number

MATHEMATICS RESULTS

Date:	March 2007
Grade:	5
District:	Princeton School Department
School:	Princeton Elementary School

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	%	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	0	0	0	0	1415	10
	2006-2007	**3**	**21**	**2**	**25**	**1711**	**12**
	Cum. Avg.	2	13	1	9	1563	11
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	2	14	1	8	6503	45
	2006-2007	**9**	**64**	**4**	**50**	**6778**	**48**
	Cum. Avg.	6	40	3	27	6641	47
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	6	43	5	42	3945	28
	2006-2007	**2**	**14**	**2**	**25**	**3884**	**28**
	Cum. Avg.	4	27	4	36	3915	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	6	43	6	50	2434	17
	2006-2007	**0**	**0**	**0**	**0**	**1683**	**12**
	Cum. Avg.	3	20	3	27	2059	15

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	**15**	**31**	9.7	64.7	9.3	62.0	7.8	52.0
Cluster 2: Shape and Size	**14**	**29**	9.0	64.3	8.6	61.4	6.9	49.3
Cluster 3: Mathematical Decision Making	**5**	**10**	4.0	80.0	4.0	80.0	3.3	66.0
Cluster 4: Patterns	**14**	**29**	9.6	68.6	8.4	60.0	8.5	60.7

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

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*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

MATHEMATICS RESULTS
(CONTINUED)

Date: March 2007
Grade: 5
District: Princeton School Department
School: Princeton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	3	21	9	64	2	14	0	0	555	8	25	50	25	0	552	14056	12	48	28	12	546
Ethnicity																						
African American	0										0						376	4	29	38	30	536
American Indian/Native Alaskan	1										1						102	8	32	31	28	538
Asian/Pacific Islander	0										0						249	17	52	24	7	549
Hispanic	0										0						144	9	34	42	15	541
White	13	2	15	9	69	2	15	0	0	553	7	14	57	29	0	549	13185	12	49	27	11	546
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2312	3	27	36	34	535
No	11	3	27	7	64	1	9	0	0	557	5	40	40	20	0	556	11744	14	52	26	8	548
Limited English proficient students																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
Economically disadvantaged																						
Yes	7	1	14	5	71	1	14	0	0	554	4						5240	6	40	35	19	540
No	7	2	29	4	57	1	14	0	0	555	4						8816	16	53	23	8	549
Migrant																						
Yes	0										0						8	13	38	38	13	544
No	14	3	21	9	64	2	14	0	0	555	8	25	50	25	0	552	14048	12	48	28	12	546
Gender																						
Female	9	1	11	7	78	1	11	0	0	554	4						6972	11	48	29	12	545
Male	5	2	40	2	40	1	20	0	0	555	4						7084	13	49	26	12	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1579	2	31	45	22	537
No	12	3	25	9	75	0	0	0	0	558	6	33	67	0	0	558	12477	14	50	25	11	547
Gifted/talented program																						
Yes	0										0						499	54	43	3	0	563
No	14	3	21	9	64	2	14	0	0	555	8	25	50	25	0	552	13557	11	48	29	12	545

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 5
District: Princeton School Department
School: Princeton Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	9	39	28	25	540
B. less than one hour	21	1	33	1	33	1	33	0	0	556	25	50	0	50	0	555	67	13	49	27	11	546
C. one to two hours	64	2	22	7	78	0	0	0	0	557	50	25	75	0	0	556	26	12	49	28	11	546
D. more than two hours	14	0	0	1	50	1	50	0	0	543	25	0	50	50	0	543	2	3	40	29	28	538
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	86	3	25	7	58	2	17	0	0	555	75	33	33	33	0	553	41	17	52	23	8	549
B. They match some of what I have learned.	14	0	0	2	100	0	0	0	0	551	25	0	100	0	0	551	48	9	49	30	11	545
C. They match just a little of what I have learned.	0										0						9	7	33	36	24	539
D. There is no match.	0										0						3	5	25	29	41	533
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	2	67	1	33	0	0	0	0	567	25	100	0	0	0	573	31	27	50	16	7	553
B. good	57	1	13	6	75	1	13	0	0	553	38	0	67	33	0	545	48	8	53	29	11	545
C. fair	21	0	0	2	67	1	33	0	0	545	38	0	67	33	0	545	18	2	37	40	20	538
D. poor	0										0						3	1	25	41	34	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	1	100	0	0	0	0	558	0						17	5	40	34	21	540
B. about the same as my regular schoolwork	64	1	11	7	78	1	11	0	0	554	63	20	60	20	0	553	66	12	51	28	10	546
C. easier than my regular schoolwork	29	2	50	1	25	1	25	0	0	555	38	33	33	33	0	551	17	23	49	18	10	551
How often do you use hands-on materials in mathematics class?																						
A. almost every day	43	1	17	5	83	0	0	0	0	556	25	0	100	0	0	551	22	11	45	29	15	544
B. two or three days a week	50	2	29	3	43	2	29	0	0	554	63	40	20	40	0	553	38	13	50	27	10	547
C. two or three times each month	7	0	0	1	100	0	0	0	0	552	13	0	100	0	0	552	33	13	50	27	9	547
D. never	0										0						8	9	44	27	20	542
How often do you use calculators in mathematics class?																						
A. almost every day	57	2	25	4	50	2	25	0	0	553	63	20	40	40	0	548	6	12	41	25	22	542
B. two or three days a week	29	1	25	3	75	0	0	0	0	561	13	100	0	0	0	576	31	13	50	27	10	547
C. two or three times each month	14	0	0	2	100	0	0	0	0	551	25	0	100	0	0	551	45	13	50	27	10	547
D. never	0										0						17	10	44	30	17	543
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										0						7	8	37	30	25	540
B. 30–45 minutes	14	0	0	1	50	1	50	0	0	543	25	0	50	50	0	543	31	7	44	33	15	543
C. 45–60 minutes	14	1	50	1	50	0	0	0	0	557	13	0	100	0	0	550	42	14	52	25	8	548
D. more than 60 minutes	71	2	20	7	70	1	10	0	0	556	63	40	40	20	0	556	19	17	52	22	9	549
Optional school/district question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	552	50	0	100	0	0	552						

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N = Number

ELA–WRITING RESULTS

Date:	March 2007
Grade:	5
District:	Princeton School Department
School:	Princeton Elementary School

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 – writing.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006						
	2006-2007	**0**	**0**	**0**	**0**	**260**	**2**
	Cum. Avg.	0	0	0	0	260	2
Meets the Standards – The student's response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006						
	2006-2007	**6**	**43**	**1**	**13**	**7844**	**56**
	Cum. Avg.	6	43	1	13	7844	56
Partially Meets the Standards – The student's response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006						
	2006-2007	**7**	**50**	**6**	**75**	**5365**	**38**
	Cum. Avg.	7	50	6	75	5365	38
Does Not Meet the Standards – The student's response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006						
	2006-2007	**1**	**7**	**1**	**13**	**524**	**4**
	Cum. Avg.	1	7	1	13	524	4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	**20**	**100**	11.2	56.0	9.3	46.5	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	5.7	47.5	4.6	38.3	6.2	51.7
Standard English Conventions (Standard F)	**8**	**40**	5.5	68.8	4.6	57.5	5.6	70.0

The MEA assesses students' writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine's *Learning Results* which can be found at http://www.maine.gov/education/lsalt/gles.htm.

ELA–WRITING RESULTS
(CONTINUED)

Date: March 2007
Grade: 5
District: Princeton School Department
School: Princeton Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	0	0	6	43	7	50	1	7	539	8	0	13	75	13	533	13993	2	56	38	4	541
Ethnicity																						
African American	0										0						366	1	42	51	7	537
American Indian/Native Alaskan	1										1						102	0	51	42	7	539
Asian/Pacific Islander	0										0						247	2	68	27	3	544
Hispanic	0										0						143	0	51	39	10	538
White	13	0	0	6	46	6	46	1	8	540	7	0	14	71	14	532	13135	2	56	38	4	541
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2295	0	20	63	16	531
No	11	0	0	6	55	4	36	1	9	541	5	0	20	60	20	532	11698	2	63	33	1	543
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
Economically disadvantaged																						
Yes	7	0	0	2	29	4	57	1	14	537	4						5198	1	44	49	6	538
No	7	0	0	4	57	3	43	0	0	541	4						8795	3	63	32	2	543
Migrant																						
Yes	0										0						8	0	38	63	0	539
No	14	0	0	6	43	7	50	1	7	539	8	0	13	75	13	533	13985	2	56	38	4	541
Gender																						
Female	9	0	0	5	56	3	33	1	11	542	4						6956	3	67	28	2	544
Male	5	0	0	1	20	4	80	0	0	534	4						7037	1	45	48	6	538
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1567	0	38	57	5	537
No	12	0	0	6	50	6	50	0	0	542	6	0	17	83	0	536	12426	2	58	36	4	542
Gifted/talented program																						
Yes	0										0						499	9	77	13	1	549
No	14	0	0	6	43	7	50	1	7	539	8	0	13	75	13	533	13494	2	55	39	4	541

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