June 2008

DEPARTMENT OF EDUCATION
2007–2008 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. These *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/Span 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 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 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. 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 grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. 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 2008
Code:	10071908
SAU:	Auburn School Department
School:	Park Avenue 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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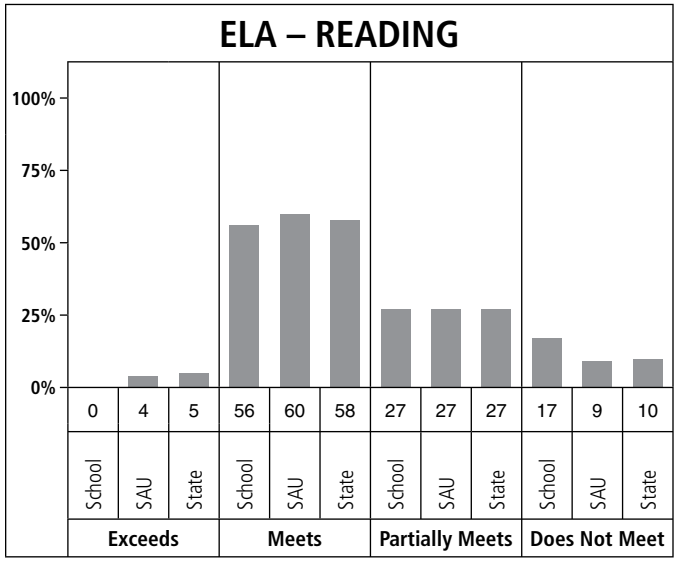
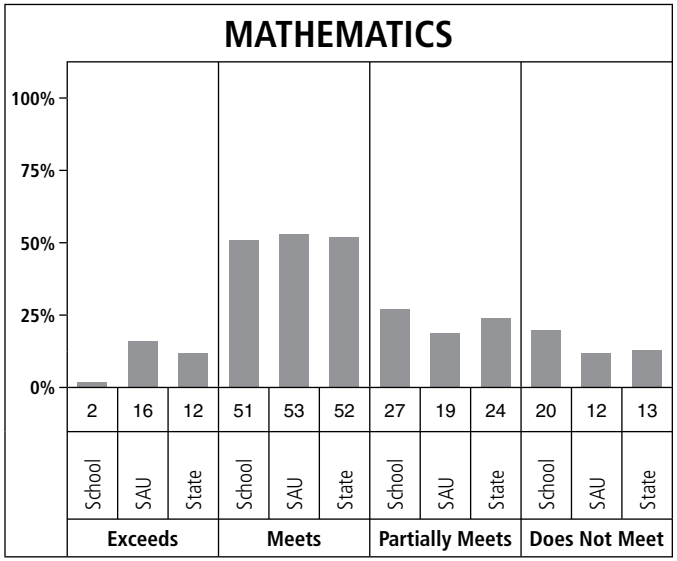
SUMMARY OF SCORES

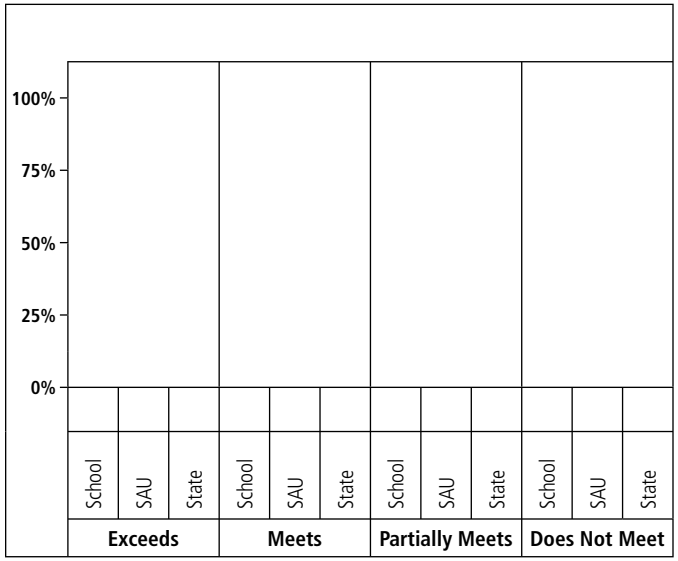
Test Date:	March 2008
Grade:	5
SAU:	Auburn School Department
School:	Park Avenue Elementary School

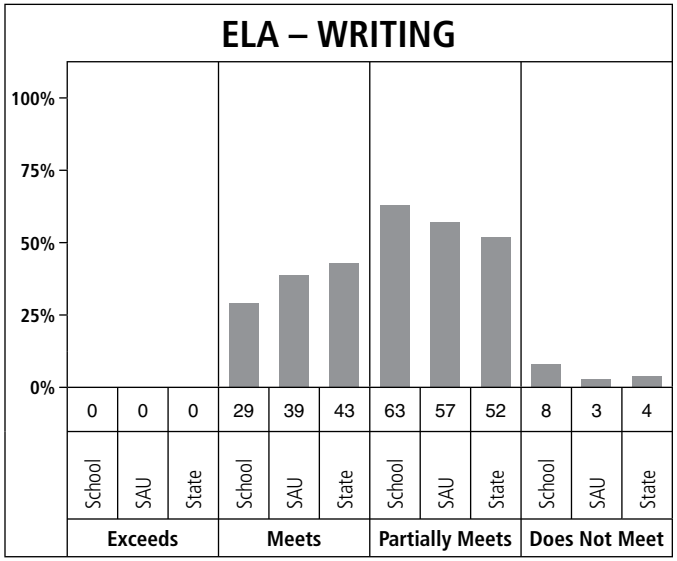
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006		544	544
2006–2007	544	545	544
2007–2008	**541**	**545**	**545**
Cum. Avg.*		545	544
Mathematics			
2005–2006		549	543
2006–2007	547	547	546
2007–2008	**539**	**548**	**546**
Cum. Avg.*		548	545
ELA – Writing			
2005–2006			
2006–2007	537	540	541
2007–2008	**534**	**537**	**538**
Cum. Avg.*			









*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

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Park Avenue Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	49	100	237	100	14240	100	49	100	237	100	14157	100	49	100	237	100	14156	100							48	98	235	99	14107	99
Ethnicity African American/Black	13	27	21	9	404	3	13	100	21	100	396	98	13	100	21	100	398	99							12	92	20	95	388	96
American Indian or Native Alaskan	0	0	1	0	118	1	0	0	1	100	118	100	0	0	1	100	118	100							0	0	1	100	118	100
Asian or Pacific Islander	2	4	7	3	201	1	2	100	7	100	199	99	2	100	7	100	199	99							2	100	7	100	197	98
Hispanic	1	2	3	1	178	1	1	100	3	100	170	97	1	100	3	100	174	99							1	100	3	100	171	97
Caucasian/White	33	67	205	86	13339	94	33	100	205	100	13274	100	33	100	205	100	13267	100							33	100	204	100	13233	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	13	27	53	22	2555	18	13	100	53	100	2528	99	13	100	53	100	2526	99							13	100	53	100	2507	99
Current LEP	14	29	16	7	337	2	14	100	16	100	328	97	14	100	16	100	334	99							13	93	15	94	323	96
Economically disadvantaged	31	63	108	46	5574	39	31	100	108	100	5528	99	31	100	108	100	5531	99							30	97	107	99	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	24	49	151	64	11042	78	25	51	153	65	11006	77							25	51	156	66	11127	78
Identified disability (PET/IEP)	2	8	4	3	396	4	2	8	4	3	404	4							2	8	4	3	447	4
LEP	7	29	8	5	144	1	7	28	8	5	141	1							7	28	8	5	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	24	49	82	35	2974	21	24	49	81	34	3014	21							23	47	76	32	2845	20
Identified disability (PET/IEP)	11	46	46	56	1996	67	11	46	46	57	1986	66							11	48	46	61	1925	68
LEP	6	25	6	7	175	6	7	29	7	9	189	6							6	26	6	8	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	7	29	30	37	766	26	6	25	28	35	801	27							6	26	24	32	710	25
Participation through alternate assessment (PAAP)	0	0	3	1	136	1	0	0	3	1	136	1							0	0	3	1	135	1
Identified disability (PET/IEP)	0	0	3	100	136	100	0	0	3	100	136	100							0	0	3	100	135	100
LEP	0	0	1	33	4	3	0	0	1	33	4	3							0	0	1	33	4	3
504 plan	0	0	1	33	1	1	0	0	1	33	1	1							0	0	1	33	1	1
Approved non-participation in reading – 1st year LEP	1	2	1	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							1	2	2	1	106	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

Test Date:	March 2008
Grade:	5
SAU:	Auburn School Department
School:	Park Avenue 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		SAU		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			5	2	721	5
	2006-2007	5	11	18	7	702	5
	2007-2008	**0**	**0**	**10**	**4**	**659**	**5**
	Cum. Total*			33	5	2082	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			119	54	7571	53
	2006-2007	20	44	129	51	7730	55
	2007-2008	**27**	**56**	**139**	**60**	**8195**	**58**
	Cum. Total*			387	55	23496	56
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			83	38	4343	30
	2006-2007	13	29	75	30	4182	30
	2007-2008	**13**	**27**	**63**	**27**	**3800**	**27**
	Cum. Total*			221	31	12325	29
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			13	6	1628	11
	2006-2007	7	16	29	12	1419	10
	2007-2008	**8**	**17**	**21**	**9**	**1362**	**10**
	Cum. Total*			63	9	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	26.5	55.2	29.2	60.8	29.2	60.8
Literary Text	**24**	**50**	13.8	57.5	15.4	64.2	15.0	62.5
Informational Text	**24**	**50**	12.7	52.9	13.8	57.5	14.2	59.2

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 texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA–READING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Park Avenue Elementary School

REPORTING CATEGORIES	School										SAU						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	48	0	0	27	56	13	27	8	17	541	233	4	60	27	9	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	12	0	0	6	50	3	25	3	25	539	19	5	42	26	26	541	388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	2										7	0	71	29	0	550	197	5	64	23	8	546
Hispanic	1										3						167	2	47	37	14	542
Caucasian/White	33	0	0	20	61	8	24	5	15	542	203	4	62	27	7	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	5	38	5	38	3	23	536	50	0	38	42	20	539	2392	0	26	42	31	536
No	35	0	0	22	63	8	23	5	14	543	183	5	66	23	6	546	11624	6	65	24	5	547
Current LEP																						
Yes	13	0	0	7	54	4	31	2	15	542	14	0	57	29	14	542	319	1	36	34	29	537
No	35	0	0	20	57	9	26	6	17	541	219	5	60	27	9	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	30	0	0	13	43	10	33	7	23	539	106	2	45	37	16	541	5454	2	48	35	15	541
No	18	0	0	14	78	3	17	1	6	545	127	6	72	19	3	548	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	48	0	0	27	56	13	27	8	17	541	233	4	60	27	9	545	14011	5	58	27	10	545
Gender																						
Female	19	0	0	11	58	6	32	2	11	543	122	4	63	27	6	546	6766	7	62	24	8	546
Male	29	0	0	16	55	7	24	6	21	540	111	5	56	27	13	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	3	30	5	50	2	20	537	33	0	24	52	24	536	1751	1	35	44	21	538
No	38	0	0	24	63	8	21	6	16	542	200	5	66	23	7	546	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										13	31	69	0	0	557	464	27	71	2	1	557
No	48	0	0	27	56	13	27	8	17	541	220	3	59	29	10	544	13552	4	58	28	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)

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Park Avenue Elementary School

QUESTIONNAIRE ITEMS	School										SAU						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	10	0	0	0	0	0	0	5	100	523	4	0	33	0	67	533	5	2	42	34	22	540
B. less than one hour	48	0	0	14	61	8	35	1	4	543	69	6	59	29	7	546	66	5	60	27	9	545
C. one to two hours	38	0	0	13	72	3	17	2	11	545	25	2	71	22	5	545	26	5	61	26	8	546
D. more than two hours	4	0	0	0	0	2	100	0	0	533	2	0	0	75	25	532	2	3	42	32	23	540
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.	38	0	0	11	61	3	17	4	22	543	40	9	63	22	7	548	31	7	63	23	7	547
B. They match some of what I have learned.	49	0	0	15	65	6	26	2	9	542	47	2	64	24	10	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	9	0	0	1	25	2	50	1	25	537	11	0	46	46	8	541	11	2	42	37	19	540
D. There is no match.	4	0	0	0	0	1	50	1	50	530	2	0	0	60	40	530	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	0	0	15	71	4	19	2	10	543	37	6	69	21	4	548	30	10	68	16	6	549
B. good	48	0	0	11	50	7	32	4	18	541	50	4	59	25	11	544	53	3	59	29	9	544
C. fair	4	0	0	1	50	0	0	1	50	535	12	0	43	43	14	541	15	1	41	40	18	539
D. poor	2	0	0	0	0	0	0	1	100	522	1	0	33	33	33	532	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	5	42	3	25	4	33	538	19	5	47	33	16	542	17	3	45	32	19	541
B. about the same as my regular schoolwork	66	0	0	20	65	8	26	3	10	543	72	5	64	24	7	546	67	5	62	26	7	546
C. easier than my regular schoolwork	9	0	0	2	50	1	25	1	25	538	9	0	62	29	10	543	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	3	38	3	38	2	25	539	15	0	24	59	18	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	60	0	0	17	61	7	25	4	14	541	62	4	64	24	7	545	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	23	0	0	7	64	2	18	2	18	543	23	8	73	10	10	549	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	28	0	0	9	69	3	23	1	8	544	15	3	68	24	6	546	18	8	64	20	8	547
B. 20 minutes to an hour	53	0	0	16	64	6	24	3	12	543	71	5	64	23	7	546	56	5	62	25	7	546
C. less than 20 minutes	2	0	0	1	100	0	0	0	0	548	8	0	50	39	11	543	12	2	50	32	15	542
D. I rarely read at home.	17	0	0	1	13	3	38	4	50	532	6	0	7	57	36	534	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	0	0	9	64	4	29	1	7	543	20	2	50	41	7	543	26	3	51	32	14	542
B. six to ten pages	22	0	0	6	60	3	30	1	10	542	22	0	64	28	8	543	28	3	59	28	9	544
C. eleven or more pages	48	0	0	12	55	5	23	5	23	540	58	7	64	19	10	546	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										33	0	50	50	0	544						
C.	0										33	50	50	0	0	560						
D.	0										33	0	50	50	0	547						

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

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Auburn School Department
School:	Park Avenue 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		SAU		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			36	16	1415	10
	2006-2007	9	20	43	17	1711	12
	2007-2008	**1**	**2**	**37**	**16**	**1617**	**12**
	Cum. Total*			116	16	4743	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			124	56	6503	45
	2006-2007	20	43	119	47	6778	48
	2007-2008	**25**	**51**	**125**	**53**	**7284**	**52**
	Cum. Total*			368	52	20565	49
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			44	20	3945	28
	2006-2007	11	24	64	25	3884	28
	2007-2008	**13**	**27**	**44**	**19**	**3341**	**24**
	Cum. Total*			152	22	11170	26
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			16	7	2434	17
	2006-2007	6	13	26	10	1683	12
	2007-2008	**10**	**20**	**28**	**12**	**1778**	**13**
	Cum. Total*			70	10	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	8.4	56.0	9.6	64.0	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	5.0	35.7	7.4	52.9	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	1.7	34.0	2.7	54.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	7.7	55.0	8.8	62.9	8.4	60.0

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 1997 *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.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Park Avenue Elementary School

REPORTING CATEGORIES	School										SAU						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	49	1	2	25	51	13	27	10	20	539	234	16	53	19	12	548	14020	12	52	24	13	546
Ethnicity																						
African American/Black	13	0	0	4	31	2	15	7	54	532	20	5	40	10	45	537	392	5	33	32	31	537
American Indian or Native Alaskan	0										1						116	5	42	31	22	540
Asian or Pacific Islander	2										7	43	57	0	0	561	198	16	59	15	11	549
Hispanic	1										3						173	5	45	30	20	541
Caucasian/White	33	1	3	19	58	11	33	2	6	542	203	16	55	20	9	549	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	5	38	5	38	3	23	534	50	6	38	32	24	539	2390	2	29	34	35	534
No	36	1	3	20	56	8	22	7	19	542	184	18	58	15	9	550	11630	13	57	22	8	548
Current LEP																						
Yes	14	0	0	6	43	2	14	6	43	535	15	7	40	13	40	538	330	4	36	27	33	536
No	35	1	3	19	54	11	31	4	11	541	219	16	54	19	10	549	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	31	1	3	13	42	7	23	10	32	537	107	10	49	21	20	543	5461	5	46	30	19	541
No	18	0	0	12	67	6	33	0	0	544	127	20	57	17	6	552	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	49	1	2	25	51	13	27	10	20	539	234	16	53	19	12	548	14015	12	52	24	13	546
Gender																						
Female	19	1	5	10	53	4	21	4	21	541	122	15	53	20	12	547	6767	11	51	24	13	546
Male	30	0	0	15	50	9	30	6	20	539	112	17	54	18	12	548	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	5	50	3	30	2	20	539	33	3	36	36	24	538	1755	1	37	39	23	538
No	39	1	3	20	51	10	26	8	21	540	201	18	56	16	10	549	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										13	69	31	0	0	568	464	58	40	2	0	564
No	49	1	2	25	51	13	27	10	20	539	221	13	55	20	13	547	13556	10	52	25	13	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)

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Park Avenue Elementary School

QUESTIONNAIRE ITEMS	School										SAU						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	10	0	0	0	0	0	0	5	100	516	4	11	22	11	56	533	5	6	39	29	25	539
B. less than one hour	48	0	0	15	65	7	30	1	4	544	69	17	53	20	9	549	66	12	52	24	12	546
C. one to two hours	38	1	6	9	50	6	33	2	11	543	25	14	57	19	10	547	26	12	55	23	11	547
D. more than two hours	4	0	0	1	50	0	0	1	50	531	2	0	75	0	25	539	2	9	37	25	29	539
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.	28	1	8	8	62	3	23	1	8	546	40	19	60	16	4	551	38	16	56	19	8	549
B. They match some of what I have learned.	62	0	0	15	52	8	28	6	21	539	52	16	50	20	14	547	48	9	53	26	12	545
C. They match just a little of what I have learned.	9	0	0	1	25	2	50	1	25	534	7	6	47	24	24	541	10	6	37	32	24	539
D. There is no match.	2	0	0	0	0	0	0	1	100	520	1	0	0	0	100	516	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	0	0	9	69	0	0	4	31	544	33	34	55	3	9	557	31	24	54	14	8	552
B. good	55	1	4	13	50	8	31	4	15	539	49	9	60	22	9	546	47	8	55	25	12	545
C. fair	17	0	0	2	25	5	63	1	13	537	16	3	30	43	24	537	19	2	43	35	20	539
D. poor	0										2	0	50	25	25	537	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	4	100	0	0	0	0	551	17	11	63	18	8	547	18	5	42	30	22	540
B. about the same as my regular schoolwork	70	1	3	14	45	10	32	6	19	539	67	16	52	20	12	548	66	11	55	23	11	547
C. easier than my regular schoolwork	20	0	0	5	56	3	33	1	11	543	16	22	51	16	11	551	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	0	0	3	25	4	33	5	42	532	27	11	44	27	17	544	21	10	48	26	16	544
B. two or three days a week	32	0	0	10	67	4	27	1	7	544	41	20	57	16	7	551	36	13	54	23	10	547
C. two or three times each month	30	1	7	7	50	4	29	2	14	542	23	15	56	20	9	548	27	12	54	23	11	547
D. never or almost never	13	0	0	4	67	1	17	1	17	542	8	11	61	6	22	545	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	13	0	0	3	50	1	17	2	33	537	8	11	53	5	32	542	7	12	44	25	19	543
B. two or three days a week	45	1	5	11	52	8	38	1	5	544	46	14	55	24	8	549	30	13	53	23	11	547
C. two or three times each month	26	0	0	7	58	2	17	3	25	542	29	21	57	13	9	551	34	12	54	23	10	547
D. never or almost never	17	0	0	3	38	2	25	3	38	531	17	16	42	24	18	544	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	2	100	0	0	0	0	555	5	0	42	25	33	538	7	7	40	25	28	539
B. 30–45 minutes	38	0	0	5	28	6	33	7	39	534	23	11	38	32	19	543	31	7	49	29	15	543
C. 45–60 minutes	21	0	0	6	60	3	30	1	10	539	20	13	64	11	11	548	40	12	55	23	10	547
D. more than 60 minutes	36	1	6	11	65	4	24	1	6	545	52	21	57	16	7	551	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										33	50	0	50	0	552						
C.	0										33	100	0	0	0	571						
D.	0										33	50	0	0	50	553						

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

ELA–WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Auburn School Department
School:	Park Avenue 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		SAU		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	1	2	6	2	260	2
	2006-2007						
	2007-2008	**0**	**0**	**1**	**0**	**46**	**0**
	Cum. Total*						
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	19	43	130	52	7844	56
	2006-2007						
	2007-2008	**14**	**29**	**91**	**39**	**6041**	**43**
	Cum. Total*						
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	21	48	99	40	5365	38
	2006-2007						
	2007-2008	**30**	**63**	**132**	**57**	**7330**	**52**
	Cum. Total*						
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	3	7	14	6	524	4
	2006-2007						
	2007-2008	**4**	**8**	**8**	**3**	**555**	**4**
	Cum. Total*						

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	**20**	**100**	9.5	47.5	10.6	53.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	5.0	41.7	5.6	46.7	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	4.5	56.3	5.0	62.5	5.1	63.8

The MEA assesses students' writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine's 1997 *Learning Results* which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA–WRITING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Park Avenue Elementary School

REPORTING CATEGORIES	School										SAU						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	48	0	0	14	29	30	63	4	8	534	232	0	39	57	3	537	13972	0	43	52	4	538
Ethnicity																						
African American/Black	12	0	0	4	33	6	50	2	17	533	19	0	32	58	11	535	382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	2										7	0	71	29	0	544	196	2	55	42	2	541
Hispanic	1										3						170	0	29	62	9	535
Caucasian/White	33	0	0	9	27	23	70	1	3	534	202	0	40	57	2	537	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	10	77	2	15	529	50	0	12	80	8	530	2372	0	12	72	16	529
No	35	0	0	13	37	20	57	2	6	536	182	1	47	51	2	539	11600	0	50	48	1	539
Current LEP																						
Yes	13	0	0	5	38	6	46	2	15	534	14	0	43	43	14	535	319	0	30	58	12	533
No	35	0	0	9	26	24	69	2	6	533	218	0	39	58	3	537	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	30	0	0	7	23	19	63	4	13	532	106	0	31	62	7	535	5435	0	32	61	7	535
No	18	0	0	7	39	11	61	0	0	537	126	1	46	52	1	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	48	0	0	14	29	30	63	4	8	534	232	0	39	57	3	537	13967	0	43	52	4	538
Gender																						
Female	19	0	0	9	47	10	53	0	0	537	122	1	52	46	1	540	6750	1	55	43	2	540
Male	29	0	0	5	17	20	69	4	14	532	110	0	25	69	6	534	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	4	40	6	60	0	0	535	33	0	24	73	3	535	1745	0	26	69	5	534
No	38	0	0	10	26	24	63	4	11	533	199	1	42	54	4	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										13	8	54	38	0	544	464	2	74	23	0	545
No	48	0	0	14	29	30	63	4	8	534	219	0	38	58	4	537	13508	0	42	53	4	537

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–WRITING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Park Avenue Elementary School

QUESTIONNAIRE ITEMS	School										SAU						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	10	0	0	0	0	4	80	1	20	528	4	0	22	67	11	532	5	0	29	57	14	533
B. less than one hour	48	0	0	6	26	17	74	0	0	535	69	1	39	59	2	538	66	0	44	52	3	538
C. one to two hours	38	0	0	8	44	8	44	2	11	535	25	0	45	50	5	537	26	0	45	52	3	538
D. more than two hours	4	0	0	0	0	1	50	1	50	519	2	0	25	50	25	529	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	36	0	0	5	29	11	65	1	6	534	26	2	49	46	3	539	25	1	54	42	3	540
B. good	34	0	0	6	38	8	50	2	13	535	47	0	44	53	4	538	50	0	46	51	3	538
C. fair	28	0	0	2	15	10	77	1	8	531	24	0	26	72	2	534	22	0	29	65	6	535
D. poor	2	0	0	1	100	0	0	0	0	542	3	0	13	75	13	528	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	26	0	0	0	0	11	92	1	8	528	15	0	21	74	6	533	14	0	33	56	10	535
B. about that same as my regular schoolwork	52	0	0	11	46	10	42	3	13	536	64	1	43	53	3	538	65	0	45	52	3	538
C. easier than my regular schoolwork	22	0	0	3	30	7	70	0	0	535	21	0	43	55	2	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										33	50	0	50	0	549						
C.	0										33	0	100	0	0	542						
D.	0										33	0	50	50	0	540						

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