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:	10561233
SAU:	Ellsworth School Department
School:	General Bryant E Moore 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9
English Language Arts – Writing Results 10-12

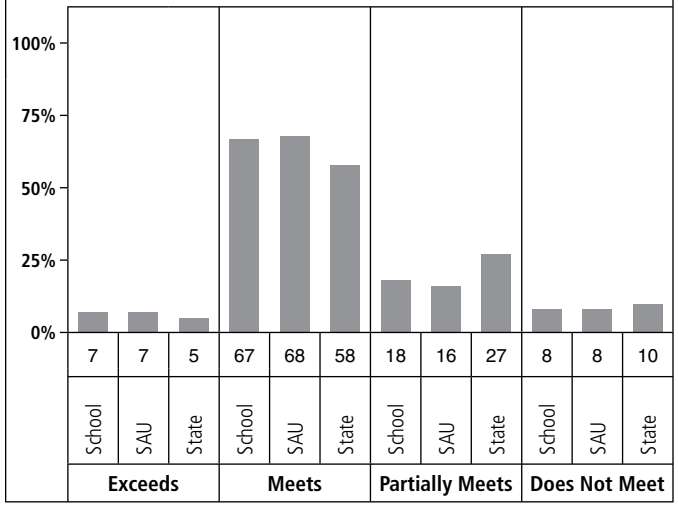
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	Ellsworth School Department
School:	General Bryant E Moore School

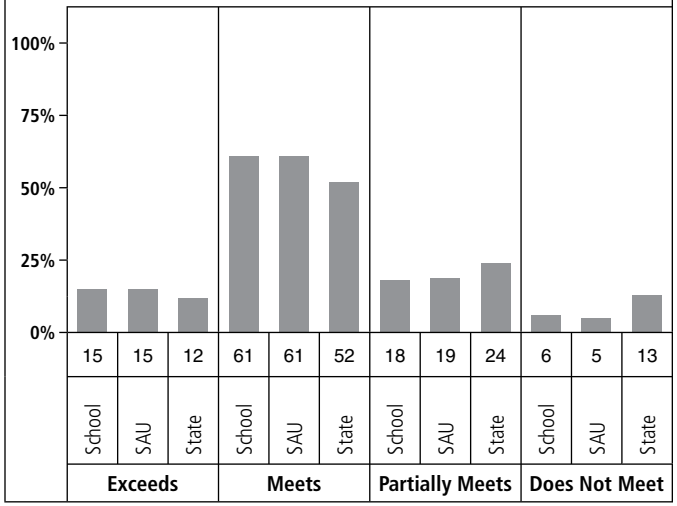
Summary of School, SAU, and State Scores

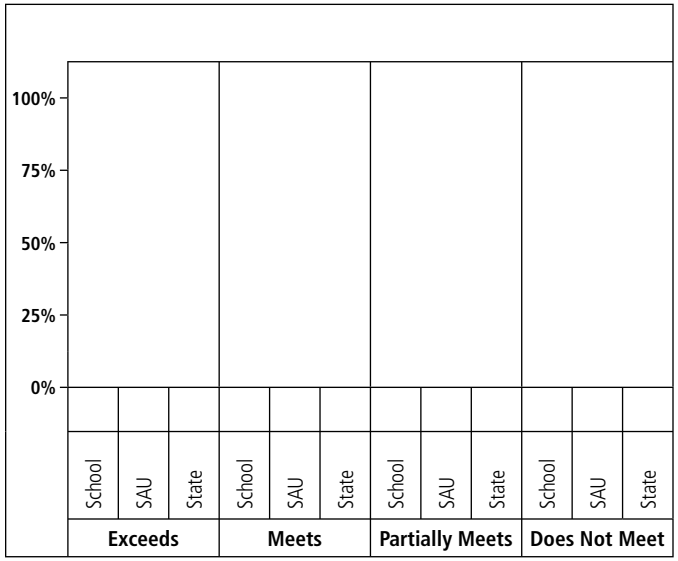
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	544	544
2006–2007	546	546	544
2007–2008	**547**	**547**	**545**
Cum. Avg.*	545	546	544
Mathematics			
2005–2006	542	542	543
2006–2007	550	550	546
2007–2008	**549**	**550**	**546**
Cum. Avg.*	547	547	545
ELA – Writing			
2005–2006			
2006–2007	542	542	541
2007–2008	**536**	**536**	**538**
Cum. Avg.*			

ELA – READING

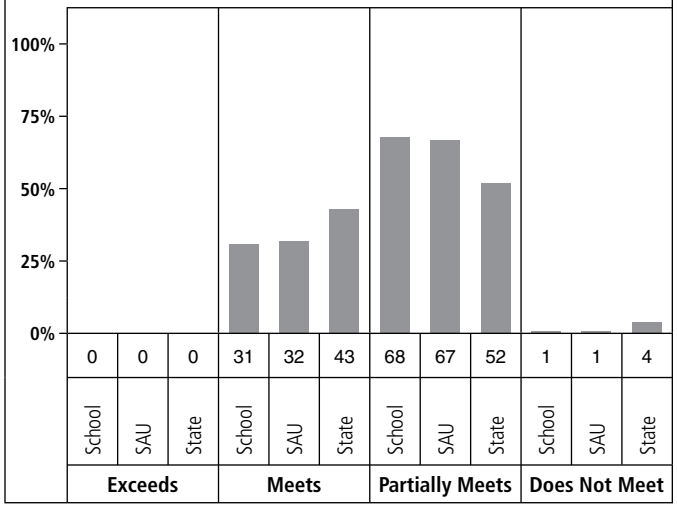


MATHEMATICS





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

Test Date: March 2008
Grade: 5
SAU: Ellsworth School Department
School: General Bryant E Moore 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	91	100	88	100	14240	100	90	99	87	99	14157	100	90	99	87	99	14156	100							90	99	87	99	14107	99
Ethnicity African American/Black	1	1	1	1	404	3	1	100	1	100	396	98	1	100	1	100	398	99							1	100	1	100	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	3	3	3	3	201	1	2	67	2	67	199	99	2	67	2	67	199	99							2	67	2	67	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	87	96	84	95	13339	94	87	100	84	100	13274	100	87	100	84	100	13267	100							87	100	84	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	11	12	10	11	2555	18	11	100	10	100	2528	99	11	100	10	100	2526	99							11	100	10	100	2507	99
Current LEP	1	1	1	1	337	2	1	100	1	100	328	97	1	100	1	100	334	99							1	100	1	100	323	96
Economically disadvantaged	38	42	37	42	5574	39	37	97	36	97	5528	99	37	97	36	97	5531	99							37	97	36	97	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	79	87	77	88	11042	78	79	87	77	88	11006	77							79	87	77	88	11127	78
Identified disability (PET/IEP)	1	1	1	1	396	4	1	1	1	1	404	4							1	1	1	1	447	4
LEP	1	1	1	1	144	1	1	1	1	1	141	1							1	1	1	1	147	1
504 plan	1	1	1	1	134	1	1	1	1	1	133	1							1	1	1	1	136	1
Participation with accommodations	9	10	8	9	2974	21	9	10	8	9	3014	21							9	10	8	9	2845	20
Identified disability (PET/IEP)	8	89	7	88	1996	67	8	89	7	88	1986	66							8	89	7	88	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	1	11	1	13	766	26	1	11	1	13	801	27							1	11	1	13	710	25
Participation through alternate assessment (PAAP)	2	2	2	2	136	1	2	2	2	2	136	1							2	2	2	2	135	1
Identified disability (PET/IEP)	2	100	2	100	136	100	2	100	2	100	136	100							2	100	2	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	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	1	1	1	1	64	0	1	1	1	1	61	0							1	1	1	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:	Ellsworth School Department
School:	General Bryant E Moore 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	6	6	6	6	721	5
	2006-2007	4	5	4	5	702	5
	2007-2008	**6**	**7**	**6**	**7**	**659**	**5**
	Cum. Total*	16	6	16	6	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	46	47	46	48	7571	53
	2006-2007	46	61	45	61	7730	55
	2007-2008	**59**	**67**	**58**	**68**	**8195**	**58**
	Cum. Total*	151	58	149	59	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	32	33	29	31	4343	30
	2006-2007	21	28	21	28	4182	30
	2007-2008	**16**	**18**	**14**	**16**	**3800**	**27**
	Cum. Total*	69	26	64	25	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	14	14	14	15	1628	11
	2006-2007	4	5	4	5	1419	10
	2007-2008	**7**	**8**	**7**	**8**	**1362**	**10**
	Cum. Total*	25	10	25	10	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**	30.6	63.8	30.8	64.2	29.2	60.8
Literary Text	**24**	**50**	15.7	65.4	15.7	65.4	15.0	62.5
Informational Text	**24**	**50**	14.9	62.1	15.0	62.5	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: Ellsworth School Department
School: General Bryant E Moore 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	88	6	7	59	67	16	18	7	8	547	85	7	68	16	8	547	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										1						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	2										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	85	6	7	57	67	15	18	7	8	547	82	7	68	16	9	547	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	6	67	1	11	538	8	0	25	63	13	538	2392	0	26	42	31	536
No	79	6	8	57	72	10	13	6	8	547	77	8	73	12	8	548	11624	6	65	24	5	547
Current LEP																						
Yes	1										1						319	1	36	34	29	537
No	87	6	7	58	67	16	18	7	8	546	84	7	68	17	8	547	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	36	1	3	23	64	7	19	5	14	544	35	3	66	17	14	544	5454	2	48	35	15	541
No	52	5	10	36	69	9	17	2	4	548	50	10	70	16	4	548	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	88	6	7	59	67	16	18	7	8	547	85	7	68	16	8	547	14011	5	58	27	10	545
Gender																						
Female	44	4	9	30	68	8	18	2	5	548	41	10	71	15	5	548	6766	7	62	24	8	546
Male	44	2	5	29	66	8	18	5	11	545	44	5	66	18	11	545	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	6	30	9	45	5	25	538	19	0	32	42	26	538	1751	1	35	44	21	538
No	68	6	9	53	78	7	10	2	3	549	66	9	79	9	3	549	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	88	6	7	59	67	16	18	7	8	547	85	7	68	16	8	547	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: Ellsworth School Department
School: General Bryant E Moore 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	1	0	0	1	100	0	0	0	0	544	1	0	100	0	0	544	5	2	42	34	22	540
B. less than one hour	73	3	5	43	67	12	19	6	9	546	74	5	68	17	10	546	66	5	60	27	9	545
C. one to two hours	26	3	13	15	65	4	17	1	4	548	25	14	67	14	5	548	26	5	61	26	8	546
D. more than two hours	0										0						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.	30	2	8	19	73	4	15	1	4	548	29	8	76	12	4	548	31	7	63	23	7	547
B. They match some of what I have learned.	66	4	7	39	67	10	17	5	9	546	66	7	68	16	9	546	55	4	61	27	8	545
C. They match just a little of what I have learned.	3	0	0	1	33	2	67	0	0	540	4	0	33	67	0	540	11	2	42	37	19	540
D. There is no match.	1	0	0	0	0	0	0	1	100	530	1	0	0	0	100	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	32	5	18	21	75	1	4	1	4	551	32	19	78	0	4	552	30	10	68	16	6	549
B. good	57	1	2	32	64	13	26	4	8	545	56	2	65	25	8	545	53	3	59	29	9	544
C. fair	11	0	0	6	60	2	20	2	20	541	12	0	60	20	20	541	15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	16	1	7	9	64	3	21	1	7	546	16	7	64	21	7	546	17	3	45	32	19	541
B. about the same as my regular schoolwork	74	4	6	44	68	11	17	6	9	547	73	6	69	15	10	547	67	5	62	26	7	546
C. easier than my regular schoolwork	10	1	11	6	67	2	22	0	0	546	11	11	67	22	0	546	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.	9	0	0	6	75	1	13	1	13	544	10	0	75	13	13	544	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	58	1	2	33	66	12	24	4	8	545	59	2	67	22	8	545	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	33	4	14	20	71	2	7	2	7	549	31	15	73	4	8	550	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	14	3	25	6	50	1	8	2	17	549	14	25	50	8	17	549	18	8	64	20	8	547
B. 20 minutes to an hour	82	3	4	50	69	14	19	5	7	546	81	4	71	17	7	546	56	5	62	25	7	546
C. less than 20 minutes	5	0	0	3	75	1	25	0	0	542	5	0	75	25	0	542	12	2	50	32	15	542
D. I rarely read at home.	0										0						13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	18	1	7	8	53	3	20	3	20	542	19	7	53	20	20	542	26	3	51	32	14	542
B. six to ten pages	21	3	17	9	50	5	28	1	6	547	21	18	53	24	6	547	28	3	59	28	9	544
C. eleven or more pages	61	2	4	38	75	8	16	3	6	548	60	4	76	14	6	548	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	50	0	0	1	50	536	50	0	50	0	50	536						
C.	50	1	50	0	0	0	0	1	50	545	50	50	0	0	50	545						
D.	0										0											

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:	Ellsworth School Department
School:	General Bryant E Moore 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	8	8	8	8	1415	10
	2006-2007	15	20	15	20	1711	12
	2007-2008	**13**	**15**	**13**	**15**	**1617**	**12**
	Cum. Total*	36	14	36	14	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	48	49	47	49	6503	45
	2006-2007	39	52	38	51	6778	48
	2007-2008	**54**	**61**	**52**	**61**	**7284**	**52**
	Cum. Total*	141	54	137	54	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	25	26	24	25	3945	28
	2006-2007	16	21	16	22	3884	28
	2007-2008	**16**	**18**	**16**	**19**	**3341**	**24**
	Cum. Total*	57	22	56	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	17	17	16	17	2434	17
	2006-2007	5	7	5	7	1683	12
	2007-2008	**5**	**6**	**4**	**5**	**1778**	**13**
	Cum. Total*	27	10	25	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**	9.4	62.7	9.4	62.7	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	8.3	59.3	8.4	60.0	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	3.0	60.0	3.0	60.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	8.7	62.1	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: Ellsworth School Department
School: General Bryant E Moore 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	88	13	15	54	61	16	18	5	6	549	85	15	61	19	5	550	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										1						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	2										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	85	13	15	51	60	16	19	5	6	549	82	16	60	20	5	550	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	1	11	4	44	2	22	2	22	540	8	13	50	25	13	543	2390	2	29	34	35	534
No	79	12	15	50	63	14	18	3	4	550	77	16	62	18	4	550	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	87	13	15	53	61	16	18	5	6	549	84	15	61	19	5	550	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	36	3	8	24	67	7	19	2	6	547	35	9	66	20	6	547	5461	5	46	30	19	541
No	52	10	19	30	58	9	17	3	6	551	50	20	58	18	4	552	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	88	13	15	54	61	16	18	5	6	549	85	15	61	19	5	550	14015	12	52	24	13	546
Gender																						
Female	44	6	14	26	59	9	20	3	7	549	41	15	59	22	5	549	6767	11	51	24	13	546
Male	44	7	16	28	64	7	16	2	5	550	44	16	64	16	5	550	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	1	5	7	35	10	50	2	10	540	19	5	37	53	5	541	1755	1	37	39	23	538
No	68	12	18	47	69	6	9	3	4	552	66	18	68	9	5	552	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	88	13	15	54	61	16	18	5	6	549	85	15	61	19	5	550	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: Ellsworth School Department
School: General Bryant E Moore 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	1	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	5	6	39	29	25	539
B. less than one hour	73	9	14	39	61	12	19	4	6	549	74	14	60	19	6	549	66	12	52	24	12	546
C. one to two hours	26	4	17	15	65	3	13	1	4	550	25	19	67	14	0	552	26	12	55	23	11	547
D. more than two hours	0										0						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.	50	9	21	25	58	7	16	2	5	551	51	21	57	17	5	551	38	16	56	19	8	549
B. They match some of what I have learned.	37	3	9	23	72	4	13	2	6	549	36	10	73	13	3	550	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	1	9	4	36	5	45	1	9	543	13	9	36	45	9	543	10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	10	31	19	59	3	9	0	0	558	36	32	58	10	0	558	31	24	54	14	8	552
B. good	45	3	8	28	70	5	13	4	10	547	45	8	71	13	8	547	47	8	55	25	12	545
C. fair	13	0	0	4	36	7	64	0	0	539	13	0	36	64	0	539	19	2	43	35	20	539
D. poor	6	0	0	3	60	1	20	1	20	541	6	0	60	20	20	541	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	3	20	9	60	2	13	1	7	549	18	20	60	13	7	549	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	5	9	34	60	14	25	4	7	547	64	9	59	26	6	547	66	11	55	23	11	547
C. easier than my regular schoolwork	18	5	31	11	69	0	0	0	0	558	19	31	69	0	0	558	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	3	38	4	50	1	13	0	0	557	9	38	50	13	0	557	21	10	48	26	16	544
B. two or three days a week	35	2	6	21	68	6	19	2	6	549	34	7	66	21	7	548	36	13	54	23	10	547
C. two or three times each month	40	7	20	22	63	4	11	2	6	551	40	21	65	12	3	552	27	12	54	23	11	547
D. never or almost never	16	1	7	7	50	5	36	1	7	543	16	7	50	36	7	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	50	1	50	0	0	541	2	0	50	50	0	541	7	12	44	25	19	543
B. two or three days a week	22	3	16	12	63	2	11	2	11	549	20	18	65	12	6	551	30	13	53	23	11	547
C. two or three times each month	61	9	17	29	54	13	24	3	6	549	62	17	53	25	6	549	34	12	54	23	10	547
D. never or almost never	15	1	8	12	92	0	0	0	0	551	15	8	92	0	0	551	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	6	0	0	4	80	0	0	1	20	544	5	0	75	0	25	542	7	7	40	25	28	539
B. 30–45 minutes	38	6	18	17	52	9	27	1	3	550	38	19	53	28	0	551	31	7	49	29	15	543
C. 45–60 minutes	47	7	17	27	66	5	12	2	5	551	48	17	66	12	5	551	40	12	55	23	10	547
D. more than 60 minutes	10	0	0	6	67	2	22	1	11	543	9	0	63	25	13	542	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	2	100	0	0	534	50	0	0	100	0	534						
C.	50	1	50	0	0	0	0	1	50	548	50	50	0	0	50	548						
D.	0										0											

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:	Ellsworth School Department
School:	General Bryant E Moore 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 2006-2007 **2007-2008** Cum. Total*	2 **0**	3 **0**	2 **0**	3 **0**	260 **46**	2 **0**
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 **2007-2008** Cum. Total*	45 **27**	60 **31**	44 **27**	59 **32**	7844 **6041**	56 **43**
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 **2007-2008** Cum. Total*	28 **60**	37 **68**	28 **57**	38 **67**	5365 **7330**	38 **52**
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 **2007-2008** Cum. Total*	0 **1**	0 **1**	0 **1**	0 **1**	524 **555**	4 **4**

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**	10.2	51.0	10.2	51.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	5.3	44.2	5.3	44.2	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	4.9	61.3	4.9	61.3	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: Ellsworth School Department
School: General Bryant E Moore 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	88	0	0	27	31	60	68	1	1	536	85	0	32	67	1	536	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										1						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	2										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	85	0	0	27	32	57	67	1	1	536	82	0	33	66	1	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	0	0	9	100	0	0	529	8	0	0	100	0	530	2372	0	12	72	16	529
No	79	0	0	27	34	51	65	1	1	537	77	0	35	64	1	537	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	87	0	0	27	31	59	68	1	1	536	84	0	32	67	1	536	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	36	0	0	5	14	30	83	1	3	533	35	0	14	83	3	533	5435	0	32	61	7	535
No	52	0	0	22	42	30	58	0	0	538	50	0	44	56	0	538	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	88	0	0	27	31	60	68	1	1	536	85	0	32	67	1	536	13967	0	43	52	4	538
Gender																						
Female	44	0	0	15	34	29	66	0	0	537	41	0	37	63	0	538	6750	1	55	43	2	540
Male	44	0	0	12	27	31	70	1	2	535	44	0	27	70	2	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	20	0	0	1	5	19	95	0	0	531	19	0	5	95	0	531	1745	0	26	69	5	534
No	68	0	0	26	38	41	60	1	1	537	66	0	39	59	2	537	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	88	0	0	27	31	60	68	1	1	536	85	0	32	67	1	536	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: Ellsworth School Department
School: General Bryant E Moore 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	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	5	0	29	57	14	533
B. less than one hour	73	0	0	18	28	45	70	1	2	535	74	0	29	70	2	536	66	0	44	52	3	538
C. one to two hours	26	0	0	9	39	14	61	0	0	537	25	0	43	57	0	538	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	18	0	0	6	38	10	63	0	0	537	19	0	38	63	0	537	25	1	54	42	3	540
B. good	63	0	0	20	36	35	64	0	0	537	62	0	38	62	0	537	50	0	46	51	3	538
C. fair	17	0	0	1	7	14	93	0	0	534	16	0	7	93	0	534	22	0	29	65	6	535
D. poor	2	0	0	0	0	1	50	1	50	524	2	0	0	50	50	524	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	15	0	0	3	23	10	77	0	0	535	15	0	23	77	0	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	61	0	0	14	26	38	72	1	2	535	60	0	28	70	2	535	65	0	45	52	3	538
C. easier than my regular schoolwork	24	0	0	9	43	12	57	0	0	538	25	0	43	57	0	538	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	2	100	0	0	532	50	0	0	100	0	532						
C.	50	0	0	1	50	0	0	1	50	532	50	0	50	0	50	532						
D.	0										0											

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