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:	10871278
SAU:	Lamoine School Department
School:	Lamoine Consolidated 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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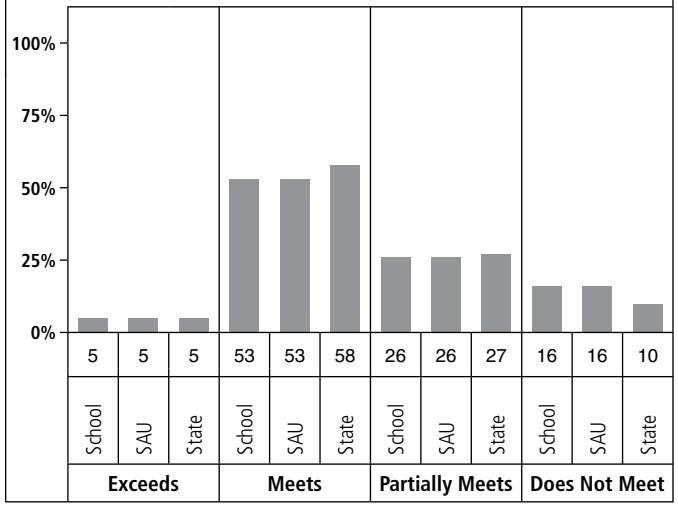
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	Lamoine School Department
School:	Lamoine Consolidated School

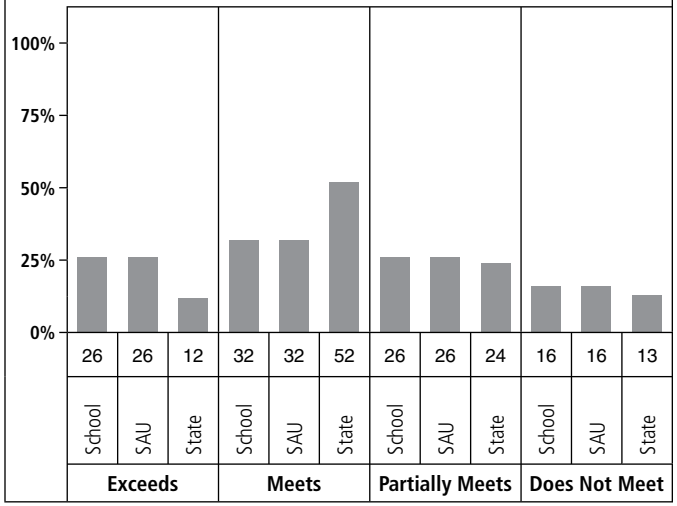
Summary of School, SAU, and State Scores

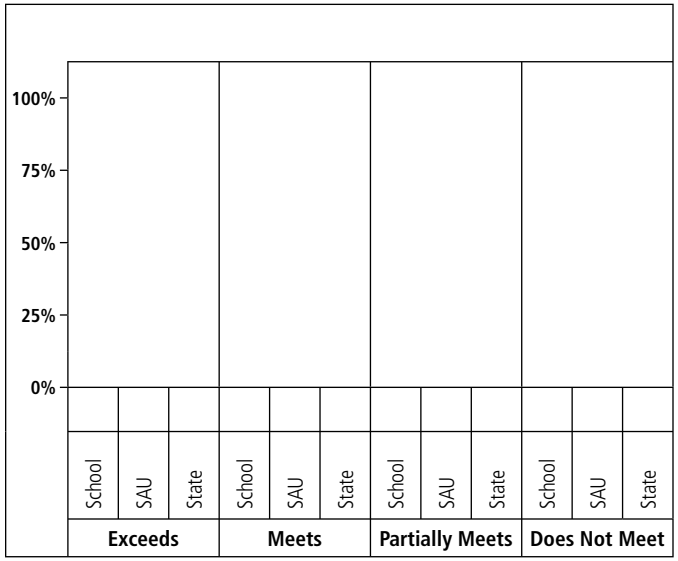
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	542	544
2006–2007	543	543	544
2007–2008	**543**	**543**	**545**
Cum. Avg.*	543	543	544
Mathematics			
2005–2006	548	548	543
2006–2007	550	550	546
2007–2008	**547**	**547**	**546**
Cum. Avg.*	548	548	545
ELA – Writing			
2005–2006			
2006–2007	545	545	541
2007–2008	**535**	**535**	**538**
Cum. Avg.*			

ELA – READING

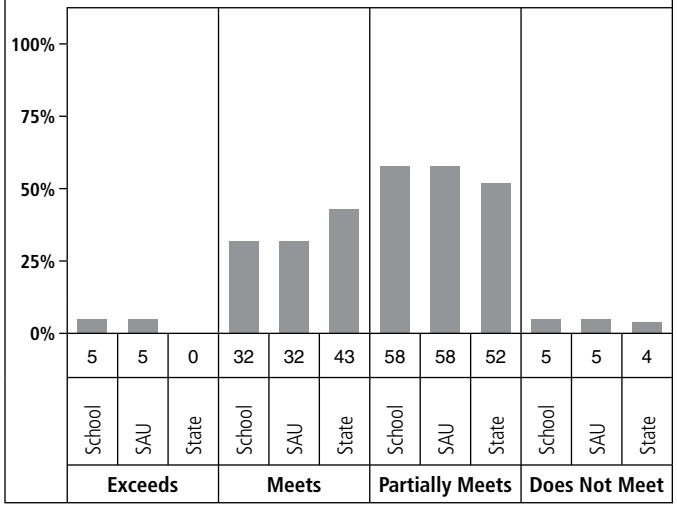


MATHEMATICS





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: Lamoine School Department
School: Lamoine Consolidated 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	19	100	19	100	14240	100	19	100	19	100	14157	100	19	100	19	100	14156	100							19	100	19	100	14107	99
Ethnicity African American/Black	2	11	2	11	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	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	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	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	17	89	17	89	13339	94	17	100	17	100	13274	100	17	100	17	100	13267	100							17	100	17	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	4	21	4	21	2555	18	4	100	4	100	2528	99	4	100	4	100	2526	99							4	100	4	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	6	32	6	32	5574	39	6	100	6	100	5528	99	6	100	6	100	5531	99							6	100	6	100	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	16	84	16	84	11042	78	16	84	16	84	11006	77							16	84	16	84	11127	78
Identified disability (PET/IEP)	1	6	1	6	396	4	1	6	1	6	404	4							1	6	1	6	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	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	3	16	3	16	2974	21	3	16	3	16	3014	21							3	16	3	16	2845	20
Identified disability (PET/IEP)	3	100	3	100	1996	67	3	100	3	100	1986	66							3	100	3	100	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	0	0	0	0	766	26	0	0	0	0	801	27							0	0	0	0	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	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	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	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:	Lamoine School Department
School:	Lamoine Consolidated 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	0	0	0	0	721	5
	2006-2007	0	0	0	0	702	5
	2007-2008	**1**	**5**	**1**	**5**	**659**	**5**
	Cum. Total*	1	2	1	2	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	5	50	5	50	7571	53
	2006-2007	10	56	10	56	7730	55
	2007-2008	**10**	**53**	**10**	**53**	**8195**	**58**
	Cum. Total*	25	53	25	53	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	3	30	3	30	4343	30
	2006-2007	8	44	8	44	4182	30
	2007-2008	**5**	**26**	**5**	**26**	**3800**	**27**
	Cum. Total*	16	34	16	34	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	2	20	2	20	1628	11
	2006-2007	0	0	0	0	1419	10
	2007-2008	**3**	**16**	**3**	**16**	**1362**	**10**
	Cum. Total*	5	11	5	11	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**	27.5	57.3	27.5	57.3	29.2	60.8
Literary Text	**24**	**50**	14.1	58.8	14.1	58.8	15.0	62.5
Informational Text	**24**	**50**	13.4	55.8	13.4	55.8	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: Lamoine School Department
School: Lamoine Consolidated 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	19	1	5	10	53	5	26	3	16	543	19	5	53	26	16	543	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	17	1	6	10	59	4	24	2	12	545	17	6	59	24	12	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2392	0	26	42	31	536
No	15	1	7	10	67	4	27	0	0	547	15	7	67	27	0	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	19	1	5	10	53	5	26	3	16	543	19	5	53	26	16	543	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	6	0	0	4	67	1	17	1	17	545	6	0	67	17	17	545	5454	2	48	35	15	541
No	13	1	8	6	46	4	31	2	15	543	13	8	46	31	15	543	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	19	1	5	10	53	5	26	3	16	543	19	5	53	26	16	543	14011	5	58	27	10	545
Gender																						
Female	12	1	8	7	58	3	25	1	8	546	12	8	58	25	8	546	6766	7	62	24	8	546
Male	7	0	0	3	43	2	29	2	29	540	7	0	43	29	29	540	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	19	1	5	10	53	5	26	3	16	543	19	5	53	26	16	543	12265	5	62	25	8	546
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	558	5	20	80	0	0	558	464	27	71	2	1	557
No	14	0	0	6	43	5	36	3	21	538	14	0	43	36	21	538	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: Lamoine School Department
School: Lamoine Consolidated 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	0										0						5	2	42	34	22	540
B. less than one hour	67	0	0	8	67	2	17	2	17	543	67	0	67	17	17	543	66	5	60	27	9	545
C. one to two hours	33	1	17	2	33	3	50	0	0	547	33	17	33	50	0	547	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.	17	0	0	2	67	1	33	0	0	545	17	0	67	33	0	545	31	7	63	23	7	547
B. They match some of what I have learned.	67	0	0	8	67	3	25	1	8	545	67	0	67	25	8	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	17	1	33	0	0	1	33	1	33	543	17	33	0	33	33	543	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	28	1	20	4	80	0	0	0	0	556	28	20	80	0	0	556	30	10	68	16	6	549
B. good	39	0	0	5	71	0	0	2	29	541	39	0	71	0	29	541	53	3	59	29	9	544
C. fair	22	0	0	0	0	4	100	0	0	536	22	0	0	100	0	536	15	1	41	40	18	539
D. poor	11	0	0	1	50	1	50	0	0	544	11	0	50	50	0	544	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	6	1	100	0	0	0	0	0	0	568	6	100	0	0	0	568	17	3	45	32	19	541
B. about the same as my regular schoolwork	83	0	0	9	60	4	27	2	13	543	83	0	60	27	13	543	67	5	62	26	7	546
C. easier than my regular schoolwork	11	0	0	1	50	1	50	0	0	543	11	0	50	50	0	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.	29	0	0	2	40	2	40	1	20	536	29	0	40	40	20	536	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	35	0	0	4	67	2	33	0	0	546	35	0	67	33	0	546	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	35	1	17	3	50	1	17	1	17	548	35	17	50	17	17	548	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	6	1	100	0	0	0	0	0	0	568	6	100	0	0	0	568	18	8	64	20	8	547
B. 20 minutes to an hour	39	0	0	5	71	1	14	1	14	544	39	0	71	14	14	544	56	5	62	25	7	546
C. less than 20 minutes	50	0	0	4	44	4	44	1	11	540	50	0	44	44	11	540	12	2	50	32	15	542
D. I rarely read at home.	6	0	0	1	100	0	0	0	0	556	6	0	100	0	0	556	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	33	0	0	5	83	0	0	1	17	547	33	0	83	0	17	547	26	3	51	32	14	542
B. six to ten pages	28	0	0	2	40	2	40	1	20	541	28	0	40	40	20	541	28	3	59	28	9	544
C. eleven or more pages	39	1	14	3	43	3	43	0	0	545	39	14	43	43	0	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
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:	Lamoine School Department
School:	Lamoine Consolidated 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	1	10	1	10	1415	10
	2006-2007	3	17	3	17	1711	12
	2007-2008	**5**	**26**	**5**	**26**	**1617**	**12**
	Cum. Total*	9	19	9	19	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	6	60	6	60	6503	45
	2006-2007	11	61	11	61	6778	48
	2007-2008	**6**	**32**	**6**	**32**	**7284**	**52**
	Cum. Total*	23	49	23	49	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	2	20	2	20	3945	28
	2006-2007	2	11	2	11	3884	28
	2007-2008	**5**	**26**	**5**	**26**	**3341**	**24**
	Cum. Total*	9	19	9	19	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	1	10	1	10	2434	17
	2006-2007	2	11	2	11	1683	12
	2007-2008	**3**	**16**	**3**	**16**	**1778**	**13**
	Cum. Total*	6	13	6	13	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**	9.3	62.0	9.3	62.0	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	7.2	51.4	7.2	51.4	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	2.3	46.0	2.3	46.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	9.3	66.4	9.3	66.4	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: Lamoine School Department
School: Lamoine Consolidated 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	19	5	26	6	32	5	26	3	16	547	19	26	32	26	16	547	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	17	5	29	5	29	5	29	2	12	549	17	29	29	29	12	549	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2390	2	29	34	35	534
No	15	5	33	5	33	4	27	1	7	552	15	33	33	27	7	552	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	19	5	26	6	32	5	26	3	16	547	19	26	32	26	16	547	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	6	1	17	2	33	2	33	1	17	546	6	17	33	33	17	546	5461	5	46	30	19	541
No	13	4	31	4	31	3	23	2	15	548	13	31	31	23	15	548	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	19	5	26	6	32	5	26	3	16	547	19	26	32	26	16	547	14015	12	52	24	13	546
Gender																						
Female	12	4	33	3	25	3	25	2	17	549	12	33	25	25	17	549	6767	11	51	24	13	546
Male	7	1	14	3	43	2	29	1	14	545	7	14	43	29	14	545	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	19	5	26	6	32	5	26	3	16	547	19	26	32	26	16	547	12265	13	54	22	11	547
Gifted/talented program																						
Yes	5	4	80	1	20	0	0	0	0	566	5	80	20	0	0	566	464	58	40	2	0	564
No	14	1	7	5	36	5	36	3	21	541	14	7	36	36	21	541	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: Lamoine School Department
School: Lamoine Consolidated 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	0										0						5	6	39	29	25	539
B. less than one hour	67	3	25	3	25	4	33	2	17	546	67	25	25	33	17	546	66	12	52	24	12	546
C. one to two hours	33	2	33	2	33	1	17	1	17	552	33	33	33	17	17	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.	39	2	29	1	14	3	43	1	14	547	39	29	14	43	14	547	38	16	56	19	8	549
B. They match some of what I have learned.	44	2	25	3	38	1	13	2	25	546	44	25	38	13	25	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	17	1	33	1	33	1	33	0	0	553	17	33	33	33	0	553	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	22	3	75	1	25	0	0	0	0	565	22	75	25	0	0	565	31	24	54	14	8	552
B. good	39	1	14	2	29	3	43	1	14	545	39	14	29	43	14	545	47	8	55	25	12	545
C. fair	33	1	17	2	33	2	33	1	17	543	33	17	33	33	17	543	19	2	43	35	20	539
D. poor	6	0	0	0	0	0	0	1	100	524	6	0	0	0	100	524	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	6	1	100	0	0	0	0	0	0	566	6	100	0	0	0	566	18	5	42	30	22	540
B. about the same as my regular schoolwork	72	4	31	2	15	4	31	3	23	546	72	31	15	31	23	546	66	11	55	23	11	547
C. easier than my regular schoolwork	22	0	0	3	75	1	25	0	0	547	22	0	75	25	0	547	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	1	20	1	20	3	60	0	0	547	28	20	20	60	0	547	21	10	48	26	16	544
B. two or three days a week	33	2	33	2	33	0	0	2	33	545	33	33	33	0	33	545	36	13	54	23	10	547
C. two or three times each month	17	0	0	1	33	1	33	1	33	541	17	0	33	33	33	541	27	12	54	23	11	547
D. never or almost never	22	2	50	1	25	1	25	0	0	557	22	50	25	25	0	557	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	0	0	0	0	1	100	516	6	0	0	0	100	516	7	12	44	25	19	543
B. two or three days a week	61	4	36	2	18	4	36	1	9	551	61	36	18	36	9	551	30	13	53	23	11	547
C. two or three times each month	22	0	0	2	50	1	25	1	25	538	22	0	50	25	25	538	34	12	54	23	10	547
D. never or almost never	11	1	50	1	50	0	0	0	0	566	11	50	50	0	0	566	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	1	100	0	0	0	0	556	6	0	100	0	0	556	7	7	40	25	28	539
B. 30–45 minutes	28	0	0	1	20	2	40	2	40	532	28	0	20	40	40	532	31	7	49	29	15	543
C. 45–60 minutes	44	3	38	2	25	2	25	1	13	552	44	38	25	25	13	552	40	12	55	23	10	547
D. more than 60 minutes	22	2	50	1	25	1	25	0	0	556	22	50	25	25	0	556	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
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:	Lamoine School Department
School:	Lamoine Consolidated 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	6	1	6	260	2
	2006-2007	1	5	1	5	46	0
	2007-2008						
	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	12	67	12	67	7844	56
	2006-2007	6	32	6	32	6041	43
	2007-2008						
	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	5	28	5	28	5365	38
	2006-2007	11	58	11	58	7330	52
	2007-2008						
	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	0	0	0	0	524	4
	2006-2007	1	5	1	5	555	4
	2007-2008						
	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**	10.0	50.0	10.0	50.0	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**	4.7	58.8	4.7	58.8	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: Lamoine School Department
School: Lamoine Consolidated 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	19	1	5	6	32	11	58	1	5	535	19	5	32	58	5	535	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	17	1	6	6	35	10	59	0	0	538	17	6	35	59	0	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2372	0	12	72	16	529
No	15	1	7	6	40	8	53	0	0	539	15	7	40	53	0	539	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	19	1	5	6	32	11	58	1	5	535	19	5	32	58	5	535	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	6	0	0	2	33	4	67	0	0	534	6	0	33	67	0	534	5435	0	32	61	7	535
No	13	1	8	4	31	7	54	1	8	536	13	8	31	54	8	536	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	19	1	5	6	32	11	58	1	5	535	19	5	32	58	5	535	13967	0	43	52	4	538
Gender																						
Female	12	1	8	5	42	6	50	0	0	540	12	8	42	50	0	540	6750	1	55	43	2	540
Male	7	0	0	1	14	5	71	1	14	527	7	0	14	71	14	527	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	19	1	5	6	32	11	58	1	5	535	19	5	32	58	5	535	12227	0	46	50	4	538
Gifted/talented program																						
Yes	5	1	20	3	60	1	20	0	0	546	5	20	60	20	0	546	464	2	74	23	0	545
No	14	0	0	3	21	10	71	1	7	532	14	0	21	71	7	532	13508	0	42	53	4	537

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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: Lamoine School Department
School: Lamoine Consolidated 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	0										0						5	0	29	57	14	533
B. less than one hour	67	0	0	5	42	7	58	0	0	537	67	0	42	58	0	537	66	0	44	52	3	538
C. one to two hours	33	1	17	1	17	4	67	0	0	537	33	17	17	67	0	537	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	33	1	17	0	0	5	83	0	0	536	33	17	0	83	0	536	25	1	54	42	3	540
B. good	44	0	0	5	63	3	38	0	0	542	44	0	63	38	0	542	50	0	46	51	3	538
C. fair	17	0	0	1	33	2	67	0	0	532	17	0	33	67	0	532	22	0	29	65	6	535
D. poor	6	0	0	0	0	1	100	0	0	526	6	0	0	100	0	526	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	0										0						14	0	33	56	10	535
B. about that same as my regular schoolwork	72	0	0	5	38	8	62	0	0	536	72	0	38	62	0	536	65	0	45	52	3	538
C. easier than my regular schoolwork	28	1	20	1	20	3	60	0	0	542	28	20	20	60	0	542	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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