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: 10881281
SAU: Lewiston School Department
School: Pettingill 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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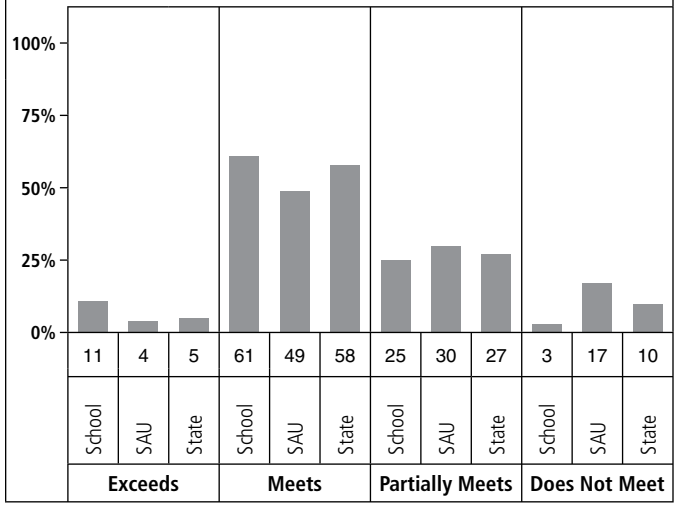
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	Lewiston School Department
School:	Pettingill Elementary School

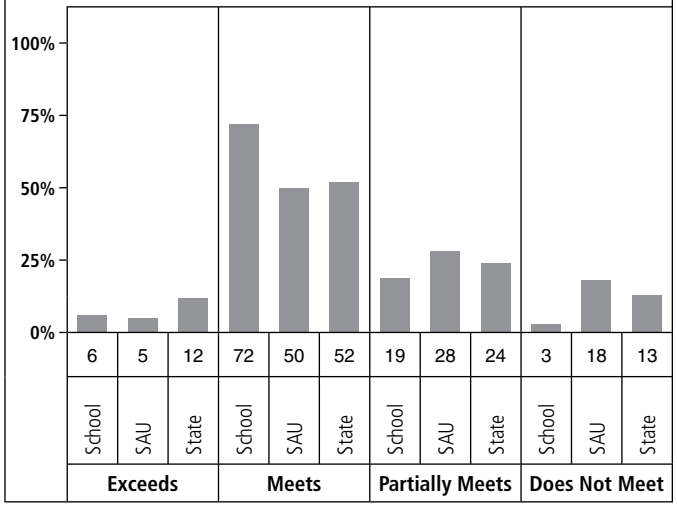
Summary of School, SAU, and State Scores

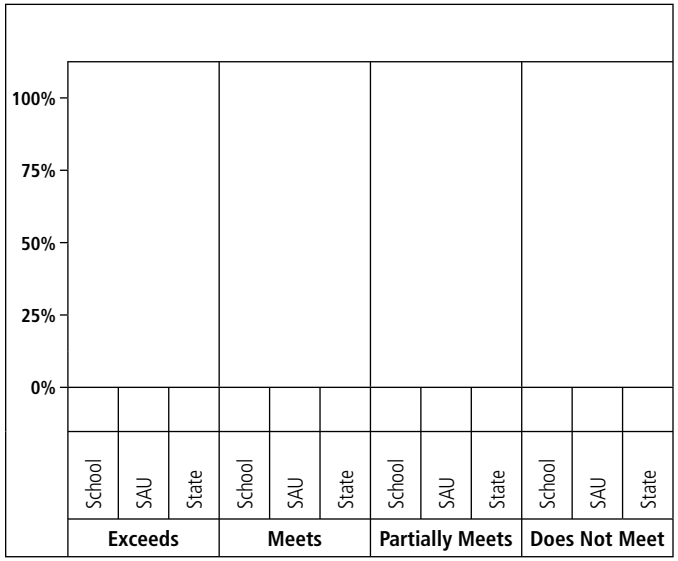
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	548	541	544
2006–2007	545	540	544
2007–2008	**549**	**542**	**545**
Cum. Avg.*	547	541	544
Mathematics			
2005–2006	549	536	543
2006–2007	550	541	546
2007–2008	**550**	**542**	**546**
Cum. Avg.*	550	540	545
ELA – Writing			
2005–2006			
2006–2007	543	540	541
2007–2008	**542**	**537**	**538**
Cum. Avg.*			

ELA – READING

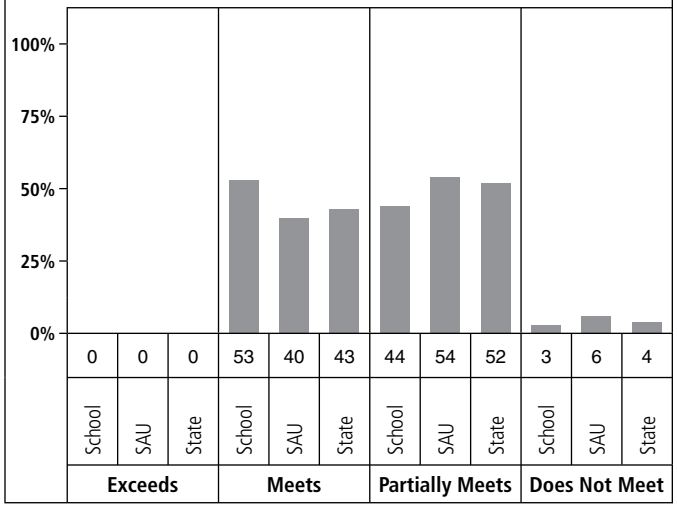


MATHEMATICS





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: Lewiston School Department
School: Pettingill 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	36	100	321	100	14240	100	36	100	319	99	14157	100	36	100	318	99	14156	100							36	100	317	99	14107	99
Ethnicity African American/Black	3	8	59	18	404	3	3	100	59	100	396	98	3	100	59	100	398	99							3	100	59	100	388	96
American Indian or Native Alaskan	0	0	2	1	118	1	0	0	2	100	118	100	0	0	2	100	118	100							0	0	2	100	118	100
Asian or Pacific Islander	0	0	3	1	201	1	0	0	3	100	199	99	0	0	3	100	199	99							0	0	3	100	197	98
Hispanic	0	0	6	2	178	1	0	0	6	100	170	97	0	0	6	100	174	99							0	0	6	100	171	97
Caucasian/White	33	92	251	78	13339	94	33	100	249	99	13274	100	33	100	248	99	13267	100							33	100	247	98	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	6	17	65	20	2555	18	6	100	64	98	2528	99	6	100	63	97	2526	99							6	100	62	95	2507	99
Current LEP	0	0	46	14	337	2	0	0	46	100	328	97	0	0	46	100	334	99							0	0	46	100	323	96
Economically disadvantaged	15	42	194	60	5574	39	15	100	194	100	5528	99	15	100	193	99	5531	99							15	100	192	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	30	83	211	66	11042	78	30	83	209	65	11006	77							29	81	212	66	11127	78
Identified disability (PET/IEP)	0	0	7	3	396	4	0	0	5	2	404	4							0	0	9	4	447	4
LEP	0	0	14	7	144	1	0	0	14	7	141	1							0	0	14	7	147	1
504 plan	0	0	2	1	134	1	0	0	2	1	133	1							0	0	2	1	136	1
Participation with accommodations	6	17	102	32	2974	21	6	17	103	32	3014	21							7	19	100	31	2845	20
Identified disability (PET/IEP)	6	100	51	50	1996	67	6	100	52	50	1986	66							6	86	48	48	1925	68
LEP	0	0	32	31	175	6	0	0	32	31	189	6							0	0	32	32	172	6
504 plan	0	0	3	3	76	3	0	0	3	3	77	3							0	0	3	3	74	3
Other	0	0	17	17	766	26	0	0	17	17	801	27							1	14	18	18	710	25
Participation through alternate assessment (PAAP)	0	0	6	2	136	1	0	0	6	2	136	1							0	0	5	2	135	1
Identified disability (PET/IEP)	0	0	6	100	136	100	0	0	6	100	136	100							0	0	5	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	0	0	2	1	64	0	0	0	3	1	61	0							0	0	4	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:	Lewiston School Department
School:	Pettingill 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	11	15	4	721	5
	2006-2007	2	5	12	4	702	5
	2007-2008	**4**	**11**	**14**	**4**	**659**	**5**
	Cum. Total*	11	9	41	4	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	27	60	151	43	7571	53
	2006-2007	26	60	153	46	7730	55
	2007-2008	**22**	**61**	**153**	**49**	**8195**	**58**
	Cum. Total*	75	60	457	46	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	11	24	128	37	4343	30
	2006-2007	12	28	94	28	4182	30
	2007-2008	**9**	**25**	**94**	**30**	**3800**	**27**
	Cum. Total*	32	26	316	32	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	4	56	16	1628	11
	2006-2007	3	7	75	22	1419	10
	2007-2008	**1**	**3**	**52**	**17**	**1362**	**10**
	Cum. Total*	6	5	183	18	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**	31.9	66.5	27.3	56.9	29.2	60.8
Literary Text	**24**	**50**	16.5	68.8	14.1	58.8	15.0	62.5
Informational Text	**24**	**50**	15.4	64.2	13.2	55.0	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: Lewiston School Department
School: Pettingill 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	36	4	11	22	61	9	25	1	3	549	313	4	49	30	17	542	14016	5	58	27	10	545
Ethnicity																						
African American/Black	3										58	0	28	33	40	536	388	1	39	34	26	538
American Indian or Native Alaskan	0										2						116	0	44	45	11	541
Asian or Pacific Islander	0										3						197	5	64	23	8	546
Hispanic	0										6	0	50	33	17	542	167	2	47	37	14	542
Caucasian/White	33	4	12	20	61	8	24	1	3	548	244	6	53	30	11	544	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	5	83	1	17	536	58	0	24	41	34	536	2392	0	26	42	31	536
No	30	4	13	22	73	4	13	0	0	551	255	5	55	27	13	544	11624	6	65	24	5	547
Current LEP																						
Yes	0										46	0	20	33	48	533	319	1	36	34	29	537
No	36	4	11	22	61	9	25	1	3	549	267	5	54	30	11	544	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	15	2	13	6	40	6	40	1	7	546	190	2	45	30	23	540	5454	2	48	35	15	541
No	21	2	10	16	76	3	14	0	0	550	123	8	54	30	7	546	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	36	4	11	22	61	9	25	1	3	549	313	4	49	30	17	542	14011	5	58	27	10	545
Gender																						
Female	20	1	5	14	70	5	25	0	0	548	157	5	52	29	14	543	6766	7	62	24	8	546
Male	16	3	19	8	50	4	25	1	6	549	156	4	46	31	19	541	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	4	50	3	38	1	13	543	118	0	25	44	31	536	1751	1	35	44	21	538
No	28	4	14	18	64	6	21	0	0	550	195	7	63	22	8	546	12265	5	62	25	8	546
Gifted/talented program																						
Yes	1										13	31	69	0	0	558	464	27	71	2	1	557
No	35	3	9	22	63	9	26	1	3	548	300	3	48	31	17	542	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: Lewiston School Department
School: Pettingill 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	3	0	0	0	0	0	0	1	100	530	3	11	33	44	11	543	5	2	42	34	22	540
B. less than one hour	28	1	10	8	80	1	10	0	0	551	47	4	54	25	16	543	66	5	60	27	9	545
C. one to two hours	69	3	12	14	56	8	32	0	0	548	45	5	46	35	14	543	26	5	61	26	8	546
D. more than two hours	0										5	0	35	24	41	536	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.	33	2	17	8	67	2	17	0	0	551	37	10	55	20	15	545	31	7	63	23	7	547
B. They match some of what I have learned.	61	2	9	13	59	7	32	0	0	548	49	1	49	38	13	542	55	4	61	27	8	545
C. They match just a little of what I have learned.	6	0	0	1	50	0	0	1	50	544	11	0	35	26	38	538	11	2	42	37	19	540
D. There is no match.	0										3	0	25	50	25	537	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	3	23	8	62	2	15	0	0	552	26	11	54	19	15	546	30	10	68	16	6	549
B. good	50	1	6	12	67	4	22	1	6	548	53	2	50	34	13	543	53	3	59	29	9	544
C. fair	14	0	0	2	40	3	60	0	0	542	18	2	42	35	21	539	15	1	41	40	18	539
D. poor	0										3	0	33	22	44	533	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	6	0	0	1	50	0	0	1	50	538	22	2	38	23	38	538	17	3	45	32	19	541
B. about the same as my regular schoolwork	71	3	12	17	68	5	20	0	0	549	60	7	55	29	9	545	67	5	62	26	7	546
C. easier than my regular schoolwork	23	1	13	4	50	3	38	0	0	552	18	2	44	39	15	541	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.	6	0	0	1	50	1	50	0	0	541	17	4	33	33	29	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	46	0	0	10	63	5	31	1	6	544	54	2	50	33	15	542	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	49	4	24	10	59	3	18	0	0	554	29	9	54	24	13	546	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	11	1	25	2	50	1	25	0	0	550	18	5	49	27	18	543	18	8	64	20	8	547
B. 20 minutes to an hour	83	3	10	19	63	8	27	0	0	549	61	6	50	31	13	543	56	5	62	25	7	546
C. less than 20 minutes	3	0	0	1	100	0	0	0	0	552	9	0	55	28	17	542	12	2	50	32	15	542
D. I rarely read at home.	3	0	0	0	0	0	0	1	100	530	12	0	38	32	30	538	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	2	40	2	40	1	20	0	0	554	26	8	46	25	22	542	26	3	51	32	14	542
B. six to ten pages	20	0	0	4	57	3	43	0	0	544	26	3	51	30	17	542	28	3	59	28	9	544
C. eleven or more pages	66	2	9	15	65	5	22	1	4	548	48	3	52	31	13	543	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										17	100	0	0	0	562						
B.	0										50	0	67	33	0	542						
C.	0										33	0	50	50	0	543						
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:	Lewiston School Department
School:	Pettingill 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	4	9	18	5	1415	10
	2006-2007	4	9	29	9	1711	12
	2007-2008	**2**	**6**	**16**	**5**	**1617**	**12**
	Cum. Total*	10	8	63	6	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	31	69	121	34	6503	45
	2006-2007	28	65	140	41	6778	48
	2007-2008	**26**	**72**	**155**	**50**	**7284**	**52**
	Cum. Total*	85	69	416	41	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	9	20	111	31	3945	28
	2006-2007	9	21	99	29	3884	28
	2007-2008	**7**	**19**	**86**	**28**	**3341**	**24**
	Cum. Total*	25	20	296	29	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	2	107	30	2434	17
	2006-2007	2	5	72	21	1683	12
	2007-2008	**1**	**3**	**55**	**18**	**1778**	**13**
	Cum. Total*	4	3	234	23	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**	10.8	72.0	8.4	56.0	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	7.6	54.3	6.9	49.3	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	2.1	42.0	1.9	38.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	9.1	65.0	7.6	54.3	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: Lewiston School Department
School: Pettingill 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	36	2	6	26	72	7	19	1	3	550	312	5	50	28	18	542	14020	12	52	24	13	546
Ethnicity																						
African American/Black	3										58	2	29	26	43	532	392	5	33	32	31	537
American Indian or Native Alaskan	0										2						116	5	42	31	22	540
Asian or Pacific Islander	0										3						198	16	59	15	11	549
Hispanic	0										6	0	67	17	17	543	173	5	45	30	20	541
Caucasian/White	33	2	6	24	73	6	18	1	3	550	243	6	53	28	12	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	3	50	3	50	0	0	545	57	0	30	46	25	536	2390	2	29	34	35	534
No	30	2	7	23	77	4	13	1	3	551	255	6	54	24	16	544	11630	13	57	22	8	548
Current LEP																						
Yes	0										46	2	20	24	54	529	330	4	36	27	33	536
No	36	2	6	26	72	7	19	1	3	550	266	6	55	28	11	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	15	0	0	9	60	5	33	1	7	547	189	3	44	30	23	539	5461	5	46	30	19	541
No	21	2	10	17	81	2	10	0	0	552	123	9	58	24	9	547	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	36	2	6	26	72	7	19	1	3	550	312	5	50	28	18	542	14015	12	52	24	13	546
Gender																						
Female	20	0	0	15	75	4	20	1	5	547	157	3	50	26	22	541	6767	11	51	24	13	546
Male	16	2	13	11	69	3	19	0	0	553	155	8	50	29	14	544	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	4	50	3	38	1	13	542	118	0	25	47	29	533	1755	1	37	39	23	538
No	28	2	7	22	79	4	14	0	0	552	194	8	65	16	11	548	12265	13	54	22	11	547
Gifted/talented program																						
Yes	1										13	38	62	0	0	563	464	58	40	2	0	564
No	35	1	3	26	74	7	20	1	3	549	299	4	49	29	18	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: Lewiston School Department
School: Pettingill 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	3	0	0	1	100	0	0	0	0	554	3	11	67	11	11	548	5	6	39	29	25	539
B. less than one hour	28	0	0	9	90	1	10	0	0	551	47	6	48	30	16	543	66	12	52	24	12	546
C. one to two hours	69	2	8	16	64	6	24	1	4	549	45	4	51	28	17	543	26	12	55	23	11	547
D. more than two hours	0										5	0	41	18	41	532	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.	53	2	11	14	74	2	11	1	5	552	39	10	61	21	8	548	38	16	56	19	8	549
B. They match some of what I have learned.	42	0	0	12	80	3	20	0	0	549	44	3	48	32	17	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	6	0	0	0	0	2	100	0	0	532	11	0	26	32	41	530	10	6	37	32	24	539
D. There is no match.	0										6	0	26	32	42	532	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	2	20	7	70	1	10	0	0	558	33	14	50	21	15	546	31	24	54	14	8	552
B. good	36	0	0	10	77	2	15	1	8	548	45	1	49	27	22	540	47	8	55	25	12	545
C. fair	33	0	0	8	67	4	33	0	0	546	18	0	53	38	9	543	19	2	43	35	20	539
D. poor	3	0	0	1	100	0	0	0	0	548	4	0	31	38	31	537	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	3	0	0	1	100	0	0	0	0	556	15	7	33	37	24	538	18	5	42	30	22	540
B. about the same as my regular schoolwork	83	2	7	21	72	5	17	1	3	550	68	4	54	26	15	543	66	11	55	23	11	547
C. easier than my regular schoolwork	14	0	0	3	60	2	40	0	0	546	17	8	47	24	22	543	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	6	0	0	2	100	0	0	0	0	550	17	4	32	28	36	534	21	10	48	26	16	544
B. two or three days a week	25	0	0	6	67	2	22	1	11	546	26	8	48	28	18	544	36	13	54	23	10	547
C. two or three times each month	31	2	18	7	64	2	18	0	0	553	29	6	57	29	9	546	27	12	54	23	11	547
D. never or almost never	39	0	0	11	79	3	21	0	0	549	28	3	54	26	16	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	0										4	8	8	25	58	525	7	12	44	25	19	543
B. two or three days a week	0										10	10	16	19	55	530	30	13	53	23	11	547
C. two or three times each month	33	0	0	10	83	2	17	0	0	549	31	4	53	33	9	545	34	12	54	23	10	547
D. never or almost never	67	2	8	16	67	5	21	1	4	550	55	5	56	26	12	545	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	0										9	4	22	19	56	529	7	7	40	25	28	539
B. 30–45 minutes	17	0	0	5	83	1	17	0	0	548	31	4	51	31	14	542	31	7	49	29	15	543
C. 45–60 minutes	25	1	11	6	67	2	22	0	0	550	37	7	53	27	13	544	40	12	55	23	10	547
D. more than 60 minutes	58	1	5	15	71	4	19	1	5	550	23	4	53	28	15	544	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										17	0	100	0	0	556						
B.	0										50	0	33	33	33	539						
C.	0										33	0	0	100	0	538						
D.	0										0											

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N = Number

ELA–WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Lewiston School Department
School:	Pettingill 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	3	1	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	25	58	177	53	7844	56
	2006-2007						
	2007-2008	**19**	**53**	**124**	**40**	**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	17	40	133	40	5365	38
	2006-2007						
	2007-2008	**16**	**44**	**167**	**54**	**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	0	0	20	6	524	4
	2006-2007						
	2007-2008	**1**	**3**	**20**	**6**	**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**	12.1	60.5	10.5	52.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	6.5	54.2	5.5	45.8	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	5.7	71.3	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: Lewiston School Department
School: Pettingill 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	36	0	0	19	53	16	44	1	3	542	312	0	40	54	6	537	13972	0	43	52	4	538
Ethnicity																						
African American/Black	3										58	0	26	53	21	530	382	0	31	57	11	534
American Indian or Native Alaskan	0										2						116	0	28	66	6	534
Asian or Pacific Islander	0										3						196	2	55	42	2	541
Hispanic	0										6	0	33	67	0	537	170	0	29	62	9	535
Caucasian/White	33	0	0	17	52	15	45	1	3	542	243	0	43	53	3	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	3	50	1	17	535	57	0	16	72	12	531	2372	0	12	72	16	529
No	30	0	0	17	57	13	43	0	0	544	255	0	45	49	5	538	11600	0	50	48	1	539
Current LEP																						
Yes	0										46	0	17	59	24	528	319	0	30	58	12	533
No	36	0	0	19	53	16	44	1	3	542	266	0	44	53	3	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	15	0	0	8	53	6	40	1	7	542	189	0	34	56	10	535	5435	0	32	61	7	535
No	21	0	0	11	52	10	48	0	0	543	123	1	48	50	2	540	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	36	0	0	19	53	16	44	1	3	542	312	0	40	54	6	537	13967	0	43	52	4	538
Gender																						
Female	20	0	0	11	55	9	45	0	0	544	157	1	46	50	3	539	6750	1	55	43	2	540
Male	16	0	0	8	50	7	44	1	6	541	155	0	33	57	10	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	3	38	5	63	0	0	539	118	0	26	66	8	534	1745	0	26	69	5	534
No	28	0	0	16	57	11	39	1	4	544	194	1	48	46	6	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	1										13	0	85	15	0	546	464	2	74	23	0	545
No	35	0	0	18	51	16	46	1	3	542	299	0	38	55	7	536	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: Lewiston School Department
School: Pettingill 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	3	0	0	0	0	1	100	0	0	536	3	0	22	67	11	534	5	0	29	57	14	533
B. less than one hour	28	0	0	6	60	4	40	0	0	545	47	1	42	53	4	538	66	0	44	52	3	538
C. one to two hours	69	0	0	13	52	11	44	1	4	542	45	0	41	54	6	537	26	0	45	52	3	538
D. more than two hours	0										5	0	18	53	29	528	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	22	0	0	5	63	3	38	0	0	547	25	0	55	42	4	539	25	1	54	42	3	540
B. good	47	0	0	12	71	5	29	0	0	545	48	1	41	53	5	538	50	0	46	51	3	538
C. fair	31	0	0	2	18	8	73	1	9	536	23	0	23	68	10	533	22	0	29	65	6	535
D. poor	0										4	0	31	54	15	534	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	0										15	0	24	58	18	531	14	0	33	56	10	535
B. about that same as my regular schoolwork	78	0	0	13	46	14	50	1	4	541	66	1	41	53	6	538	65	0	45	52	3	538
C. easier than my regular schoolwork	22	0	0	6	75	2	25	0	0	548	19	0	47	52	2	538	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										17	0	100	0	0	542						
B.	0										50	0	67	33	0	539						
C.	0										33	0	0	100	0	534						
D.	0										0											

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