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:	11251333
SAU:	Otis School Department
School:	Beech Hill 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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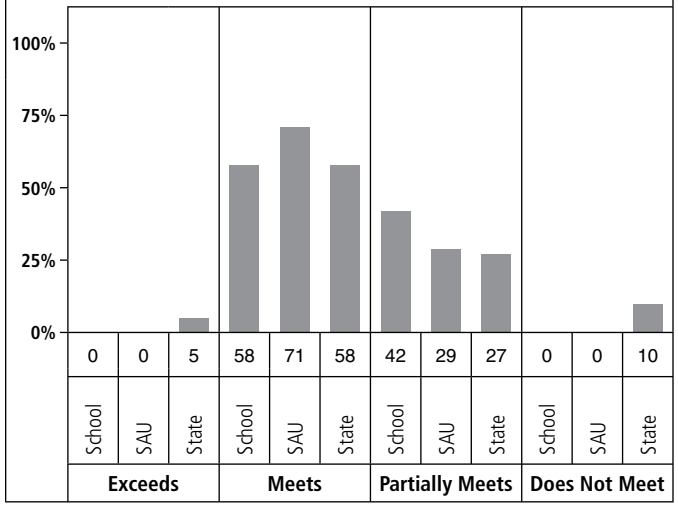
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	Otis School Department
School:	Beech Hill School

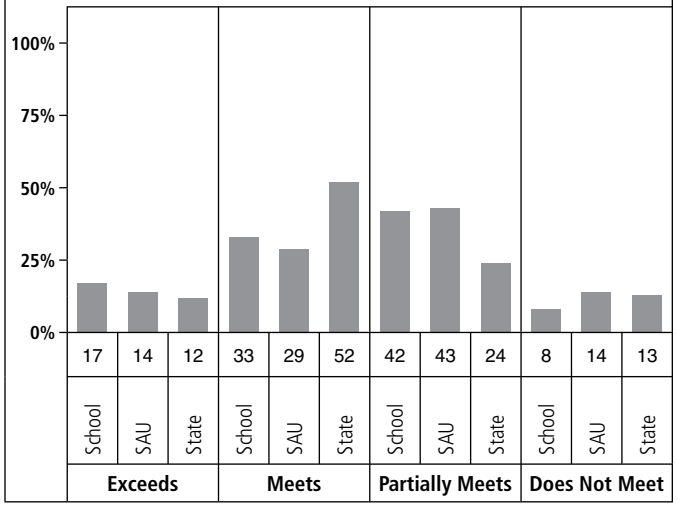
Summary of School, SAU, and State Scores

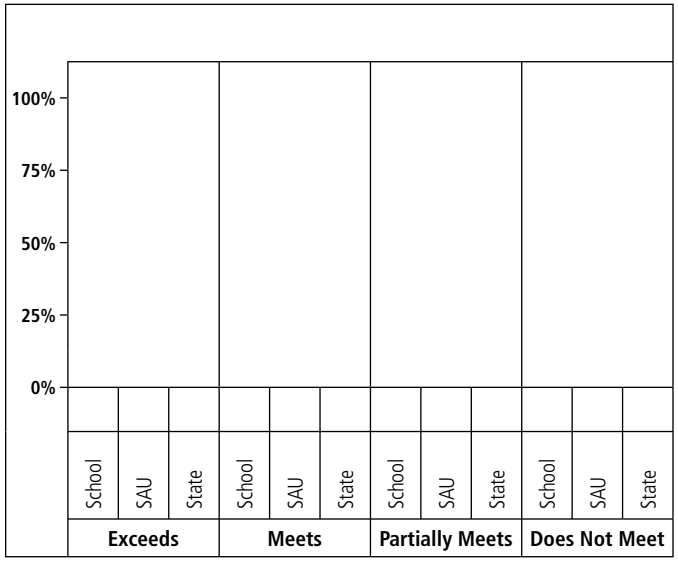
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	546		544
2006–2007	545	548	544
2007–2008	**546**	**547**	**545**
Cum. Avg.*	546		544
Mathematics			
2005–2006	552		543
2006–2007	546	546	546
2007–2008	**545**	**545**	**546**
Cum. Avg.*	548		545
ELA – Writing			
2005–2006			
2006–2007	540	540	541
2007–2008	**538**	**539**	**538**
Cum. Avg.*			

ELA – READING

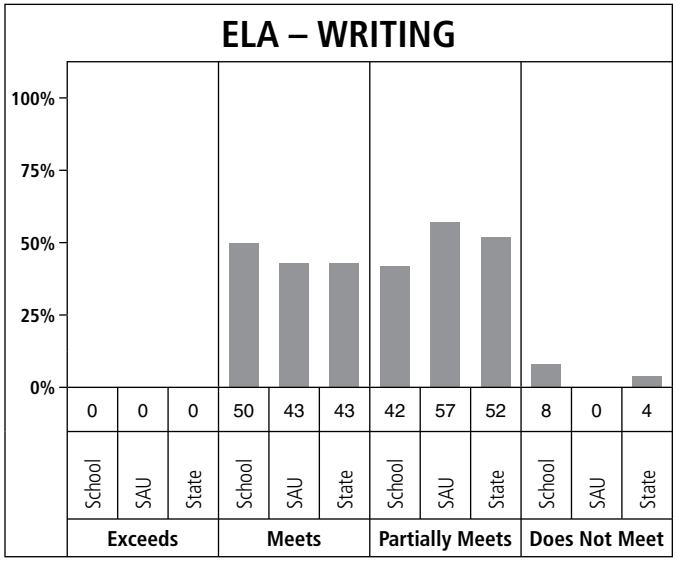


MATHEMATICS





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: Otis School Department
School: Beech Hill 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	12	100	7	100	14240	100	12	100	7	100	14157	100	12	100	7	100	14156	100							12	100	7	100	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	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	12	100	7	100	13339	94	12	100	7	100	13274	100	12	100	7	100	13267	100							12	100	7	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	2	17	2	29	2555	18	2	100	2	100	2528	99	2	100	2	100	2526	99							2	100	2	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	4	33	2	29	5574	39	4	100	2	100	5528	99	4	100	2	100	5531	99							4	100	2	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	11	92	6	86	11042	78	11	92	6	86	11006	77							11	92	6	86	11127	78
Identified disability (PET/IEP)	1	9	1	17	396	4	1	9	1	17	404	4							1	9	1	17	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	1	8	1	14	2974	21	1	8	1	14	3014	21							1	8	1	14	2845	20
Identified disability (PET/IEP)	1	100	1	100	1996	67	1	100	1	100	1986	66							1	100	1	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:	Otis School Department
School:	Beech Hill 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			721	5
	2006-2007	1	10	1	20	702	5
	2007-2008	**0**	**0**	**0**	**0**	**659**	**5**
	Cum. Total*	1	3			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	9	82			7571	53
	2006-2007	4	40	2	40	7730	55
	2007-2008	**7**	**58**	**5**	**71**	**8195**	**58**
	Cum. Total*	20	61			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	1	9			4343	30
	2006-2007	5	50	2	40	4182	30
	2007-2008	**5**	**42**	**2**	**29**	**3800**	**27**
	Cum. Total*	11	33			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	1	9			1628	11
	2006-2007	0	0	0	0	1419	10
	2007-2008	**0**	**0**	**0**	**0**	**1362**	**10**
	Cum. Total*	1	3			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**	30.4	63.3	31.1	64.8	29.2	60.8
Literary Text	**24**	**50**	15.8	65.8	16.1	67.1	15.0	62.5
Informational Text	**24**	**50**	14.6	60.8	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: Otis School Department
School: Beech Hill 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	12	0	0	7	58	5	42	0	0	546	7	0	71	29	0	547	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						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	12	0	0	7	58	5	42	0	0	546	7	0	71	29	0	547	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2392	0	26	42	31	536
No	10	0	0	6	60	4	40	0	0	545	5	0	80	20	0	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	12	0	0	7	58	5	42	0	0	546	7	0	71	29	0	547	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	4										2						5454	2	48	35	15	541
No	8	0	0	6	75	2	25	0	0	548	5	0	80	20	0	548	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	12	0	0	7	58	5	42	0	0	546	7	0	71	29	0	547	14011	5	58	27	10	545
Gender																						
Female	8	0	0	5	63	3	38	0	0	548	4						6766	7	62	24	8	546
Male	4										3						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	12	0	0	7	58	5	42	0	0	546	7	0	71	29	0	547	12265	5	62	25	8	546
Gifted/talented program																						
Yes	1										0						464	27	71	2	1	557
No	11	0	0	6	55	5	45	0	0	544	7	0	71	29	0	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: Otis School Department
School: Beech Hill 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	8	0	0	0	0	1	100	0	0	540	14	0	0	100	0	538	5	2	42	34	22	540
B. less than one hour	83	0	0	7	70	3	30	0	0	547	71	0	100	0	0	550	66	5	60	27	9	545
C. one to two hours	8	0	0	0	0	1	100	0	0	540	14	0	0	100	0	540	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	0	0	2	100	0	0	540	14	0	0	100	0	540	31	7	63	23	7	547
B. They match some of what I have learned.	75	0	0	7	78	2	22	0	0	548	71	0	100	0	0	550	55	4	61	27	8	545
C. They match just a little of what I have learned.	8	0	0	0	0	1	100	0	0	540	0						11	2	42	37	19	540
D. There is no match.	0										14	0	0	100	0	538	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	0	0	3	100	0	0	0	0	547	29	0	100	0	0	547	30	10	68	16	6	549
B. good	67	0	0	4	50	4	50	0	0	546	57	0	75	25	0	549	53	3	59	29	9	544
C. fair	8	0	0	0	0	1	100	0	0	540	14	0	0	100	0	538	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	0										14	0	0	100	0	538	17	3	45	32	19	541
B. about the same as my regular schoolwork	92	0	0	6	55	5	45	0	0	546	86	0	83	17	0	548	67	5	62	26	7	546
C. easier than my regular schoolwork	8	0	0	1	100	0	0	0	0	546	0						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.	8	0	0	0	0	1	100	0	0	540	14	0	0	100	0	538	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	58	0	0	3	43	4	57	0	0	544	57	0	75	25	0	548	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	33	0	0	4	100	0	0	0	0	551	29	0	100	0	0	548	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	2	100	0	0	0	0	548	29	0	100	0	0	548	18	8	64	20	8	547
B. 20 minutes to an hour	83	0	0	5	50	5	50	0	0	545	57	0	75	25	0	548	56	5	62	25	7	546
C. less than 20 minutes	0										0						12	2	50	32	15	542
D. I rarely read at home.	0										14	0	0	100	0	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	25	0	0	1	33	2	67	0	0	542	17	0	0	100	0	540	26	3	51	32	14	542
B. six to ten pages	25	0	0	1	33	2	67	0	0	547	0						28	3	59	28	9	544
C. eleven or more pages	50	0	0	5	83	1	17	0	0	547	83	0	100	0	0	550	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	100	0	538						
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:	Otis School Department
School:	Beech Hill 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	3	27			1415	10
	2006-2007	1	10	1	20	1711	12
	2007-2008	**2**	**17**	**1**	**14**	**1617**	**12**
	Cum. Total*	6	18			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	55			6503	45
	2006-2007	5	50	1	20	6778	48
	2007-2008	**4**	**33**	**2**	**29**	**7284**	**52**
	Cum. Total*	15	45			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	1	9			3945	28
	2006-2007	4	40	3	60	3884	28
	2007-2008	**5**	**42**	**3**	**43**	**3341**	**24**
	Cum. Total*	10	30			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	9			2434	17
	2006-2007	0	0	0	0	1683	12
	2007-2008	**1**	**8**	**1**	**14**	**1778**	**13**
	Cum. Total*	2	6			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**	7.9	52.7	9.0	60.0	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	6.8	48.6	6.4	45.7	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	2.4	48.0	2.4	48.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	8.5	60.7	8.1	57.9	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: Otis School Department
School: Beech Hill 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	12	2	17	4	33	5	42	1	8	545	7	14	29	43	14	545	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						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	12	2	17	4	33	5	42	1	8	545	7	14	29	43	14	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2390	2	29	34	35	534
No	10	2	20	3	30	4	40	1	10	545	5	20	20	40	20	542	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	12	2	17	4	33	5	42	1	8	545	7	14	29	43	14	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	4										2						5461	5	46	30	19	541
No	8	1	13	3	38	4	50	0	0	547	5	0	40	60	0	545	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	12	2	17	4	33	5	42	1	8	545	7	14	29	43	14	545	14015	12	52	24	13	546
Gender																						
Female	8	2	25	4	50	2	25	0	0	550	4						6767	11	51	24	13	546
Male	4										3						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	12	2	17	4	33	5	42	1	8	545	7	14	29	43	14	545	12265	13	54	22	11	547
Gifted/talented program																						
Yes	1										0						464	58	40	2	0	564
No	11	1	9	4	36	5	45	1	9	542	7	14	29	43	14	545	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: Otis School Department
School: Beech Hill 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	8	0	0	1	100	0	0	0	0	542	14	0	0	100	0	540	5	6	39	29	25	539
B. less than one hour	83	2	20	3	30	5	50	0	0	547	71	20	40	40	0	550	66	12	52	24	12	546
C. one to two hours	8	0	0	0	0	0	0	1	100	524	14	0	0	0	100	524	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.	73	1	13	3	38	3	38	1	13	545	57	0	50	25	25	543	38	16	56	19	8	549
B. They match some of what I have learned.	27	1	33	0	0	2	67	0	0	543	29	50	0	50	0	550	48	9	53	26	12	545
C. They match just a little of what I have learned.	0										0						10	6	37	32	24	539
D. There is no match.	0										14	0	0	100	0	540	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	1	50	1	50	0	0	0	0	565	14	0	100	0	0	560	31	24	54	14	8	552
B. good	75	1	11	2	22	5	56	1	11	540	86	17	17	50	17	542	47	8	55	25	12	545
C. fair	8	0	0	1	100	0	0	0	0	542	0						19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	33	1	25	0	0	3	75	0	0	542	29	50	0	50	0	549	18	5	42	30	22	540
B. about the same as my regular schoolwork	42	0	0	3	60	1	20	1	20	540	43	0	33	33	33	539	66	11	55	23	11	547
C. easier than my regular schoolwork	25	1	33	1	33	1	33	0	0	555	29	0	50	50	0	548	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	83	1	10	4	40	5	50	0	0	544	71	20	40	40	0	550	21	10	48	26	16	544
B. two or three days a week	8	1	100	0	0	0	0	0	0	570	0						36	13	54	23	10	547
C. two or three times each month	8	0	0	0	0	0	0	1	100	524	14	0	0	0	100	524	27	12	54	23	11	547
D. never or almost never	0										14	0	0	100	0	540	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						7	12	44	25	19	543
B. two or three days a week	25	1	33	1	33	1	33	0	0	547	29	50	0	50	0	549	30	13	53	23	11	547
C. two or three times each month	58	1	14	3	43	2	29	1	14	546	43	0	67	0	33	546	34	12	54	23	10	547
D. never or almost never	17	0	0	0	0	2	100	0	0	537	29	0	0	100	0	538	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										14	0	0	100	0	540	7	7	40	25	28	539
B. 30–45 minutes	0										0						31	7	49	29	15	543
C. 45–60 minutes	8	0	0	0	0	1	100	0	0	536	14	0	0	100	0	536	40	12	55	23	10	547
D. more than 60 minutes	92	2	18	4	36	4	36	1	9	545	71	20	40	20	20	547	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	100	0	540						
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:	Otis School Department
School:	Beech Hill 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*	0 **0**	0 **0**	0 **0**	0 **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*	6 **6**	60 **50**	2 **3**	40 **43**	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*	4 **5**	40 **42**	3 **4**	60 **57**	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 **8**	0 **0**	0 **0**	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**	10.8	54.0	11.1	55.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	5.8	48.3	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	5.0	62.5	5.1	63.8	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: Otis School Department
School: Beech Hill 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	12	0	0	6	50	5	42	1	8	538	7	0	43	57	0	539	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						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	12	0	0	6	50	5	42	1	8	538	7	0	43	57	0	539	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	2										2						2372	0	12	72	16	529
No	10	0	0	5	50	5	50	0	0	539	5	0	40	60	0	539	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	12	0	0	6	50	5	42	1	8	538	7	0	43	57	0	539	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	4										2						5435	0	32	61	7	535
No	8	0	0	5	63	3	38	0	0	541	5	0	60	40	0	541	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	12	0	0	6	50	5	42	1	8	538	7	0	43	57	0	539	13967	0	43	52	4	538
Gender																						
Female	8	0	0	6	75	1	13	1	13	542	4						6750	1	55	43	2	540
Male	4										3						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	12	0	0	6	50	5	42	1	8	538	7	0	43	57	0	539	12227	0	46	50	4	538
Gifted/talented program																						
Yes	1										0						464	2	74	23	0	545
No	11	0	0	5	45	5	45	1	9	536	7	0	43	57	0	539	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: Otis School Department
School: Beech Hill 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	8	0	0	1	100	0	0	0	0	542	14	0	0	100	0	528	5	0	29	57	14	533
B. less than one hour	83	0	0	5	50	4	40	1	10	538	71	0	60	40	0	543	66	0	44	52	3	538
C. one to two hours	8	0	0	0	0	1	100	0	0	528	14	0	0	100	0	528	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	0	0	3	75	1	25	0	0	542	43	0	67	33	0	541	25	1	54	42	3	540
B. good	50	0	0	3	50	3	50	0	0	540	43	0	33	67	0	539	50	0	46	51	3	538
C. fair	8	0	0	0	0	0	0	1	100	516	0						22	0	29	65	6	535
D. poor	8	0	0	0	0	1	100	0	0	528	14	0	0	100	0	528	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	17	0	0	0	0	2	100	0	0	528	29	0	0	100	0	528	14	0	33	56	10	535
B. about that same as my regular schoolwork	42	0	0	3	60	2	40	0	0	542	43	0	67	33	0	546	65	0	45	52	3	538
C. easier than my regular schoolwork	42	0	0	3	60	1	20	1	20	537	29	0	50	50	0	538	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	100	0	528						
D.	0										0											

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