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:	11341348
SAU:	Portland Public Schools
School:	Longfellow School-Portland

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

Topic ***Page***

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

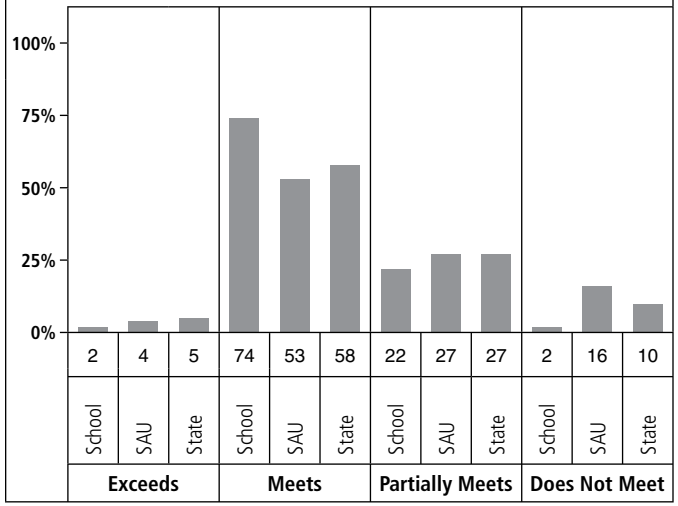
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	Portland Public Schools
School:	Longfellow School-Portland

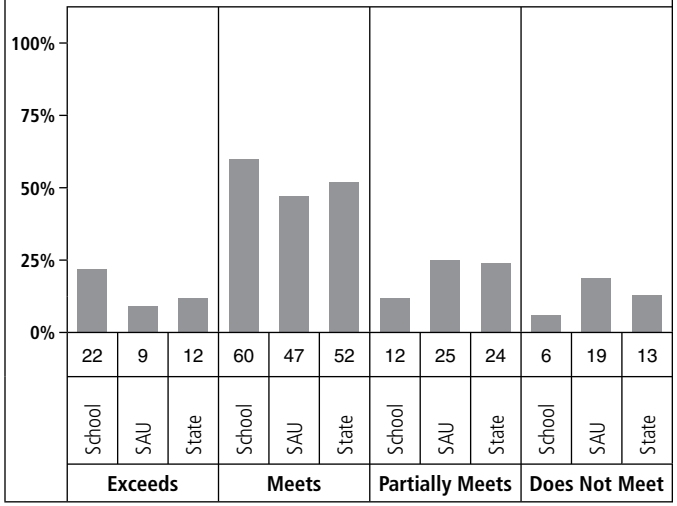
Summary of School, SAU, and State Scores

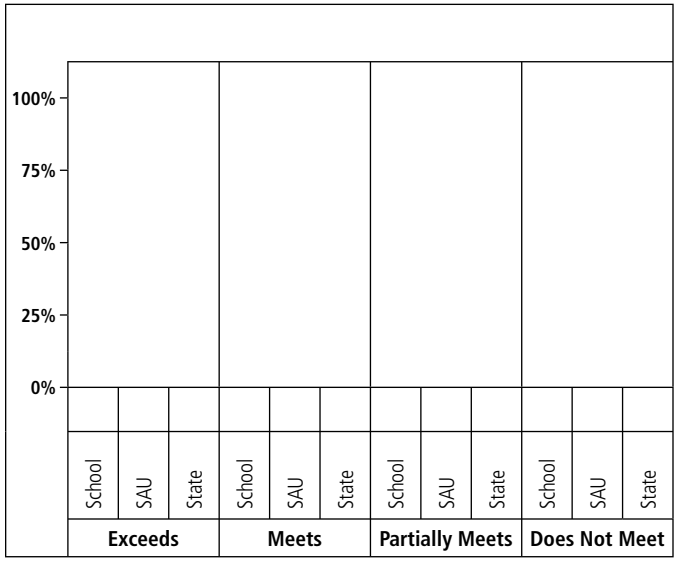
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	548	544	544
2006–2007	552	544	544
2007–2008	**549**	**543**	**545**
Cum. Avg.*	550	544	544
Mathematics			
2005–2006	546	542	543
2006–2007	551	544	546
2007–2008	**551**	**543**	**546**
Cum. Avg.*	549	543	545
ELA – Writing			
2005–2006			
2006–2007	548	542	541
2007–2008	**541**	**538**	**538**
Cum. Avg.*			

ELA – READING

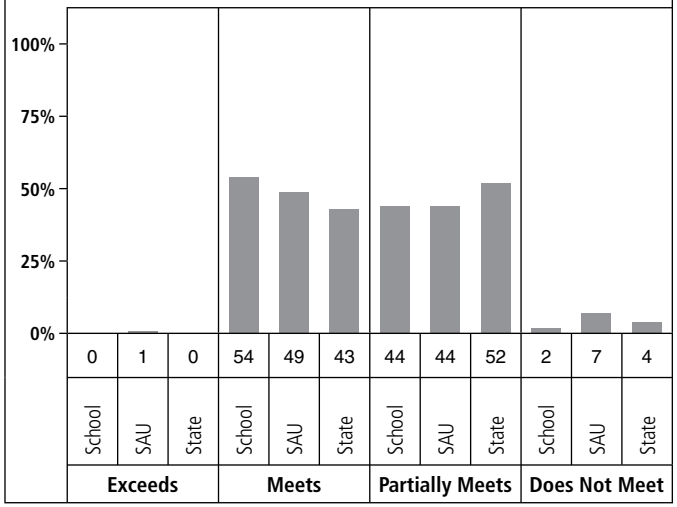


MATHEMATICS





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: Portland Public Schools
School: Longfellow School-Portland

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	50	100	513	100	14240	100	50	100	506	99	14157	100	50	100	509	99	14156	100							50	100	501	98	14107	99
Ethnicity African American/Black	1	2	115	22	404	3	1	100	111	97	396	98	1	100	112	97	398	99							1	100	107	93	388	96
American Indian or Native Alaskan	0	0	3	1	118	1	0	0	3	100	118	100	0	0	3	100	118	100							0	0	3	100	118	100
Asian or Pacific Islander	2	4	43	8	201	1	2	100	42	98	199	99	2	100	42	98	199	99							2	100	42	98	197	98
Hispanic	2	4	27	5	178	1	2	100	25	93	170	97	2	100	27	100	174	99							2	100	26	96	171	97
Caucasian/White	45	90	325	63	13339	94	45	100	325	100	13274	100	45	100	325	100	13267	100							45	100	323	99	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	7	14	96	19	2555	18	7	100	95	99	2528	99	7	100	96	100	2526	99							7	100	91	95	2507	99
Current LEP	4	8	134	26	337	2	4	100	128	96	328	97	4	100	131	98	334	99							4	100	126	94	323	96
Economically disadvantaged	9	18	251	49	5574	39	9	100	244	97	5528	99	9	100	247	98	5531	99							9	100	239	95	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	45	90	350	68	11042	78	45	90	345	67	11006	77							44	88	350	68	11127	78
Identified disability (PET/IEP)	2	4	20	6	396	4	2	4	20	6	404	4							2	5	22	6	447	4
LEP	3	7	50	14	144	1	3	7	47	14	141	1							3	7	50	14	147	1
504 plan	1	2	1	0	134	1	1	2	1	0	133	1							1	2	1	0	136	1
Participation with accommodations	5	10	152	30	2974	21	5	10	161	31	3014	21							6	12	148	29	2845	20
Identified disability (PET/IEP)	5	100	72	47	1996	67	5	100	73	45	1986	66							5	83	66	45	1925	68
LEP	1	20	76	50	175	6	1	20	83	52	189	6							1	17	75	51	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	14	9	766	26	0	0	15	9	801	27							1	17	14	9	710	25
Participation through alternate assessment (PAAP)	0	0	3	1	136	1	0	0	3	1	136	1							0	0	3	1	135	1
Identified disability (PET/IEP)	0	0	3	100	136	100	0	0	3	100	136	100							0	0	3	100	135	100
LEP	0	0	1	33	4	3	0	0	1	33	4	3							0	0	1	33	4	3
504 plan	0	0	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	1	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	7	1	64	0	0	0	4	1	61	0							0	0	12	2	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:	Portland Public Schools
School:	Longfellow School-Portland

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	7	12	26	6	721	5
	2006-2007	20	28	47	9	702	5
	2007-2008	**1**	**2**	**19**	**4**	**659**	**5**
	Cum. Total*	28	15	92	6	2082	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	37	63	254	54	7571	53
	2006-2007	38	53	265	53	7730	55
	2007-2008	**37**	**74**	**264**	**53**	**8195**	**58**
	Cum. Total*	112	62	783	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	13	22	123	26	4343	30
	2006-2007	12	17	120	24	4182	30
	2007-2008	**11**	**22**	**137**	**27**	**3800**	**27**
	Cum. Total*	36	20	380	26	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	3	68	14	1628	11
	2006-2007	2	3	66	13	1419	10
	2007-2008	**1**	**2**	**82**	**16**	**1362**	**10**
	Cum. Total*	5	3	216	15	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**	32.3	67.3	27.9	58.1	29.2	60.8
Literary Text	**24**	**50**	16.6	69.2	14.4	60.0	15.0	62.5
Informational Text	**24**	**50**	15.8	65.8	13.5	56.3	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: Portland Public Schools
School: Longfellow School-Portland

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	50	1	2	37	74	11	22	1	2	549	502	4	53	27	16	543	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										109	1	27	31	41	533	388	1	39	34	26	538
American Indian or Native Alaskan	0										3						116	0	44	45	11	541
Asian or Pacific Islander	2										42	2	60	26	12	544	197	5	64	23	8	546
Hispanic	2										25	0	36	36	28	536	167	2	47	37	14	542
Caucasian/White	45	1	2	34	76	9	20	1	2	549	323	5	62	25	8	546	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	4	57	0	0	541	92	0	25	42	33	535	2392	0	26	42	31	536
No	43	1	2	34	79	7	16	1	2	550	410	5	59	24	13	544	11624	6	65	24	5	547
Current LEP																						
Yes	4										126	0	27	33	40	533	319	1	36	34	29	537
No	46	1	2	35	76	9	20	1	2	549	376	5	61	26	8	546	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	9	0	0	4	44	4	44	1	11	544	241	1	32	38	29	537	5454	2	48	35	15	541
No	41	1	2	33	80	7	17	0	0	550	261	7	71	18	5	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	50	1	2	37	74	11	22	1	2	549	502	4	53	27	16	543	14011	5	58	27	10	545
Gender																						
Female	25	1	4	19	76	5	20	0	0	550	246	6	60	22	12	546	6766	7	62	24	8	546
Male	25	0	0	18	72	6	24	1	4	547	256	2	46	32	20	540	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										213	1	37	33	28	538	1751	1	35	44	21	538
No	48	1	2	35	73	11	23	1	2	549	289	6	64	23	8	547	12265	5	62	25	8	546
Gifted/talented program																						
Yes	6	1	17	5	83	0	0	0	0	556	24	38	63	0	0	560	464	27	71	2	1	557
No	44	0	0	32	73	11	25	1	2	548	478	2	52	29	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: Portland Public Schools
School: Longfellow School-Portland

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	2	0	0	1	100	0	0	0	0	556	4	5	19	48	29	537	5	2	42	34	22	540
B. less than one hour	62	1	3	22	71	8	26	0	0	548	61	4	52	26	18	542	66	5	60	27	9	545
C. one to two hours	34	0	0	13	76	3	18	1	6	549	32	3	60	27	10	545	26	5	61	26	8	546
D. more than two hours	2	0	0	1	100	0	0	0	0	552	3	0	54	31	15	544	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	1	5	15	79	2	11	1	5	551	30	8	57	26	9	547	31	7	63	23	7	547
B. They match some of what I have learned.	48	0	0	19	79	5	21	0	0	549	53	3	56	26	15	543	55	4	61	27	8	545
C. They match just a little of what I have learned.	12	0	0	3	50	3	50	0	0	541	12	0	37	35	28	537	11	2	42	37	19	540
D. There is no match.	2	0	0	0	0	1	100	0	0	538	6	0	37	30	33	536	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	1	7	10	67	4	27	0	0	548	37	9	58	24	9	547	30	10	68	16	6	549
B. good	56	0	0	24	86	3	11	1	4	551	51	1	54	30	15	542	53	3	59	29	9	544
C. fair	14	0	0	3	43	4	57	0	0	542	11	0	36	29	35	535	15	1	41	40	18	539
D. poor	0										1	0	20	20	60	531	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	9	69	4	31	0	0	547	23	3	31	31	35	536	17	3	45	32	19	541
B. about the same as my regular schoolwork	66	1	3	25	76	6	18	1	3	550	58	4	58	29	9	545	67	5	62	26	7	546
C. easier than my regular schoolwork	8	0	0	3	75	1	25	0	0	544	19	4	63	22	11	545	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.	4	0	0	1	50	1	50	0	0	548	16	0	22	32	45	531	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	62	1	3	22	71	7	23	1	3	548	49	3	55	31	11	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	34	0	0	14	82	3	18	0	0	549	34	7	65	21	8	547	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	28	0	0	13	93	1	7	0	0	551	26	10	62	20	9	547	18	8	64	20	8	547
B. 20 minutes to an hour	66	1	3	24	73	7	21	1	3	549	53	2	59	26	12	544	56	5	62	25	7	546
C. less than 20 minutes	2	0	0	0	0	1	100	0	0	538	12	0	32	40	28	535	12	2	50	32	15	542
D. I rarely read at home.	4	0	0	0	0	2	100	0	0	535	9	0	24	39	37	535	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	10	0	0	2	40	3	60	0	0	542	23	2	35	34	30	536	26	3	51	32	14	542
B. six to ten pages	12	0	0	3	50	3	50	0	0	544	28	5	52	33	10	544	28	3	59	28	9	544
C. eleven or more pages	78	1	3	32	82	5	13	1	3	550	49	4	62	22	12	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										22	0	67	17	17	546						
B.	0										52	0	21	36	43	534						
C.	0										7	0	50	50	0	544						
D.	0										19	0	40	60	0	542						

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:	Portland Public Schools
School:	Longfellow School-Portland

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	8	14	34	7	1415	10
	2006-2007	15	21	67	13	1711	12
	2007-2008	**11**	**22**	**47**	**9**	**1617**	**12**
	Cum. Total*	34	19	148	10	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	30	51	220	47	6503	45
	2006-2007	37	51	221	44	6778	48
	2007-2008	**30**	**60**	**236**	**47**	**7284**	**52**
	Cum. Total*	97	54	677	46	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	13	22	138	29	3945	28
	2006-2007	14	19	130	26	3884	28
	2007-2008	**6**	**12**	**128**	**25**	**3341**	**24**
	Cum. Total*	33	18	396	27	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	8	14	81	17	2434	17
	2006-2007	6	8	82	16	1683	12
	2007-2008	**3**	**6**	**95**	**19**	**1778**	**13**
	Cum. Total*	17	9	258	17	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**	10.1	67.3	8.4	56.0	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	8.7	62.1	7.2	51.4	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	2.7	54.0	1.8	36.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	9.0	64.3	7.7	55.0	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: Portland Public Schools
School: Longfellow School-Portland

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	50	11	22	30	60	6	12	3	6	551	506	9	47	25	19	543	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										111	3	27	29	41	533	392	5	33	32	31	537
American Indian or Native Alaskan	0										3						116	5	42	31	22	540
Asian or Pacific Islander	2										42	7	62	17	14	545	198	16	59	15	11	549
Hispanic	2										27	0	37	41	22	537	173	5	45	30	20	541
Caucasian/White	45	9	20	28	62	5	11	3	7	550	323	13	52	24	11	547	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	4	57	0	0	3	43	532	93	1	26	31	42	531	2390	2	29	34	35	534
No	43	11	26	26	60	6	14	0	0	554	413	11	51	24	14	545	11630	13	57	22	8	548
Current LEP																						
Yes	4										130	2	33	28	38	534	330	4	36	27	33	536
No	46	10	22	28	61	6	13	2	4	551	376	12	51	24	12	546	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	9	0	0	5	56	2	22	2	22	539	245	2	35	31	32	536	5461	5	46	30	19	541
No	41	11	27	25	61	4	10	1	2	553	261	16	57	20	6	549	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	50	11	22	30	60	6	12	3	6	551	506	9	47	25	19	543	14015	12	52	24	13	546
Gender																						
Female	25	6	24	14	56	3	12	2	8	550	247	11	48	26	15	544	6767	11	51	24	13	546
Male	25	5	20	16	64	3	12	1	4	551	259	8	45	25	22	542	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										218	1	37	33	29	537	1755	1	37	39	23	538
No	48	11	23	28	58	6	13	3	6	551	288	15	54	20	11	547	12265	13	54	22	11	547
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	568	24	67	33	0	0	566	464	58	40	2	0	564
No	44	7	16	28	64	6	14	3	7	548	482	6	47	27	20	542	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: Portland Public Schools
School: Longfellow School-Portland

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	2	1	100	0	0	0	0	0	0	564	4	5	19	33	43	533	5	6	39	29	25	539
B. less than one hour	62	7	23	17	55	5	16	2	6	550	61	12	44	25	19	543	66	12	52	24	12	546
C. one to two hours	34	2	12	13	76	1	6	1	6	550	32	5	60	23	12	545	26	12	55	23	11	547
D. more than two hours	2	1	100	0	0	0	0	0	0	568	3	23	31	31	15	544	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.	42	7	33	12	57	1	5	1	5	554	35	16	60	14	10	549	38	16	56	19	8	549
B. They match some of what I have learned.	42	4	19	14	67	3	14	0	0	552	48	7	44	30	19	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	12	0	0	3	50	1	17	2	33	536	14	3	34	31	31	536	10	6	37	32	24	539
D. There is no match.	4	0	0	1	50	1	50	0	0	542	3	0	20	33	47	530	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	8	50	7	44	0	0	1	6	559	30	20	47	21	12	548	31	24	54	14	8	552
B. good	38	2	11	13	68	3	16	1	5	547	50	7	49	26	18	542	47	8	55	25	12	545
C. fair	26	1	8	9	69	2	15	1	8	547	18	2	47	29	22	539	19	2	43	35	20	539
D. poor	4	0	0	1	50	1	50	0	0	542	3	0	29	21	50	531	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	2	25	5	63	0	0	1	13	551	21	3	28	34	34	535	18	5	42	30	22	540
B. about the same as my regular schoolwork	68	6	18	20	59	6	18	2	6	549	66	10	54	23	13	545	66	11	55	23	11	547
C. easier than my regular schoolwork	16	3	38	5	63	0	0	0	0	557	13	21	44	21	13	548	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	32	3	19	10	63	3	19	0	0	551	19	7	43	29	21	541	21	10	48	26	16	544
B. two or three days a week	18	2	22	5	56	1	11	1	11	548	35	10	39	31	20	542	36	13	54	23	10	547
C. two or three times each month	38	4	21	13	68	2	11	0	0	552	30	11	61	18	11	547	27	12	54	23	11	547
D. never or almost never	12	2	33	2	33	0	0	2	33	550	16	10	46	20	24	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	536	5	4	38	33	25	537	7	12	44	25	19	543
B. two or three days a week	44	6	27	14	64	2	9	0	0	555	27	8	49	28	15	544	30	13	53	23	11	547
C. two or three times each month	32	2	13	13	81	1	6	0	0	553	31	7	57	22	15	544	34	12	54	23	10	547
D. never or almost never	22	3	27	3	27	2	18	3	27	539	37	14	40	24	22	543	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										5	9	35	30	26	539	7	7	40	25	28	539
B. 30–45 minutes	20	1	10	6	60	3	30	0	0	547	31	7	44	24	25	540	31	7	49	29	15	543
C. 45–60 minutes	60	6	20	19	63	3	10	2	7	550	50	10	49	29	12	545	40	12	55	23	10	547
D. more than 60 minutes	20	4	40	5	50	0	0	1	10	556	14	15	54	11	20	547	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										21	0	83	17	0	549						
B.	0										50	0	7	57	36	533						
C.	0										11	0	100	0	0	545						
D.	0										18	0	40	60	0	542						

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:	Portland Public Schools
School:	Longfellow School-Portland

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	4	6	14	3	260	2
	2006-2007						
	2007-2008	**0**	**0**	**3**	**1**	**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	55	76	300	61	7844	56
	2006-2007						
	2007-2008	**27**	**54**	**242**	**49**	**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	12	17	157	32	5365	38
	2006-2007						
	2007-2008	**22**	**44**	**217**	**44**	**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	1	1	24	5	524	4
	2006-2007						
	2007-2008	**1**	**2**	**36**	**7**	**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**	11.8	59.0	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	6.2	51.7	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	5.6	70.0	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: Portland Public Schools
School: Longfellow School-Portland

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	50	0	0	27	54	22	44	1	2	541	498	1	49	44	7	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										106	0	26	60	13	532	382	0	31	57	11	534
American Indian or Native Alaskan	0										3						116	0	28	66	6	534
Asian or Pacific Islander	2										42	5	48	48	0	541	196	2	55	42	2	541
Hispanic	2										26	0	8	58	35	527	170	0	29	62	9	535
Caucasian/White	45	0	0	25	56	19	42	1	2	542	321	0	60	36	4	541	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	5	71	1	14	534	88	0	16	63	22	530	2372	0	12	72	16	529
No	43	0	0	26	60	17	40	0	0	543	410	1	56	40	4	540	11600	0	50	48	1	539
Current LEP																						
Yes	4										125	1	29	58	12	533	319	0	30	58	12	533
No	46	0	0	25	54	20	43	1	2	541	373	1	55	39	6	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	9	0	0	3	33	6	67	0	0	540	237	0	32	56	12	534	5435	0	32	61	7	535
No	41	0	0	24	59	16	39	1	2	542	261	1	64	33	3	542	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	50	0	0	27	54	22	44	1	2	541	498	1	49	44	7	538	13967	0	43	52	4	538
Gender																						
Female	25	0	0	19	76	6	24	0	0	546	246	1	63	32	3	541	6750	1	55	43	2	540
Male	25	0	0	8	32	16	64	1	4	537	252	0	34	55	11	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										211	0	35	53	12	534	1745	0	26	69	5	534
No	48	0	0	26	54	21	44	1	2	542	287	1	59	37	4	541	12227	0	46	50	4	538
Gifted/talented program																						
Yes	6	0	0	2	33	4	67	0	0	541	24	4	75	21	0	547	464	2	74	23	0	545
No	44	0	0	25	57	18	41	1	2	541	474	0	47	45	8	537	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: Portland Public Schools
School: Longfellow School-Portland

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	2	0	0	1	100	0	0	0	0	542	4	0	29	48	24	532	5	0	29	57	14	533
B. less than one hour	62	0	0	16	52	14	45	1	3	541	61	1	48	44	7	538	66	0	44	52	3	538
C. one to two hours	34	0	0	10	59	7	41	0	0	542	32	1	57	39	3	540	26	0	45	52	3	538
D. more than two hours	2	0	0	0	0	1	100	0	0	536	3	0	38	62	0	536	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	14	0	0	6	86	1	14	0	0	544	28	1	64	33	3	541	25	1	54	42	3	540
B. good	62	0	0	18	58	13	42	0	0	542	49	1	51	42	6	539	50	0	46	51	3	538
C. fair	16	0	0	3	38	5	63	0	0	541	19	0	29	61	10	534	22	0	29	65	6	535
D. poor	8	0	0	0	0	3	75	1	25	530	3	0	18	47	35	528	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	13	0	0	2	33	3	50	1	17	537	15	0	29	52	19	532	14	0	33	56	10	535
B. about that same as my regular schoolwork	56	0	0	14	52	13	48	0	0	542	64	1	51	44	5	539	65	0	45	52	3	538
C. easier than my regular schoolwork	31	0	0	9	60	6	40	0	0	542	21	1	59	35	5	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										22	0	50	50	0	537						
B.	0										52	0	43	29	29	532						
C.	0										7	0	50	50	0	539						
D.	0										19	0	60	20	20	538						

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N = Number