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:	12031508
SAU:	MSAD 09
School:	Cascade Brook 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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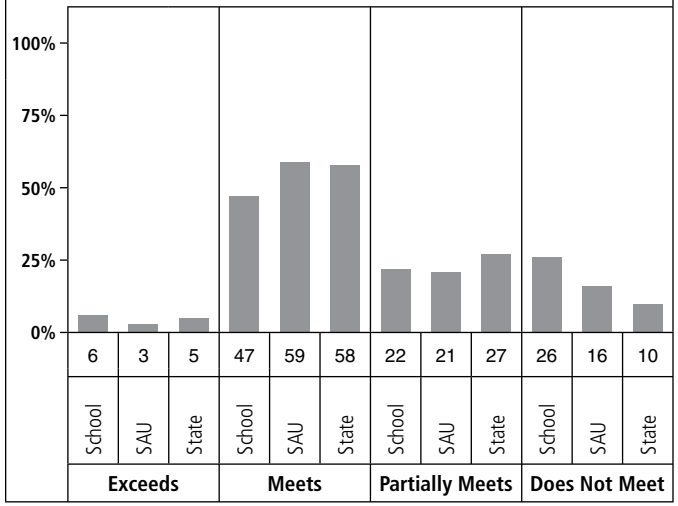
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	MSAD 09
School:	Cascade Brook School

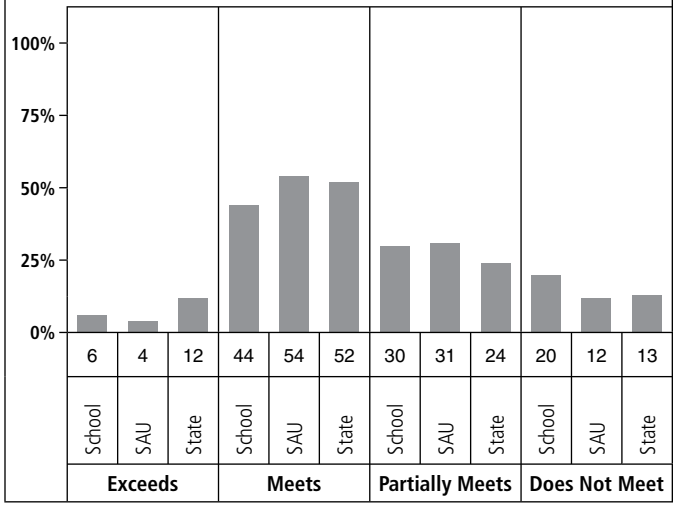
Summary of School, SAU, and State Scores

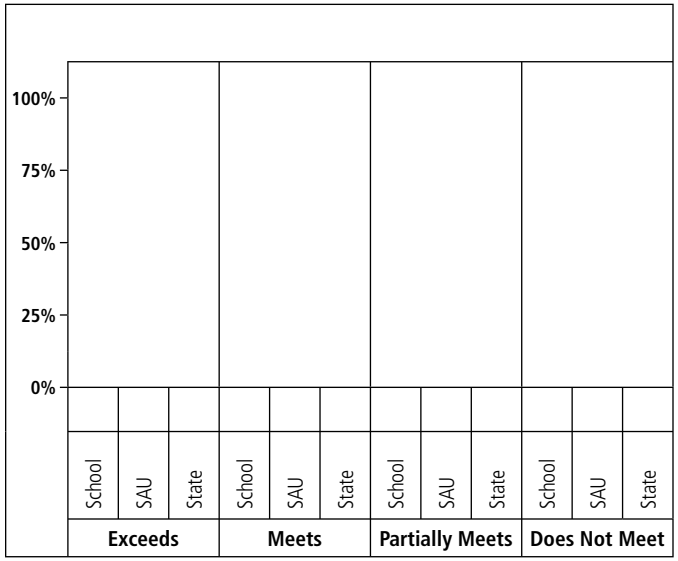
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	544	544
2006–2007	542	544	544
2007–2008	**542**	**544**	**545**
Cum. Avg.*	542	544	544
Mathematics			
2005–2006	537	537	543
2006–2007	544	544	546
2007–2008	**541**	**543**	**546**
Cum. Avg.*	541	541	545
ELA – Writing			
2005–2006			
2006–2007	540	542	541
2007–2008	**533**	**536**	**538**
Cum. Avg.*			

ELA – READING

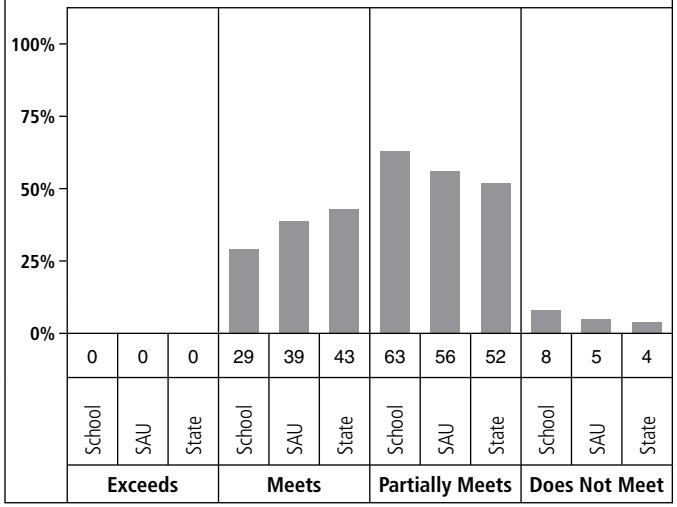


MATHEMATICS





ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 09
School: Cascade Brook 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	90	100	181	100	14240	100	90	100	180	100	14157	100	90	100	180	100	14156	100							90	100	180	100	14107	99
Ethnicity African American/Black	0	0	1	1	404	3	0	0	1	100	396	98	0	0	1	100	398	99							0	0	1	100	388	96
American Indian or Native Alaskan	0	0	1	1	118	1	0	0	1	100	118	100	0	0	1	100	118	100							0	0	1	100	118	100
Asian or Pacific Islander	1	1	2	1	201	1	1	100	2	100	199	99	1	100	2	100	199	99							1	100	2	100	197	98
Hispanic	0	0	1	1	178	1	0	0	1	100	170	97	0	0	1	100	174	99							0	0	1	100	171	97
Caucasian/White	89	99	176	97	13339	94	89	100	175	100	13274	100	89	100	175	100	13267	100							89	100	175	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	15	17	29	16	2555	18	15	100	29	100	2528	99	15	100	29	100	2526	99							15	100	29	100	2507	99
Current LEP	0	0	1	1	337	2	0	0	1	100	328	97	0	0	1	100	334	99							0	0	1	100	323	96
Economically disadvantaged	41	46	94	52	5574	39	41	100	94	100	5528	99	41	100	94	100	5531	99							41	100	94	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	75	83	126	70	11042	78	75	83	126	70	11006	77							75	83	126	70	11127	78
Identified disability (PET/IEP)	1	1	1	1	396	4	1	1	1	1	404	4							1	1	1	1	447	4
LEP	0	0	1	1	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	0	0	1	1	134	1	0	0	1	1	133	1							0	0	1	1	136	1
Participation with accommodations	15	17	54	30	2974	21	15	17	54	30	3014	21							15	17	54	30	2845	20
Identified disability (PET/IEP)	14	93	28	52	1996	67	14	93	28	52	1986	66							14	93	28	52	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	1	2	76	3	0	0	1	2	77	3							0	0	1	2	74	3
Other	1	7	25	46	766	26	1	7	25	46	801	27							1	7	25	46	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	1	1	19	0	0	0	1	1	23	0							0	0	1	1	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:	MSAD 09
School:	Cascade Brook 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	4	4	7	4	721	5
	2006-2007	5	5	13	7	702	5
	2007-2008	**5**	**6**	**6**	**3**	**659**	**5**
	Cum. Total*	14	5	26	5	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	49	49	90	54	7571	53
	2006-2007	46	46	85	48	7730	55
	2007-2008	**42**	**47**	**107**	**59**	**8195**	**58**
	Cum. Total*	137	47	282	54	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	36	36	55	33	4343	30
	2006-2007	36	36	57	32	4182	30
	2007-2008	**20**	**22**	**38**	**21**	**3800**	**27**
	Cum. Total*	92	32	150	29	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	12	12	15	9	1628	11
	2006-2007	13	13	23	13	1419	10
	2007-2008	**23**	**26**	**29**	**16**	**1362**	**10**
	Cum. Total*	48	16	67	13	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**	26.6	55.4	28.4	59.2	29.2	60.8
Literary Text	**24**	**50**	13.9	57.9	14.6	60.8	15.0	62.5
Informational Text	**24**	**50**	12.7	52.9	13.8	57.5	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: MSAD 09
School: Cascade Brook 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	90	5	6	42	47	20	22	23	26	542	180	3	59	21	16	544	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										1						388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	1										2						197	5	64	23	8	546
Hispanic	0										1						167	2	47	37	14	542
Caucasian/White	89	5	6	41	46	20	22	23	26	542	175	3	59	22	15	544	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	1	7	2	13	12	80	526	29	0	31	24	45	534	2392	0	26	42	31	536
No	75	5	7	41	55	18	24	11	15	545	151	4	65	21	11	546	11624	6	65	24	5	547
Current LEP																						
Yes	0										1						319	1	36	34	29	537
No	90	5	6	42	47	20	22	23	26	542	179	3	60	21	16	544	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	41	1	2	17	41	11	27	12	29	539	94	2	54	27	17	542	5454	2	48	35	15	541
No	49	4	8	25	51	9	18	11	22	544	86	5	65	15	15	545	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	90	5	6	42	47	20	22	23	26	542	180	3	59	21	16	544	14011	5	58	27	10	545
Gender																						
Female	49	2	4	24	49	11	22	12	24	541	91	3	62	19	16	544	6766	7	62	24	8	546
Male	41	3	7	18	44	9	22	11	27	542	89	3	57	24	16	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										9	0	33	56	11	540	1751	1	35	44	21	538
No	88	5	6	41	47	19	22	23	26	542	171	4	61	19	16	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										1						464	27	71	2	1	557
No	90	5	6	42	47	20	22	23	26	542	179	3	60	21	16	544	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: MSAD 09
School: Cascade Brook 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	6	0	0	2	40	1	20	2	40	539	6	0	40	40	20	541	5	2	42	34	22	540
B. less than one hour	65	5	9	29	50	12	21	12	21	544	66	5	62	19	14	545	66	5	60	27	9	545
C. one to two hours	27	0	0	11	46	7	29	6	25	541	26	0	61	24	15	543	26	5	61	26	8	546
D. more than two hours	2	0	0	0	0	0	0	2	100	525	3	0	40	0	60	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.	21	1	5	8	42	3	16	7	37	539	27	4	63	16	16	544	31	7	63	23	7	547
B. They match some of what I have learned.	58	4	8	27	52	14	27	7	13	545	53	4	64	22	9	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	12	0	0	5	45	2	18	4	36	539	12	0	45	23	32	540	11	2	42	37	19	540
D. There is no match.	8	0	0	2	29	1	14	4	57	534	7	0	38	31	31	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	21	4	21	7	37	3	16	5	26	547	23	10	64	14	12	548	30	10	68	16	6	549
B. good	57	1	2	29	57	14	27	7	14	543	57	2	64	25	9	544	53	3	59	29	9	544
C. fair	16	0	0	5	36	3	21	6	43	537	16	0	45	21	34	538	15	1	41	40	18	539
D. poor	6	0	0	1	20	0	0	4	80	531	3	0	33	0	67	534	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	24	1	5	7	33	4	19	9	43	539	21	3	53	14	31	542	17	3	45	32	19	541
B. about the same as my regular schoolwork	62	3	6	30	56	12	22	9	17	544	66	3	62	23	11	545	67	5	62	26	7	546
C. easier than my regular schoolwork	14	1	8	3	25	4	33	4	33	538	13	4	57	22	17	543	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	1	8	2	17	9	75	532	15	0	38	19	42	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	60	2	4	23	46	16	32	9	18	542	57	2	55	31	12	543	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	26	1	5	16	73	1	5	4	18	547	28	4	83	2	10	548	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	23	4	20	10	50	3	15	3	15	547	22	13	60	18	10	547	18	8	64	20	8	547
B. 20 minutes to an hour	44	1	3	18	46	9	23	11	28	541	48	1	60	22	16	543	56	5	62	25	7	546
C. less than 20 minutes	16	0	0	9	64	3	21	2	14	544	13	0	74	13	13	544	12	2	50	32	15	542
D. I rarely read at home.	17	0	0	5	33	4	27	6	40	537	16	0	48	28	24	541	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	0	0	3	27	3	27	5	45	535	24	0	66	17	17	543	26	3	51	32	14	542
B. six to ten pages	33	0	0	18	67	4	15	5	19	544	32	0	69	17	15	544	28	3	59	28	9	544
C. eleven or more pages	53	5	12	18	42	9	21	11	26	543	44	8	53	23	16	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										13	0	0	0	100	530						
B.	50	0	0	0	0	1	100	0	0	536	25	0	50	50	0	540						
C.	50	0	0	0	0	1	100	0	0	540	50	0	75	25	0	545						
D.	0										13	0	100	0	0	552						

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:	MSAD 09
School:	Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS

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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	1	3	2	1415	10
	2006-2007	9	9	20	11	1711	12
	2007-2008	**5**	**6**	**7**	**4**	**1617**	**12**
	Cum. Total*	15	5	30	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	38	37	61	36	6503	45
	2006-2007	49	49	80	45	6778	48
	2007-2008	**40**	**44**	**97**	**54**	**7284**	**52**
	Cum. Total*	127	43	238	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	33	32	52	31	3945	28
	2006-2007	26	26	53	30	3884	28
	2007-2008	**27**	**30**	**55**	**31**	**3341**	**24**
	Cum. Total*	86	29	160	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	30	29	52	31	2434	17
	2006-2007	17	17	26	15	1683	12
	2007-2008	**18**	**20**	**21**	**12**	**1778**	**13**
	Cum. Total*	65	22	99	19	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**	7.8	52.0	8.2	54.7	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	6.8	48.6	7.0	50.0	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	1.7	34.0	1.8	36.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	7.4	52.9	8.0	57.1	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: MSAD 09
School: Cascade Brook 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	90	5	6	40	44	27	30	18	20	541	180	4	54	31	12	543	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										1						392	5	33	32	31	537
American Indian or Native Alaskan	0										1						116	5	42	31	22	540
Asian or Pacific Islander	1										2						198	16	59	15	11	549
Hispanic	0										1						173	5	45	30	20	541
Caucasian/White	89	5	6	39	44	27	30	18	20	541	175	4	54	30	11	543	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	3	20	4	27	8	53	530	29	0	38	28	34	535	2390	2	29	34	35	534
No	75	5	7	37	49	23	31	10	13	543	151	5	57	31	7	545	11630	13	57	22	8	548
Current LEP																						
Yes	0										1						330	4	36	27	33	536
No	90	5	6	40	44	27	30	18	20	541	179	4	54	30	12	543	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	41	1	2	17	41	12	29	11	27	538	94	1	53	33	13	542	5461	5	46	30	19	541
No	49	4	8	23	47	15	31	7	14	543	86	7	55	28	10	544	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	90	5	6	40	44	27	30	18	20	541	180	4	54	31	12	543	14015	12	52	24	13	546
Gender																						
Female	49	1	2	21	43	16	33	11	22	539	91	2	54	30	14	542	6767	11	51	24	13	546
Male	41	4	10	19	46	11	27	7	17	543	89	6	54	31	9	544	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										9	0	44	56	0	540	1755	1	37	39	23	538
No	88	5	6	38	43	27	31	18	20	541	171	4	54	29	12	543	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										1						464	58	40	2	0	564
No	90	5	6	40	44	27	30	18	20	541	179	4	54	30	12	543	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: MSAD 09
School: Cascade Brook 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	6	0	0	2	40	3	60	0	0	540	6	0	40	60	0	541	5	6	39	29	25	539
B. less than one hour	65	5	9	27	47	14	24	12	21	543	66	6	53	30	12	544	66	12	52	24	12	546
C. one to two hours	27	0	0	11	46	10	42	3	13	540	26	0	61	30	9	542	26	12	55	23	11	547
D. more than two hours	2	0	0	0	0	0	0	2	100	521	3	0	60	0	40	536	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.	32	1	4	16	57	8	29	3	11	545	37	5	66	25	5	547	38	16	56	19	8	549
B. They match some of what I have learned.	55	3	6	22	46	15	31	8	17	542	49	3	52	32	13	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	7	1	17	1	17	1	17	3	50	535	9	6	38	38	19	540	10	6	37	32	24	539
D. There is no match.	7	0	0	1	17	2	33	3	50	530	5	0	22	44	33	534	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	4	12	12	36	9	27	8	24	543	38	9	57	21	13	546	31	24	54	14	8	552
B. good	39	1	3	19	56	8	24	6	18	542	42	1	59	28	11	543	47	8	55	25	12	545
C. fair	19	0	0	8	47	8	47	1	6	540	18	0	44	53	3	540	19	2	43	35	20	539
D. poor	5	0	0	1	25	1	25	2	50	531	3	0	20	40	40	533	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	2	10	5	25	5	25	8	40	536	22	5	42	29	24	539	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	0	0	31	54	18	32	8	14	542	61	1	57	32	9	543	66	11	55	23	11	547
C. easier than my regular schoolwork	13	3	27	4	36	3	27	1	9	549	17	13	60	23	3	549	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	0	0	1	10	4	40	5	50	530	12	0	45	27	27	537	21	10	48	26	16	544
B. two or three days a week	31	2	7	13	48	8	30	4	15	544	31	5	56	31	7	545	36	13	54	23	10	547
C. two or three times each month	45	2	5	22	55	12	30	4	10	543	37	3	58	32	6	544	27	12	54	23	11	547
D. never or almost never	13	1	9	4	36	2	18	4	36	539	20	6	50	28	17	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	33	1	33	1	33	536	2	0	25	50	25	537	7	12	44	25	19	543
B. two or three days a week	40	3	9	15	43	12	34	5	14	543	28	6	49	35	10	543	30	13	53	23	11	547
C. two or three times each month	34	2	7	19	63	7	23	2	7	546	38	3	61	30	6	545	34	12	54	23	10	547
D. never or almost never	23	0	0	5	25	6	30	9	45	534	32	4	53	26	18	542	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	7	0	0	0	0	3	50	3	50	529	7	0	31	46	23	539	7	7	40	25	28	539
B. 30–45 minutes	32	1	4	8	29	11	39	8	29	537	34	2	43	41	15	540	31	7	49	29	15	543
C. 45–60 minutes	52	4	9	28	61	11	24	3	7	547	49	7	66	22	6	546	40	12	55	23	10	547
D. more than 60 minutes	9	0	0	4	50	1	13	3	38	539	9	0	63	19	19	543	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										13	0	0	100	0	532						
B.	50	0	0	0	0	1	100	0	0	530	25	0	0	100	0	533						
C.	50	0	0	0	0	1	100	0	0	536	50	0	25	75	0	538						
D.	0										13	0	100	0	0	554						

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:	MSAD 09
School:	Cascade Brook 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	2	2	3	2	260	2
	2007-2008	**0**	**0**	**0**	**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						
	2006-2007	54	55	104	59	7844	56
	2007-2008	**26**	**29**	**71**	**39**	**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						
	2006-2007	37	38	62	35	5365	38
	2007-2008	**57**	**63**	**100**	**56**	**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						
	2006-2007	5	5	7	4	524	4
	2007-2008	**7**	**8**	**9**	**5**	**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**	9.4	47.0	10.1	50.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	4.9	40.8	5.3	44.2	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	4.5	56.3	4.8	60.0	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: MSAD 09
School: Cascade Brook 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	90	0	0	26	29	57	63	7	8	533	180	0	39	56	5	536	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										1						382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	1										2						196	2	55	42	2	541
Hispanic	0										1						170	0	29	62	9	535
Caucasian/White	89	0	0	25	28	57	64	7	8	533	175	0	39	55	5	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	0	0	11	73	4	27	522	29	0	3	79	17	525	2372	0	12	72	16	529
No	75	0	0	26	35	46	61	3	4	536	151	0	46	51	3	538	11600	0	50	48	1	539
Current LEP																						
Yes	0										1						319	0	30	58	12	533
No	90	0	0	26	29	57	63	7	8	533	179	0	39	56	5	536	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	41	0	0	10	24	27	66	4	10	532	94	0	38	55	6	535	5435	0	32	61	7	535
No	49	0	0	16	33	30	61	3	6	534	86	0	41	56	3	536	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	90	0	0	26	29	57	63	7	8	533	180	0	39	56	5	536	13967	0	43	52	4	538
Gender																						
Female	49	0	0	18	37	30	61	1	2	536	91	0	49	49	1	538	6750	1	55	43	2	540
Male	41	0	0	8	20	27	66	6	15	531	89	0	29	62	9	533	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										9	0	22	56	22	530	1745	0	26	69	5	534
No	88	0	0	26	30	56	64	6	7	533	171	0	40	56	4	536	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										1						464	2	74	23	0	545
No	90	0	0	26	29	57	63	7	8	533	179	0	39	56	5	536	13508	0	42	53	4	537

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

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA–WRITING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 09
School: Cascade Brook 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	6	0	0	0	0	5	100	0	0	530	6	0	20	80	0	533	5	0	29	57	14	533
B. less than one hour	65	0	0	17	29	38	66	3	5	534	66	0	41	57	3	537	66	0	44	52	3	538
C. one to two hours	27	0	0	9	38	12	50	3	13	534	26	0	43	46	11	535	26	0	45	52	3	538
D. more than two hours	2	0	0	0	0	2	100	0	0	524	3	0	20	80	0	532	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	15	0	0	7	54	6	46	0	0	540	22	0	59	36	5	540	25	1	54	42	3	540
B. good	59	0	0	17	33	34	65	1	2	535	54	0	43	56	1	537	50	0	46	51	3	538
C. fair	20	0	0	2	11	12	67	4	22	527	19	0	18	70	12	530	22	0	29	65	6	535
D. poor	6	0	0	0	0	4	80	1	20	525	5	0	11	78	11	529	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	15	0	0	0	0	11	85	2	15	525	14	0	20	68	12	530	14	0	33	56	10	535
B. about that same as my regular schoolwork	67	0	0	19	33	37	64	2	3	535	64	0	43	55	2	537	65	0	45	52	3	538
C. easier than my regular schoolwork	18	0	0	7	44	7	44	2	13	535	22	0	47	45	8	537	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										13	0	0	100	0	538						
B.	50	0	0	0	0	1	100	0	0	528	25	0	50	50	0	535						
C.	50	0	0	0	0	1	100	0	0	538	50	0	25	75	0	532						
D.	0										13	0	100	0	0	542						

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N = Number