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:	12401652
SAU:	MSAD 46
School:	Dexter Middle 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.

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

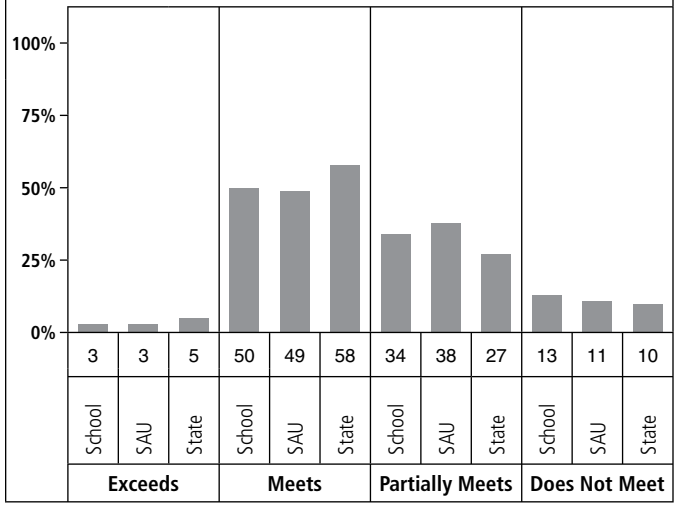
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	MSAD 46
School:	Dexter Middle School

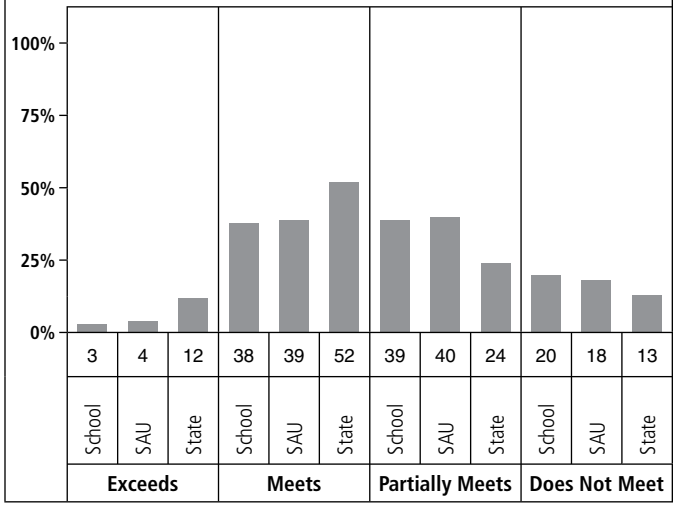
Summary of School, SAU, and State Scores

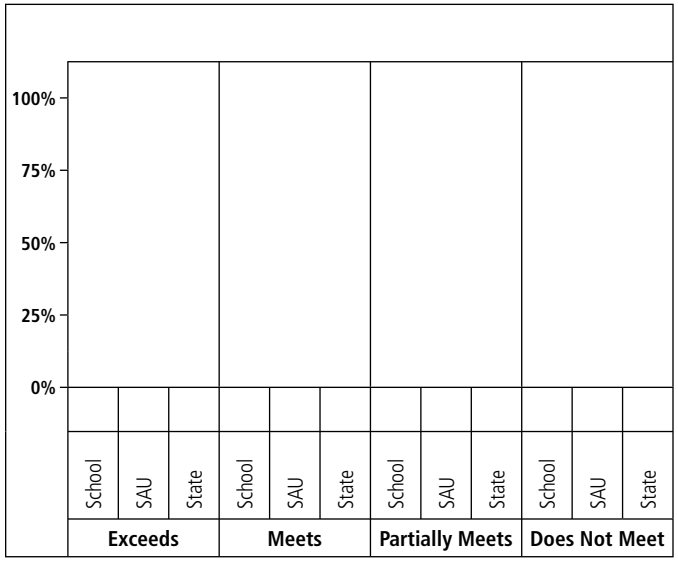
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	540	541	544
2006–2007	540	541	544
2007–2008	**542**	**542**	**545**
Cum. Avg.*	541	541	544
Mathematics			
2005–2006	542	540	543
2006–2007	538	540	546
2007–2008	**538**	**539**	**546**
Cum. Avg.*	539	540	545
ELA – Writing			
2005–2006			
2006–2007	538	538	541
2007–2008	**535**	**535**	**538**
Cum. Avg.*			

ELA – READING

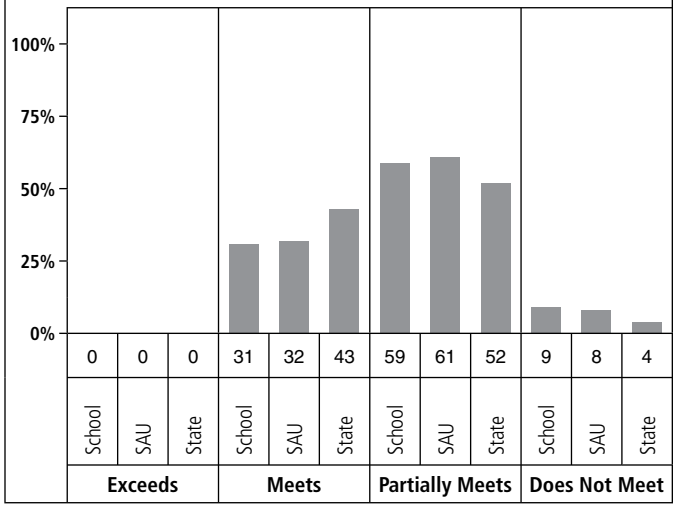


MATHEMATICS





ELA – WRITING



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

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 46
School: Dexter Middle 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	65	100	81	100	14240	100	64	100	80	100	14157	100	64	100	80	100	14156	100							64	100	79	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	1	2	1	1	118	1	1	100	1	100	118	100	1	100	1	100	118	100							1	100	1	100	118	100
Asian or Pacific Islander	1	2	1	1	201	1	1	100	1	100	199	99	1	100	1	100	199	99							1	100	1	100	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	63	97	79	98	13339	94	62	100	78	100	13274	100	62	100	78	100	13267	100							62	100	77	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	23	15	19	2555	18	14	100	14	100	2528	99	14	100	14	100	2526	99							14	100	14	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	34	52	46	57	5574	39	33	100	45	100	5528	99	33	100	45	100	5531	99							33	100	45	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	55	85	71	88	11042	78	55	85	71	88	11006	77							55	85	70	86	11127	78
Identified disability (PET/IEP)	5	9	5	7	396	4	5	9	5	7	404	4							5	9	5	7	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	9	14	9	11	2974	21	9	14	9	11	3014	21							9	14	9	11	2845	20
Identified disability (PET/IEP)	9	100	9	100	1996	67	9	100	9	100	1986	66							9	100	9	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	1	2	1	1	19	0	1	2	1	1	23	0							1	2	2	2	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 46
School:	Dexter Middle 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	2	3	721	5
	2006-2007	1	2	1	2	702	5
	2007-2008	**2**	**3**	**2**	**3**	**659**	**5**
	Cum. Total*	3	2	5	2	2082	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	22	45	29	43	7571	53
	2006-2007	21	47	30	52	7730	55
	2007-2008	**32**	**50**	**39**	**49**	**8195**	**58**
	Cum. Total*	75	47	98	48	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	17	35	26	39	4343	30
	2006-2007	14	31	17	29	4182	30
	2007-2008	**22**	**34**	**30**	**38**	**3800**	**27**
	Cum. Total*	53	34	73	36	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	10	20	10	15	1628	11
	2006-2007	9	20	10	17	1419	10
	2007-2008	**8**	**13**	**9**	**11**	**1362**	**10**
	Cum. Total*	27	17	29	14	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	27.6	57.5	27.6	57.5	29.2	60.8
Literary Text	**24**	**50**	14.8	61.7	14.8	61.7	15.0	62.5
Informational Text	**24**	**50**	12.8	53.3	12.8	53.3	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: MSAD 46
School: Dexter Middle 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	64	2	3	32	50	22	34	8	13	542	80	3	49	38	11	542	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	1										1						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	62	2	3	31	50	21	34	8	13	542	78	3	49	37	12	542	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	2	14	5	36	7	50	531	14	0	14	36	50	531	2392	0	26	42	31	536
No	50	2	4	30	60	17	34	1	2	545	66	3	56	38	3	545	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	64	2	3	32	50	22	34	8	13	542	80	3	49	38	11	542	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	33	0	0	16	48	11	33	6	18	540	45	0	44	40	16	540	5454	2	48	35	15	541
No	31	2	6	16	52	11	35	2	6	545	35	6	54	34	6	545	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	64	2	3	32	50	22	34	8	13	542	80	3	49	38	11	542	14011	5	58	27	10	545
Gender																						
Female	33	2	6	17	52	12	36	2	6	544	39	5	51	36	8	543	6766	7	62	24	8	546
Male	31	0	0	15	48	10	32	6	19	541	41	0	46	39	15	541	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										8	0	0	88	13	535	1751	1	35	44	21	538
No	64	2	3	32	50	22	34	8	13	542	72	3	54	32	11	543	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	64	2	3	32	50	22	34	8	13	542	80	3	49	38	11	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: MSAD 46
School: Dexter Middle 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	5	0	0	1	33	1	33	1	33	538	4	0	33	33	33	538	5	2	42	34	22	540
B. less than one hour	62	2	5	20	51	12	31	5	13	543	61	4	50	35	10	543	66	5	60	27	9	545
C. one to two hours	25	0	0	10	63	5	31	1	6	543	29	0	57	35	9	542	26	5	61	26	8	546
D. more than two hours	8	0	0	1	20	3	60	1	20	537	6	0	20	60	20	537	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.	37	0	0	10	43	9	39	4	17	541	34	0	41	41	19	540	31	7	63	23	7	547
B. They match some of what I have learned.	52	2	6	18	55	11	33	2	6	543	52	5	56	34	5	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	10	0	0	4	67	1	17	1	17	545	13	0	50	40	10	544	11	2	42	37	19	540
D. There is no match.	2	0	0	0	0	0	0	1	100	524	1	0	0	0	100	524	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	2	15	9	69	1	8	1	8	549	19	13	60	20	7	548	30	10	68	16	6	549
B. good	65	0	0	20	49	17	41	4	10	542	63	0	50	42	8	542	53	3	59	29	9	544
C. fair	13	0	0	3	38	3	38	2	25	540	16	0	38	38	23	539	15	1	41	40	18	539
D. poor	2	0	0	0	0	0	0	1	100	512	1	0	0	0	100	512	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	3	43	2	29	2	29	536	14	0	45	36	18	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	76	2	4	25	52	17	35	4	8	544	76	3	50	38	8	544	67	5	62	26	7	546
C. easier than my regular schoolwork	13	0	0	4	50	2	25	2	25	538	10	0	50	25	25	538	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.	17	0	0	3	30	4	40	3	30	535	18	0	29	43	29	535	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	50	0	0	17	57	12	40	1	3	544	54	0	56	41	2	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	33	2	10	10	50	5	25	3	15	544	28	10	48	29	14	544	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	16	2	20	4	40	4	40	0	0	548	14	18	36	45	0	547	18	8	64	20	8	547
B. 20 minutes to an hour	35	0	0	13	59	9	41	0	0	545	35	0	54	43	4	544	56	5	62	25	7	546
C. less than 20 minutes	37	0	0	10	43	7	30	6	26	539	35	0	43	36	21	539	12	2	50	32	15	542
D. I rarely read at home.	13	0	0	5	63	1	13	2	25	540	15	0	67	17	17	543	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	15	0	0	1	11	4	44	4	44	532	21	0	25	44	31	535	26	3	51	32	14	542
B. six to ten pages	41	1	4	14	56	9	36	1	4	544	38	3	52	41	3	544	28	3	59	28	9	544
C. eleven or more pages	44	1	4	16	59	8	30	2	7	545	42	3	59	31	6	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	100	0	0	0	0	1	33	2	67	532	75	0	0	33	67	532						
B.	0										25	0	0	100	0	538						
C.	0										0											
D.	0										0											

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

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	5
SAU:	MSAD 46
School:	Dexter Middle 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	2	1	1	1415	10
	2006-2007	0	0	2	3	1711	12
	2007-2008	**2**	**3**	**3**	**4**	**1617**	**12**
	Cum. Total*	3	2	6	3	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	29	59	33	49	6503	45
	2006-2007	21	47	25	43	6778	48
	2007-2008	**24**	**38**	**31**	**39**	**7284**	**52**
	Cum. Total*	74	47	89	43	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	27	22	33	3945	28
	2006-2007	15	33	20	34	3884	28
	2007-2008	**25**	**39**	**32**	**40**	**3341**	**24**
	Cum. Total*	53	34	74	36	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	6	12	11	16	2434	17
	2006-2007	9	20	11	19	1683	12
	2007-2008	**13**	**20**	**14**	**18**	**1778**	**13**
	Cum. Total*	28	18	36	18	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	8.0	53.3	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	6.0	42.9	6.2	44.3	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	1.2	24.0	1.2	24.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	6.6	47.1	6.8	48.6	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 46
School: Dexter Middle 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	64	2	3	24	38	25	39	13	20	538	80	4	39	40	18	539	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	1										1						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	62	1	2	24	39	24	39	13	21	538	78	3	40	40	18	539	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	1	7	6	43	7	50	525	14	0	7	43	50	525	2390	2	29	34	35	534
No	50	2	4	23	46	19	38	6	12	542	66	5	45	39	11	542	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	64	2	3	24	38	25	39	13	20	538	80	4	39	40	18	539	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	33	0	0	9	27	15	45	9	27	534	45	0	29	49	22	535	5461	5	46	30	19	541
No	31	2	6	15	48	10	32	4	13	542	35	9	51	29	11	544	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	64	2	3	24	38	25	39	13	20	538	80	4	39	40	18	539	14015	12	52	24	13	546
Gender																						
Female	33	1	3	14	42	13	39	5	15	539	39	5	41	38	15	539	6767	11	51	24	13	546
Male	31	1	3	10	32	12	39	8	26	537	41	2	37	41	20	538	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										8	0	25	63	13	537	1755	1	37	39	23	538
No	64	2	3	24	38	25	39	13	20	538	72	4	40	38	18	539	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	64	2	3	24	38	25	39	13	20	538	80	4	39	40	18	539	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 46
School: Dexter Middle 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	5	0	0	1	33	2	67	0	0	543	4	0	33	67	0	543	5	6	39	29	25	539
B. less than one hour	62	1	3	17	44	12	31	9	23	537	61	2	46	33	19	539	66	12	52	24	12	546
C. one to two hours	25	1	6	5	31	8	50	2	13	540	29	9	30	48	13	540	26	12	55	23	11	547
D. more than two hours	8	0	0	1	20	2	40	2	40	534	6	0	20	40	40	534	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.	38	1	4	10	42	6	25	7	29	535	34	4	44	26	26	536	38	16	56	19	8	549
B. They match some of what I have learned.	56	1	3	13	37	15	43	6	17	540	57	4	36	44	16	540	48	9	53	26	12	545
C. They match just a little of what I have learned.	5	0	0	1	33	2	67	0	0	535	5	0	50	50	0	538	10	6	37	32	24	539
D. There is no match.	2	0	0	0	0	1	100	0	0	538	4	0	33	67	0	544	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	2	10	11	55	6	30	1	5	545	28	14	55	27	5	546	31	24	54	14	8	552
B. good	59	0	0	11	30	18	49	8	22	536	54	0	33	47	21	536	47	8	55	25	12	545
C. fair	10	0	0	2	33	0	0	4	67	528	16	0	38	31	31	536	19	2	43	35	20	539
D. poor	0										1	0	0	100	0	540	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	22	0	0	3	21	7	50	4	29	531	24	5	26	47	21	536	18	5	42	30	22	540
B. about the same as my regular schoolwork	57	1	3	13	36	15	42	7	19	538	59	2	38	43	17	539	66	11	55	23	11	547
C. easier than my regular schoolwork	21	1	8	8	62	2	15	2	15	544	16	8	62	15	15	544	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	0	0	3	25	5	42	4	33	535	17	8	23	38	31	537	21	10	48	26	16	544
B. two or three days a week	24	1	7	6	40	7	47	1	7	542	26	5	45	40	10	540	36	13	54	23	10	547
C. two or three times each month	24	0	0	8	53	6	40	1	7	542	26	0	50	45	5	542	27	12	54	23	11	547
D. never or almost never	32	1	5	7	35	6	30	6	30	536	32	4	36	36	24	538	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	50	1	50	0	0	541	3	0	50	50	0	541	7	12	44	25	19	543
B. two or three days a week	40	0	0	10	40	12	48	3	12	539	32	0	40	48	12	539	30	13	53	23	11	547
C. two or three times each month	30	1	5	7	37	7	37	4	21	538	28	5	32	41	23	537	34	12	54	23	10	547
D. never or almost never	27	1	6	6	35	4	24	6	35	536	38	7	43	30	20	541	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	11	0	0	4	57	2	29	1	14	541	9	0	57	29	14	541	7	7	40	25	28	539
B. 30–45 minutes	56	1	3	11	31	17	49	6	17	538	52	2	32	49	17	538	31	7	49	29	15	543
C. 45–60 minutes	25	1	6	9	56	4	25	2	13	542	27	5	52	33	10	542	40	12	55	23	10	547
D. more than 60 minutes	8	0	0	0	0	1	20	4	80	522	13	10	30	20	40	537	23	18	54	19	9	549
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	3	100	521	75	0	0	0	100	521						
B.	0										25	0	0	100	0	536						
C.	0										0											
D.	0										0											

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

ELA–WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	MSAD 46
School:	Dexter Middle 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*	22 **20**	49 **31**	26 **25**	45 **32**	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*	20 **38**	44 **59**	29 **48**	50 **61**	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*	3 **6**	7 **9**	3 **6**	5 **8**	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**	9.8	49.0	9.9	49.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	5.0	41.7	5.1	42.5	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	4.7	58.8	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 46
School: Dexter Middle 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	64	0	0	20	31	38	59	6	9	535	79	0	32	61	8	535	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	1										1						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	62	0	0	19	31	38	61	5	8	535	77	0	31	62	6	535	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	2	14	7	50	5	36	525	14	0	14	50	36	525	2372	0	12	72	16	529
No	50	0	0	18	36	31	62	1	2	537	65	0	35	63	2	537	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	64	0	0	20	31	38	59	6	9	535	79	0	32	61	8	535	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	33	0	0	8	24	19	58	6	18	531	45	0	24	62	13	532	5435	0	32	61	7	535
No	31	0	0	12	39	19	61	0	0	538	34	0	41	59	0	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	64	0	0	20	31	38	59	6	9	535	79	0	32	61	8	535	13967	0	43	52	4	538
Gender																						
Female	33	0	0	14	42	18	55	1	3	538	39	0	44	54	3	538	6750	1	55	43	2	540
Male	31	0	0	6	19	20	65	5	16	531	40	0	20	68	13	532	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										7	0	14	86	0	532	1745	0	26	69	5	534
No	64	0	0	20	31	38	59	6	9	535	72	0	33	58	8	535	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	64	0	0	20	31	38	59	6	9	535	79	0	32	61	8	535	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: MSAD 46
School: Dexter Middle 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	5	0	0	1	33	1	33	1	33	531	4	0	33	33	33	531	5	0	29	57	14	533
B. less than one hour	62	0	0	14	36	22	56	3	8	535	60	0	34	60	6	535	66	0	44	52	3	538
C. one to two hours	25	0	0	5	31	10	63	1	6	537	29	0	35	61	4	537	26	0	45	52	3	538
D. more than two hours	8	0	0	0	0	4	80	1	20	528	6	0	0	80	20	528	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	27	0	0	8	47	7	41	2	12	536	23	0	44	44	11	536	25	1	54	42	3	540
B. good	59	0	0	11	30	25	68	1	3	536	60	0	30	67	2	536	50	0	46	51	3	538
C. fair	13	0	0	1	13	4	50	3	38	528	14	0	18	55	27	529	22	0	29	65	6	535
D. poor	2	0	0	0	0	1	100	0	0	536	3	0	0	100	0	531	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	25	4	50	2	25	531	16	0	25	58	17	532	14	0	33	56	10	535
B. about that same as my regular schoolwork	76	0	0	16	33	28	58	4	8	536	70	0	37	56	7	536	65	0	45	52	3	538
C. easier than my regular schoolwork	11	0	0	2	29	5	71	0	0	533	14	0	18	82	0	535	21	0	45	51	4	538
Optional school/SAU question																						
A.	100	0	0	0	0	2	67	1	33	526	75	0	0	67	33	526						
B.	0										25	0	0	100	0	532						
C.	0										0											
D.	0										0											

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