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:	12461690
SAU:	MSAD 52
School:	Greene Central 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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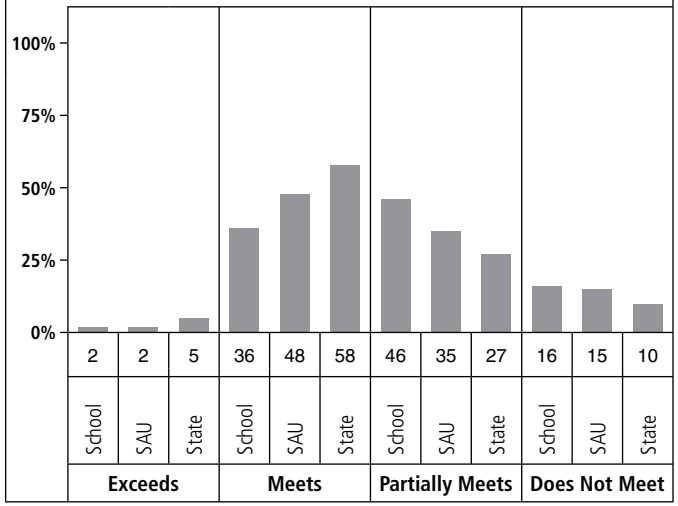
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	MSAD 52
School:	Greene Central School

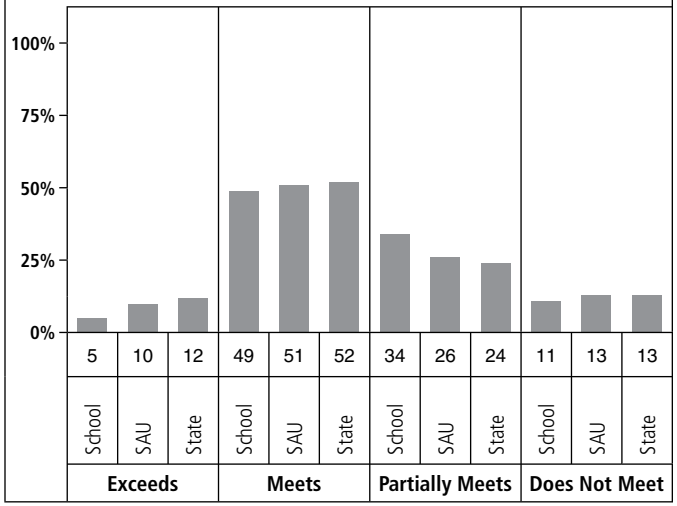
Summary of School, SAU, and State Scores

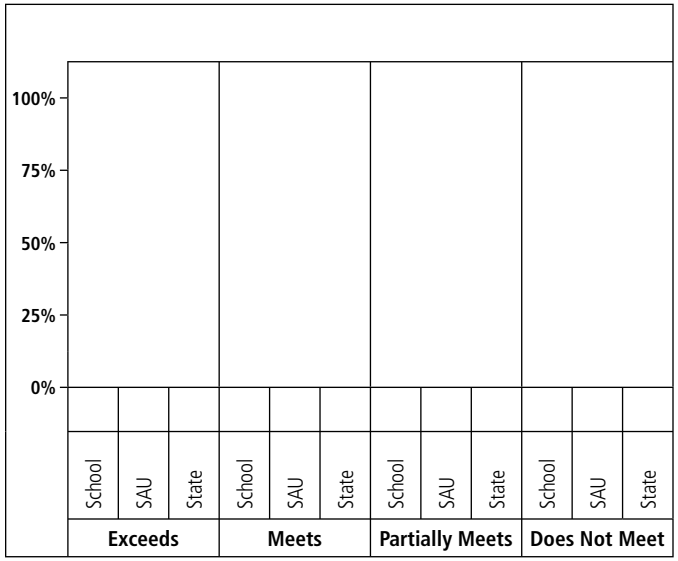
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	538	541	544
2006–2007	539	541	544
2007–2008	**539**	**541**	**545**
Cum. Avg.*	539	541	544
Mathematics			
2005–2006	537	544	543
2006–2007	541	546	546
2007–2008	**543**	**545**	**546**
Cum. Avg.*	540	545	545
ELA – Writing			
2005–2006			
2006–2007	536	540	541
2007–2008	**536**	**537**	**538**
Cum. Avg.*			

ELA – READING

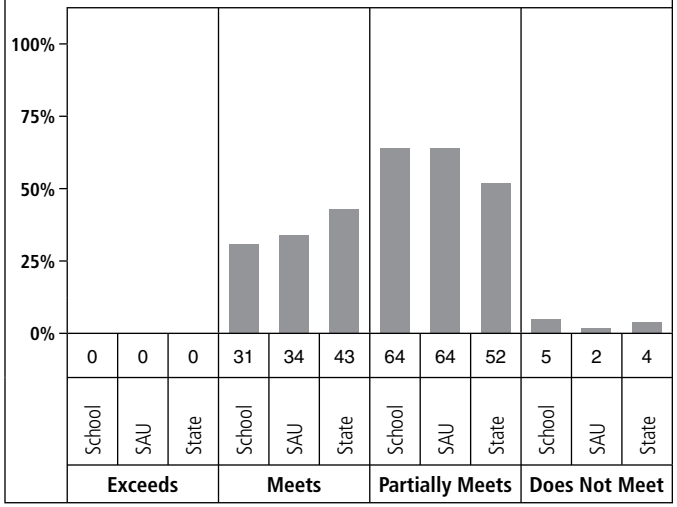


MATHEMATICS





ELA – WRITING



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

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 52
School: Greene Central 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	61	100	170	100	14240	100	61	100	169	100	14157	100	61	100	169	100	14156	100							61	100	169	100	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	2	3	4	2	178	1	2	100	4	100	170	97	2	100	4	100	174	99							2	100	4	100	171	97
Caucasian/White	59	97	166	98	13339	94	59	100	165	100	13274	100	59	100	165	100	13267	100							59	100	165	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	19	31	40	24	2555	18	19	100	39	100	2528	99	19	100	39	100	2526	99							19	100	39	100	2507	99
Current LEP	1	2	2	1	337	2	1	100	2	100	328	97	1	100	2	100	334	99							1	100	2	100	323	96
Economically disadvantaged	24	39	66	39	5574	39	24	100	66	100	5528	99	24	100	66	100	5531	99							24	100	66	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	45	74	132	78	11042	78	45	74	132	78	11006	77							45	74	132	78	11127	78
Identified disability (PET/IEP)	3	7	6	5	396	4	3	7	6	5	404	4							3	7	6	5	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	3	2	134	1	0	0	3	2	133	1							0	0	3	2	136	1
Participation with accommodations	16	26	36	21	2974	21	16	26	36	21	3014	21							16	26	36	21	2845	20
Identified disability (PET/IEP)	16	100	32	89	1996	67	16	100	32	89	1986	66							16	100	32	89	1925	68
LEP	1	6	1	3	175	6	1	6	1	3	189	6							1	6	1	3	172	6
504 plan	0	0	1	3	76	3	0	0	1	3	77	3							0	0	1	3	74	3
Other	0	0	3	8	766	26	0	0	3	8	801	27							0	0	3	8	710	25
Participation through alternate assessment (PAAP)	0	0	1	1	136	1	0	0	1	1	136	1							0	0	1	1	135	1
Identified disability (PET/IEP)	0	0	1	100	136	100	0	0	1	100	136	100							0	0	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	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 52
School:	Greene Central 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	7	5	721	5
	2006-2007	0	0	3	2	702	5
	2007-2008	**1**	**2**	**4**	**2**	**659**	**5**
	Cum. Total*	1	1	14	3	2082	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	20	39	60	42	7571	53
	2006-2007	18	36	86	47	7730	55
	2007-2008	**22**	**36**	**80**	**48**	**8195**	**58**
	Cum. Total*	60	37	226	46	23496	56
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	18	35	49	35	4343	30
	2006-2007	20	40	60	33	4182	30
	2007-2008	**28**	**46**	**58**	**35**	**3800**	**27**
	Cum. Total*	66	41	167	34	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	13	25	26	18	1628	11
	2006-2007	12	24	35	19	1419	10
	2007-2008	**10**	**16**	**26**	**15**	**1362**	**10**
	Cum. Total*	35	22	87	18	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	24.4	50.8	26.5	55.2	29.2	60.8
Literary Text	**24**	**50**	13.2	55.0	13.7	57.1	15.0	62.5
Informational Text	**24**	**50**	11.2	46.7	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 52
School: Greene Central 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	61	1	2	22	36	28	46	10	16	539	168	2	48	35	15	541	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	2										4						167	2	47	37	14	542
Caucasian/White	59	1	2	21	36	27	46	10	17	539	164	2	48	34	15	541	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	2	11	10	53	7	37	532	38	0	8	50	42	530	2392	0	26	42	31	536
No	42	1	2	20	48	18	43	3	7	541	130	3	59	30	8	544	11624	6	65	24	5	547
Current LEP																						
Yes	1										2						319	1	36	34	29	537
No	60	1	2	22	37	27	45	10	17	539	166	2	48	34	16	541	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	24	0	0	6	25	13	54	5	21	536	65	2	31	48	20	538	5454	2	48	35	15	541
No	37	1	3	16	43	15	41	5	14	540	103	3	58	26	13	543	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	61	1	2	22	36	28	46	10	16	539	168	2	48	35	15	541	14011	5	58	27	10	545
Gender																						
Female	27	0	0	13	48	10	37	4	15	540	77	4	51	29	17	541	6766	7	62	24	8	546
Male	34	1	3	9	26	18	53	6	18	537	91	1	45	40	14	541	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										24	0	33	33	33	534	1751	1	35	44	21	538
No	60	1	2	22	37	27	45	10	17	539	144	3	50	35	13	542	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										5	20	80	0	0	559	464	27	71	2	1	557
No	61	1	2	22	36	28	46	10	16	539	163	2	47	36	16	540	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 52
School: Greene Central 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	2	0	0	0	0	0	0	1	100	518	4	0	33	17	50	536	5	2	42	34	22	540
B. less than one hour	82	1	2	19	41	22	48	4	9	540	78	3	50	35	12	542	66	5	60	27	9	545
C. one to two hours	16	0	0	2	22	4	44	3	33	536	18	0	52	28	21	540	26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	0	0	5	33	9	60	1	7	540	31	2	61	31	6	545	31	7	63	23	7	547
B. They match some of what I have learned.	54	0	0	12	40	14	47	4	13	538	54	2	45	37	15	540	55	4	61	27	8	545
C. They match just a little of what I have learned.	18	1	10	4	40	3	30	2	20	542	14	5	45	27	23	542	11	2	42	37	19	540
D. There is no match.	2	0	0	0	0	0	0	1	100	512	2	0	0	0	100	518	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	0	0	7	58	4	33	1	8	540	19	7	70	17	7	547	30	10	68	16	6	549
B. good	64	1	3	11	31	20	56	4	11	540	61	2	46	40	12	541	53	3	59	29	9	544
C. fair	14	0	0	3	38	2	25	3	38	535	19	0	40	30	30	536	15	1	41	40	18	539
D. poor	0										1	0	50	0	50	537	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	27	1	7	5	33	5	33	4	27	538	19	3	42	32	23	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	60	0	0	15	45	14	42	4	12	539	69	3	54	31	13	542	67	5	62	26	7	546
C. easier than my regular schoolwork	13	0	0	1	14	6	86	0	0	541	11	0	39	44	17	540	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.	15	0	0	0	0	4	50	4	50	529	12	0	26	32	42	532	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	64	1	3	14	40	17	49	3	9	540	65	1	49	37	13	541	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	22	0	0	7	58	4	33	1	8	544	23	8	65	19	8	547	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	7	0	0	1	25	1	25	2	50	530	10	13	25	44	19	540	18	8	64	20	8	547
B. 20 minutes to an hour	75	1	2	14	33	21	50	6	14	539	63	2	48	35	15	541	56	5	62	25	7	546
C. less than 20 minutes	11	0	0	3	50	3	50	0	0	540	12	0	58	26	16	539	12	2	50	32	15	542
D. I rarely read at home.	7	0	0	3	75	1	25	0	0	546	15	0	67	21	13	545	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	4	31	6	46	3	23	537	20	0	44	31	25	537	26	3	51	32	14	542
B. six to ten pages	18	0	0	5	50	4	40	1	10	541	31	6	51	29	14	543	28	3	59	28	9	544
C. eleven or more pages	59	1	3	12	36	16	48	4	12	539	49	1	50	37	12	542	47	7	63	23	7	546
Optional school/SAU question																						
A.	75	0	0	1	33	2	67	0	0	543	80	0	25	75	0	542						
B.	25	0	0	0	0	0	0	1	100	528	20	0	0	0	100	528						
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 52
School:	Greene Central 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	18	13	1415	10
	2006-2007	6	12	27	15	1711	12
	2007-2008	**3**	**5**	**16**	**10**	**1617**	**12**
	Cum. Total*	10	6	61	12	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	18	35	62	44	6503	45
	2006-2007	13	26	75	41	6778	48
	2007-2008	**30**	**49**	**86**	**51**	**7284**	**52**
	Cum. Total*	61	38	223	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	16	31	31	22	3945	28
	2006-2007	22	44	56	30	3884	28
	2007-2008	**21**	**34**	**44**	**26**	**3341**	**24**
	Cum. Total*	59	36	131	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	16	31	31	22	2434	17
	2006-2007	9	18	26	14	1683	12
	2007-2008	**7**	**11**	**22**	**13**	**1778**	**13**
	Cum. Total*	32	20	79	16	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**	8.3	55.3	8.8	58.7	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	6.3	45.0	6.9	49.3	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	2.0	40.0	2.3	46.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	8.3	59.3	8.6	61.4	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 52
School: Greene Central 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	61	3	5	30	49	21	34	7	11	543	168	10	51	26	13	545	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	2										4						173	5	45	30	20	541
Caucasian/White	59	3	5	29	49	20	34	7	12	543	164	10	52	26	13	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	5	26	9	47	5	26	536	38	3	16	42	39	531	2390	2	29	34	35	534
No	42	3	7	25	60	12	29	2	5	546	130	12	62	22	5	549	11630	13	57	22	8	548
Current LEP																						
Yes	1										2						330	4	36	27	33	536
No	60	3	5	30	50	20	33	7	12	543	166	10	52	25	13	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	24	2	8	11	46	7	29	4	17	543	65	8	45	32	15	543	5461	5	46	30	19	541
No	37	1	3	19	51	14	38	3	8	543	103	11	55	22	12	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	61	3	5	30	49	21	34	7	11	543	168	10	51	26	13	545	14015	12	52	24	13	546
Gender																						
Female	27	2	7	11	41	11	41	3	11	542	77	12	42	34	13	544	6767	11	51	24	13	546
Male	34	1	3	19	56	10	29	4	12	544	91	8	59	20	13	546	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										24	4	38	33	25	538	1755	1	37	39	23	538
No	60	3	5	30	50	20	33	7	12	543	144	10	53	25	11	546	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										5	60	40	0	0	564	464	58	40	2	0	564
No	61	3	5	30	49	21	34	7	11	543	163	8	52	27	13	545	13556	10	52	25	13	545

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

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

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 52
School: Greene Central 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	2	0	0	0	0	0	0	1	100	520	4	0	50	0	50	537	5	6	39	29	25	539
B. less than one hour	82	3	7	26	57	13	28	4	9	545	78	11	52	25	12	546	66	12	52	24	12	546
C. one to two hours	16	0	0	3	33	5	56	1	11	538	18	7	52	31	10	544	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	2	10	8	38	9	43	2	10	543	47	14	47	31	8	547	38	16	56	19	8	549
B. They match some of what I have learned.	48	1	4	16	59	8	30	2	7	544	41	8	60	23	9	547	48	9	53	26	12	545
C. They match just a little of what I have learned.	11	0	0	4	67	1	17	1	17	542	11	6	41	12	41	537	10	6	37	32	24	539
D. There is no match.	4	0	0	1	50	0	0	1	50	541	2	0	33	0	67	527	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	3	17	15	83	0	0	0	0	555	31	29	67	2	2	557	31	24	54	14	8	552
B. good	43	0	0	10	42	11	46	3	13	540	47	3	48	35	15	542	47	8	55	25	12	545
C. fair	25	0	0	4	29	7	50	3	21	535	19	0	45	32	23	539	19	2	43	35	20	539
D. poor	0										3	0	0	60	40	527	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	6	60	2	20	2	20	542	14	0	39	35	26	537	18	5	42	30	22	540
B. about the same as my regular schoolwork	73	3	7	19	46	15	37	4	10	544	69	11	52	25	12	546	66	11	55	23	11	547
C. easier than my regular schoolwork	9	0	0	4	80	1	20	0	0	546	16	15	65	12	8	550	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	38	2	10	7	33	8	38	4	19	541	23	11	43	27	19	543	21	10	48	26	16	544
B. two or three days a week	45	1	4	13	52	10	40	1	4	544	46	11	51	30	8	547	36	13	54	23	10	547
C. two or three times each month	16	0	0	8	89	0	0	1	11	547	22	9	71	14	6	549	27	12	54	23	11	547
D. never or almost never	2	0	0	1	100	0	0	0	0	544	9	7	33	20	40	535	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	2	50	1	25	1	25	543	4	0	57	14	29	540	7	12	44	25	19	543
B. two or three days a week	45	2	8	10	40	10	40	3	12	542	39	10	50	32	8	546	30	13	53	23	11	547
C. two or three times each month	25	0	0	8	57	5	36	1	7	542	40	13	56	20	11	547	34	12	54	23	10	547
D. never or almost never	23	1	8	9	69	2	15	1	8	549	17	7	44	22	26	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	2	0	0	0	0	1	100	0	0	540	4	17	0	50	33	534	7	7	40	25	28	539
B. 30–45 minutes	41	0	0	13	57	6	26	4	17	541	29	4	59	22	15	544	31	7	49	29	15	543
C. 45–60 minutes	23	0	0	9	69	3	23	1	8	544	44	13	56	21	10	548	40	12	55	23	10	547
D. more than 60 minutes	34	3	16	7	37	8	42	1	5	547	23	11	43	32	14	545	23	18	54	19	9	549
Optional school/SAU question																						
A.	75	0	0	2	67	0	0	1	33	539	80	0	75	0	25	544						
B.	25	0	0	0	0	1	100	0	0	536	20	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 52
School:	Greene Central 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	0	0	6	3	260	2
	2006-2007	0	0	6	3	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	16	32	93	51	7844	56
	2006-2007	16	32	93	51	7844	56
	2007-2008	**19**	**31**	**57**	**34**	**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	31	62	72	39	5365	38
	2006-2007	31	62	72	39	5365	38
	2007-2008	**39**	**64**	**108**	**64**	**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	3	6	13	7	524	4
	2006-2007	3	6	13	7	524	4
	2007-2008	**3**	**5**	**3**	**2**	**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**	10.1	50.5	10.4	52.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	5.3	44.2	5.5	45.8	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	4.8	60.0	4.9	61.3	5.1	63.8

The MEA assesses students' writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine's 1997 *Learning Results* which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA–WRITING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 52
School: Greene Central 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	61	0	0	19	31	39	64	3	5	536	168	0	34	64	2	537	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	2										4						170	0	29	62	9	535
Caucasian/White	59	0	0	18	31	38	64	3	5	536	164	0	34	65	2	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	2	11	14	74	3	16	530	38	0	5	87	8	529	2372	0	12	72	16	529
No	42	0	0	17	40	25	60	0	0	539	130	0	42	58	0	539	11600	0	50	48	1	539
Current LEP																						
Yes	1										2						319	0	30	58	12	533
No	60	0	0	19	32	38	63	3	5	536	166	0	34	64	2	536	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	24	0	0	7	29	16	67	1	4	537	65	0	25	74	2	536	5435	0	32	61	7	535
No	37	0	0	12	32	23	62	2	5	535	103	0	40	58	2	537	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	61	0	0	19	31	39	64	3	5	536	168	0	34	64	2	537	13967	0	43	52	4	538
Gender																						
Female	27	0	0	7	26	20	74	0	0	537	77	0	39	61	0	538	6750	1	55	43	2	540
Male	34	0	0	12	35	19	56	3	9	535	91	0	30	67	3	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										24	0	17	83	0	533	1745	0	26	69	5	534
No	60	0	0	19	32	38	63	3	5	536	144	0	37	61	2	537	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										5	0	80	20	0	546	464	2	74	23	0	545
No	61	0	0	19	31	39	64	3	5	536	163	0	33	66	2	536	13508	0	42	53	4	537

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

ELA–WRITING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 52
School: Greene Central 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	2	0	0	0	0	1	100	0	0	528	4	0	50	50	0	536	5	0	29	57	14	533
B. less than one hour	82	0	0	19	41	25	54	2	4	538	78	0	38	61	2	537	66	0	44	52	3	538
C. one to two hours	16	0	0	0	0	9	100	0	0	532	18	0	21	79	0	535	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	34	0	0	10	53	9	47	0	0	539	24	0	53	47	0	540	25	1	54	42	3	540
B. good	52	0	0	7	24	20	69	2	7	535	49	0	33	65	3	537	50	0	46	51	3	538
C. fair	13	0	0	2	29	5	71	0	0	537	24	0	26	74	0	535	22	0	29	65	6	535
D. poor	2	0	0	0	0	1	100	0	0	528	3	0	0	100	0	528	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	22	0	0	4	33	7	58	1	8	535	17	0	33	63	4	536	14	0	33	56	10	535
B. about that same as my regular schoolwork	75	0	0	14	34	26	63	1	2	537	71	0	37	63	1	537	65	0	45	52	3	538
C. easier than my regular schoolwork	4	0	0	1	50	1	50	0	0	535	12	0	26	74	0	535	21	0	45	51	4	538
Optional school/SAU question																						
A.	75	0	0	0	0	3	100	0	0	531	80	0	0	100	0	530						
B.	25	0	0	0	0	1	100	0	0	528	20	0	0	100	0	528						
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