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: 12511730
SAU: MSAD 57
School: Waterboro Elementary 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

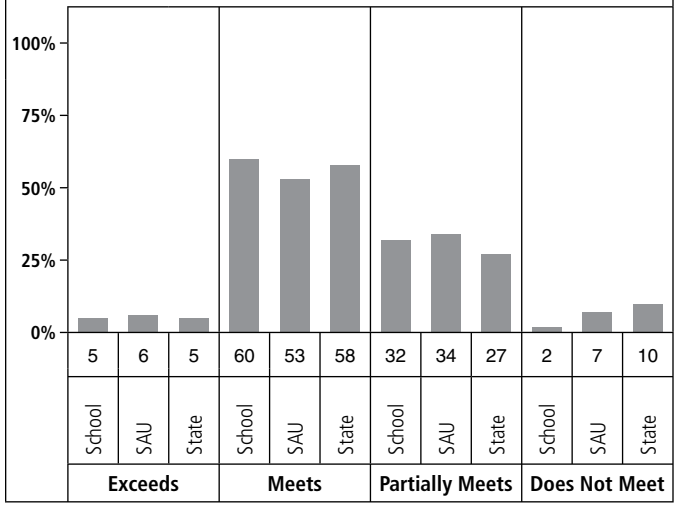
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	MSAD 57
School:	Waterboro Elementary School

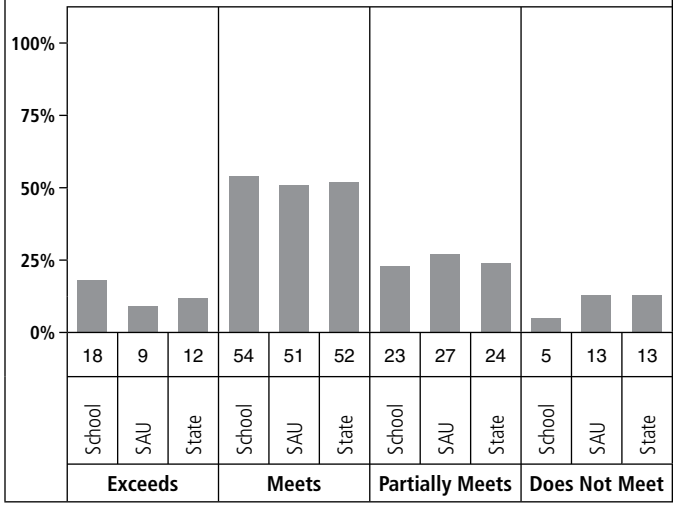
Summary of School, SAU, and State Scores

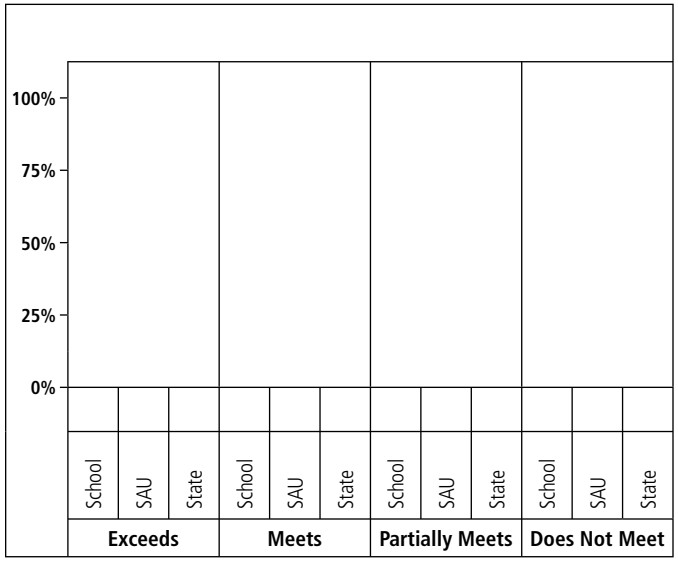
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	542	544
2006–2007	546	544	544
2007–2008	**547**	**545**	**545**
Cum. Avg.*	545	544	544
Mathematics			
2005–2006	538	537	543
2006–2007	545	543	546
2007–2008	**550**	**545**	**546**
Cum. Avg.*	544	541	545
ELA – Writing			
2005–2006			
2006–2007	541	541	541
2007–2008	**540**	**538**	**538**
Cum. Avg.*			

ELA – READING

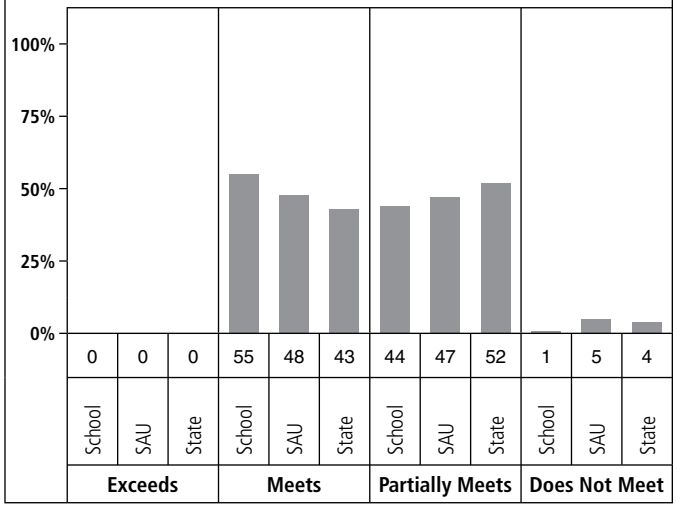


MATHEMATICS





ELA – WRITING



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

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Waterboro Elementary 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	91	100	253	100	14240	100	91	100	253	100	14157	100	91	100	253	100	14156	100							91	100	252	100	14107	99
Ethnicity African American/Black	1	1	4	2	404	3	1	100	4	100	396	98	1	100	4	100	398	99							1	100	3	75	388	96
American Indian or Native Alaskan	0	0	2	1	118	1	0	0	2	100	118	100	0	0	2	100	118	100							0	0	2	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	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	89	98	245	97	13339	94	89	100	245	100	13274	100	89	100	245	100	13267	100							89	100	245	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	9	10	46	18	2555	18	9	100	46	100	2528	99	9	100	46	100	2526	99							9	100	45	98	2507	99
Current LEP	1	1	3	1	337	2	1	100	3	100	328	97	1	100	3	100	334	99							1	100	3	100	323	96
Economically disadvantaged	31	34	91	36	5574	39	31	100	91	100	5528	99	31	100	91	100	5531	99							31	100	90	99	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	81	89	195	77	11042	78	81	89	196	77	11006	77							82	90	201	79	11127	78
Identified disability (PET/IEP)	2	2	4	2	396	4	2	2	4	2	404	4							2	2	4	2	447	4
LEP	1	1	2	1	144	1	1	1	2	1	141	1							1	1	2	1	147	1
504 plan	3	4	10	5	134	1	3	4	10	5	133	1							3	4	11	5	136	1
Participation with accommodations	10	11	56	22	2974	21	10	11	55	22	3014	21							9	10	49	19	2845	20
Identified disability (PET/IEP)	7	70	40	71	1996	67	7	70	40	73	1986	66							7	78	39	80	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	2	20	4	7	76	3	2	20	4	7	77	3							2	22	3	6	74	3
Other	1	10	12	21	766	26	1	10	11	20	801	27							0	0	7	14	710	25
Participation through alternate assessment (PAAP)	0	0	2	1	136	1	0	0	2	1	136	1							0	0	2	1	135	1
Identified disability (PET/IEP)	0	0	2	100	136	100	0	0	2	100	136	100							0	0	2	100	135	100
LEP	0	0	1	50	4	3	0	0	1	50	4	3							0	0	1	50	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	1	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 57
School:	Waterboro Elementary 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	9	3	721	5
	2006-2007	7	6	15	6	702	5
	2007-2008	**5**	**5**	**14**	**6**	**659**	**5**
	Cum. Total*	12	4	38	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	48	49	132	47	7571	53
	2006-2007	67	59	143	54	7730	55
	2007-2008	**55**	**60**	**133**	**53**	**8195**	**58**
	Cum. Total*	170	56	408	51	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	38	39	105	37	4343	30
	2006-2007	37	32	87	33	4182	30
	2007-2008	**29**	**32**	**86**	**34**	**3800**	**27**
	Cum. Total*	104	34	278	35	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	11	11	37	13	1628	11
	2006-2007	3	3	21	8	1419	10
	2007-2008	**2**	**2**	**18**	**7**	**1362**	**10**
	Cum. Total*	16	5	76	10	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**	31.0	64.6	29.2	60.8	29.2	60.8
Literary Text	**24**	**50**	15.7	65.4	14.8	61.7	15.0	62.5
Informational Text	**24**	**50**	15.3	63.8	14.4	60.0	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 57
School: Waterboro Elementary 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	91	5	5	55	60	29	32	2	2	547	251	6	53	34	7	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										4						388	1	39	34	26	538
American Indian or Native Alaskan	0										2						116	0	44	45	11	541
Asian or Pacific Islander	1										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	89	5	6	54	61	28	31	2	2	547	243	6	52	35	7	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	7	78	1	11	537	44	0	14	59	27	535	2392	0	26	42	31	536
No	82	5	6	54	66	22	27	1	1	548	207	7	61	29	3	547	11624	6	65	24	5	547
Current LEP																						
Yes	1										2						319	1	36	34	29	537
No	90	5	6	54	60	29	32	2	2	547	249	6	53	35	7	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	31	2	6	16	52	12	39	1	3	545	90	3	48	39	10	543	5454	2	48	35	15	541
No	60	3	5	39	65	17	28	1	2	548	161	7	56	32	6	546	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	91	5	5	55	60	29	32	2	2	547	251	6	53	34	7	545	14011	5	58	27	10	545
Gender																						
Female	39	4	10	24	62	11	28	0	0	548	101	8	58	28	6	546	6766	7	62	24	8	546
Male	52	1	2	31	60	18	35	2	4	546	150	4	49	39	8	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	91	5	5	55	60	29	32	2	2	547	251	6	53	34	7	545	12265	5	62	25	8	546
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	563	21	48	52	0	0	560	464	27	71	2	1	557
No	85	1	1	53	62	29	34	2	2	546	230	2	53	37	8	543	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 57
School: Waterboro Elementary 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	7	0	0	3	50	3	50	0	0	544	6	0	20	53	27	537	5	2	42	34	22	540
B. less than one hour	70	4	6	39	62	18	29	2	3	548	66	7	59	29	6	546	66	5	60	27	9	545
C. one to two hours	22	1	5	11	55	8	40	0	0	545	25	5	49	44	2	544	26	5	61	26	8	546
D. more than two hours	1	0	0	1	100	0	0	0	0	546	2	0	33	17	50	534	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.	39	3	9	21	60	11	31	0	0	549	33	9	55	29	7	547	31	7	63	23	7	547
B. They match some of what I have learned.	53	2	4	30	63	15	31	1	2	546	53	5	57	32	6	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	6	0	0	2	40	3	60	0	0	540	10	0	42	50	8	540	11	2	42	37	19	540
D. There is no match.	2	0	0	1	50	0	0	1	50	535	4	0	20	60	20	536	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	2	6	26	79	5	15	0	0	551	37	10	69	14	7	549	30	10	68	16	6	549
B. good	46	3	7	24	59	14	34	0	0	547	45	4	49	42	4	544	53	3	59	29	9	544
C. fair	16	0	0	3	21	9	64	2	14	538	17	0	29	56	15	539	15	1	41	40	18	539
D. poor	2	0	0	1	50	1	50	0	0	542	2	0	50	25	25	540	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	17	1	7	5	33	7	47	2	13	543	20	6	31	45	18	540	17	3	45	32	19	541
B. about the same as my regular schoolwork	80	4	6	45	64	21	30	0	0	548	67	5	60	33	2	546	67	5	62	26	7	546
C. easier than my regular schoolwork	3	0	0	3	100	0	0	0	0	544	13	10	58	16	16	547	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.	16	0	0	8	57	6	43	0	0	544	17	0	33	52	14	538	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	62	3	5	31	55	20	36	2	4	546	49	3	50	40	7	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	22	2	10	15	75	3	15	0	0	552	34	12	68	15	5	550	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	24	2	9	16	73	2	9	2	9	550	23	5	66	20	9	546	18	8	64	20	8	547
B. 20 minutes to an hour	40	2	6	25	69	9	25	0	0	549	51	7	56	32	6	546	56	5	62	25	7	546
C. less than 20 minutes	14	1	8	6	46	6	46	0	0	544	10	8	42	42	8	543	12	2	50	32	15	542
D. I rarely read at home.	21	0	0	7	37	12	63	0	0	541	16	0	35	55	10	540	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	34	1	3	16	53	12	40	1	3	545	29	3	49	39	10	543	26	3	51	32	14	542
B. six to ten pages	16	0	0	9	64	5	36	0	0	544	24	0	51	47	2	542	28	3	59	28	9	544
C. eleven or more pages	51	4	9	28	62	12	27	1	2	549	47	10	57	24	8	547	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	528						
C.	100	0	0	0	0	2	100	0	0	540	50	0	0	100	0	540						
D.	0										25	100	0	0	0	580						

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 57
School:	Waterboro Elementary 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	2	2	11	4	1415	10
	2006-2007	10	9	20	7	1711	12
	2007-2008	**16**	**18**	**23**	**9**	**1617**	**12**
	Cum. Total*	28	9	54	7	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	41	41	99	35	6503	45
	2006-2007	60	52	127	48	6778	48
	2007-2008	**49**	**54**	**129**	**51**	**7284**	**52**
	Cum. Total*	150	49	355	44	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	34	34	99	35	3945	28
	2006-2007	37	32	89	33	3884	28
	2007-2008	**21**	**23**	**67**	**27**	**3341**	**24**
	Cum. Total*	92	30	255	32	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	23	23	76	27	2434	17
	2006-2007	8	7	31	12	1683	12
	2007-2008	**5**	**5**	**32**	**13**	**1778**	**13**
	Cum. Total*	36	12	139	17	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	9.6	64.0	8.9	59.3	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	7.9	56.4	7.2	51.4	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	2.6	52.0	2.1	42.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	9.3	66.4	8.2	58.6	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 57
School: Waterboro Elementary 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	91	16	18	49	54	21	23	5	5	550	251	9	51	27	13	545	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										4						392	5	33	32	31	537
American Indian or Native Alaskan	0										2						116	5	42	31	22	540
Asian or Pacific Islander	1										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	89	15	17	49	55	20	22	5	6	549	243	9	51	27	13	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	1	11	5	56	3	33	0	0	546	44	2	25	39	34	534	2390	2	29	34	35	534
No	82	15	18	44	54	18	22	5	6	550	207	11	57	24	8	547	11630	13	57	22	8	548
Current LEP																						
Yes	1										2						330	4	36	27	33	536
No	90	15	17	49	54	21	23	5	6	549	249	9	52	27	13	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	31	5	16	15	48	9	29	2	6	548	90	8	48	33	11	543	5461	5	46	30	19	541
No	60	11	18	34	57	12	20	3	5	550	161	10	53	23	14	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	91	16	18	49	54	21	23	5	5	550	251	9	51	27	13	545	14015	12	52	24	13	546
Gender																						
Female	39	6	15	24	62	6	15	3	8	549	101	9	53	28	10	546	6767	11	51	24	13	546
Male	52	10	19	25	48	15	29	2	4	550	150	9	50	26	15	545	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	91	16	18	49	54	21	23	5	5	550	251	9	51	27	13	545	12265	13	54	22	11	547
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	571	21	43	57	0	0	566	464	58	40	2	0	564
No	85	12	14	47	55	21	25	5	6	548	230	6	51	29	14	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 57
School: Waterboro Elementary 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	7	1	17	3	50	2	33	0	0	549	6	7	27	27	40	535	5	6	39	29	25	539
B. less than one hour	70	12	19	34	54	14	22	3	5	550	66	10	54	26	9	547	66	12	52	24	12	546
C. one to two hours	22	3	15	11	55	4	20	2	10	547	25	8	52	27	13	544	26	12	55	23	11	547
D. more than two hours	1	0	0	0	0	1	100	0	0	540	2	0	17	33	50	531	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.	52	14	30	20	43	10	21	3	6	551	43	16	53	21	10	548	38	16	56	19	8	549
B. They match some of what I have learned.	38	1	3	23	68	9	26	1	3	548	44	5	56	31	9	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	9	1	13	4	50	2	25	1	13	545	11	4	32	32	32	534	10	6	37	32	24	539
D. There is no match.	1	0	0	1	100	0	0	0	0	554	2	0	20	40	40	535	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	11	31	21	58	3	8	1	3	555	36	19	58	13	10	550	31	24	54	14	8	552
B. good	29	4	15	13	50	8	31	1	4	550	38	5	52	28	15	545	47	8	55	25	12	545
C. fair	28	1	4	12	48	9	36	3	12	542	20	2	45	43	10	540	19	2	43	35	20	539
D. poor	3	0	0	2	67	1	33	0	0	541	6	0	29	43	29	534	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	7	50	4	29	3	21	540	17	0	37	39	24	537	18	5	42	30	22	540
B. about the same as my regular schoolwork	78	14	20	38	55	15	22	2	3	551	70	10	57	24	9	547	66	11	55	23	11	547
C. easier than my regular schoolwork	7	2	33	2	33	2	33	0	0	551	13	15	39	24	21	544	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	40	9	25	19	53	5	14	3	8	551	31	13	38	32	17	543	21	10	48	26	16	544
B. two or three days a week	34	7	23	17	55	7	23	0	0	552	37	12	55	23	10	547	36	13	54	23	10	547
C. two or three times each month	22	0	0	11	55	7	35	2	10	544	20	4	54	28	14	545	27	12	54	23	11	547
D. never or almost never	3	0	0	1	33	2	67	0	0	537	12	0	70	20	10	544	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	20	3	17	10	56	4	22	1	6	550	15	11	50	29	11	546	7	12	44	25	19	543
B. two or three days a week	39	7	20	17	49	10	29	1	3	550	37	12	42	32	14	545	30	13	53	23	11	547
C. two or three times each month	30	3	11	16	59	6	22	2	7	548	31	4	63	23	10	545	34	12	54	23	10	547
D. never or almost never	11	3	30	5	50	1	10	1	10	550	17	12	51	20	17	544	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	4	0	0	4	100	0	0	0	0	550	9	5	41	32	23	540	7	7	40	25	28	539
B. 30–45 minutes	24	5	23	11	50	4	18	2	9	548	40	6	52	27	15	542	31	7	49	29	15	543
C. 45–60 minutes	60	9	17	28	52	15	28	2	4	550	36	14	56	24	6	549	40	12	55	23	10	547
D. more than 60 minutes	11	2	20	5	50	2	20	1	10	550	15	8	46	27	19	545	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	520						
C.	100	0	0	1	50	0	0	1	50	535	50	0	50	0	50	535						
D.	0										25	0	100	0	0	558						

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 57
School:	Waterboro Elementary 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	2	2	6	2	260	2
	2006-2007	2	2	6	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	60	53	145	55	7844	56
	2006-2007	60	53	145	55	7844	56
	2007-2008	**50**	**55**	**119**	**48**	**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	49	43	101	38	5365	38
	2006-2007	49	43	101	38	5365	38
	2007-2008	**40**	**44**	**118**	**47**	**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	2	2	13	5	524	4
	2006-2007	2	2	13	5	524	4
	2007-2008	**1**	**1**	**13**	**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**	11.5	57.5	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	6.0	50.0	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	5.5	68.8	5.1	63.8	5.1	63.8

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

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

ELA–WRITING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Waterboro Elementary 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	91	0	0	50	55	40	44	1	1	540	250	0	48	47	5	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										3						382	0	31	57	11	534
American Indian or Native Alaskan	0										2						116	0	28	66	6	534
Asian or Pacific Islander	1										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	89	0	0	49	55	39	44	1	1	540	243	0	47	47	5	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	7	78	1	11	532	43	0	9	72	19	528	2372	0	12	72	16	529
No	82	0	0	49	60	33	40	0	0	541	207	0	56	42	2	540	11600	0	50	48	1	539
Current LEP																						
Yes	1										2						319	0	30	58	12	533
No	90	0	0	49	54	40	44	1	1	540	248	0	47	48	5	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	31	0	0	15	48	15	48	1	3	538	89	0	43	46	11	536	5435	0	32	61	7	535
No	60	0	0	35	58	25	42	0	0	542	161	0	50	48	2	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	91	0	0	50	55	40	44	1	1	540	250	0	48	47	5	538	13967	0	43	52	4	538
Gender																						
Female	39	0	0	23	59	16	41	0	0	542	101	0	62	37	1	542	6750	1	55	43	2	540
Male	52	0	0	27	52	24	46	1	2	539	149	0	38	54	8	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	91	0	0	50	55	40	44	1	1	540	250	0	48	47	5	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	6	0	0	5	83	1	17	0	0	544	21	0	90	10	0	546	464	2	74	23	0	545
No	85	0	0	45	53	39	46	1	1	540	229	0	44	51	6	537	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 57
School: Waterboro Elementary 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	7	0	0	2	33	4	67	0	0	535	6	0	20	47	33	527	5	0	29	57	14	533
B. less than one hour	70	0	0	38	60	24	38	1	2	541	66	0	54	43	3	539	66	0	44	52	3	538
C. one to two hours	22	0	0	10	50	10	50	0	0	540	26	0	44	56	0	539	26	0	45	52	3	538
D. more than two hours	1	0	0	0	0	1	100	0	0	536	2	0	0	60	40	526	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	22	0	0	13	65	6	30	1	5	543	25	0	65	32	3	541	25	1	54	42	3	540
B. good	54	0	0	30	61	19	39	0	0	541	44	0	54	44	2	540	50	0	46	51	3	538
C. fair	21	0	0	6	32	13	68	0	0	536	26	0	25	66	9	533	22	0	29	65	6	535
D. poor	2	0	0	1	50	1	50	0	0	535	5	0	33	50	17	532	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	8	0	0	3	43	4	57	0	0	536	15	0	31	61	8	534	14	0	33	56	10	535
B. about that same as my regular schoolwork	80	0	0	40	57	30	43	0	0	541	68	0	54	43	3	540	65	0	45	52	3	538
C. easier than my regular schoolwork	13	0	0	6	55	4	36	1	9	540	18	0	42	49	9	536	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	516						
C.	100	0	0	1	50	1	50	0	0	539	50	0	50	50	0	539						
D.	0										25	0	100	0	0	548						

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