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:	12661801
SAU:	MSAD 75
School:	Bowdoinham Community 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

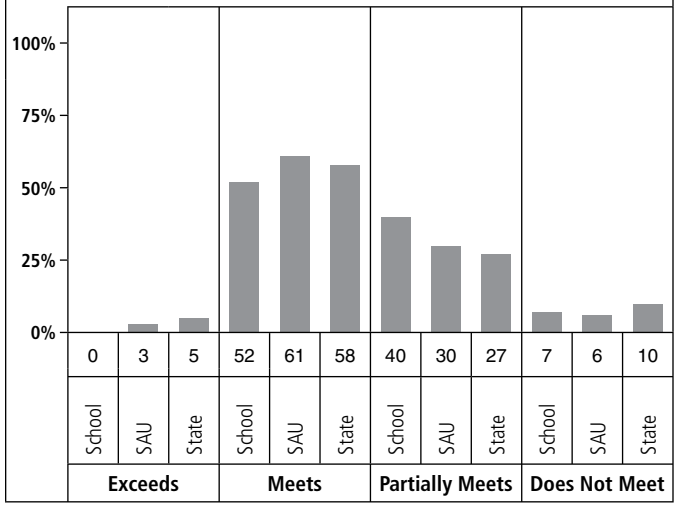
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	5
SAU:	MSAD 75
School:	Bowdoinham Community School

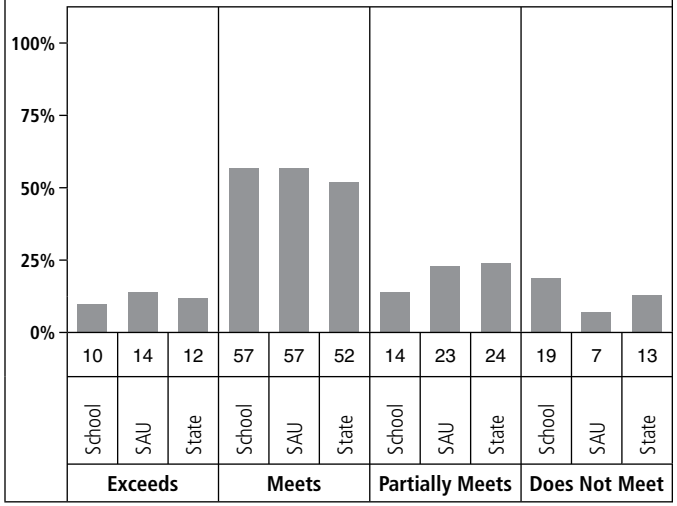
Summary of School, SAU, and State Scores

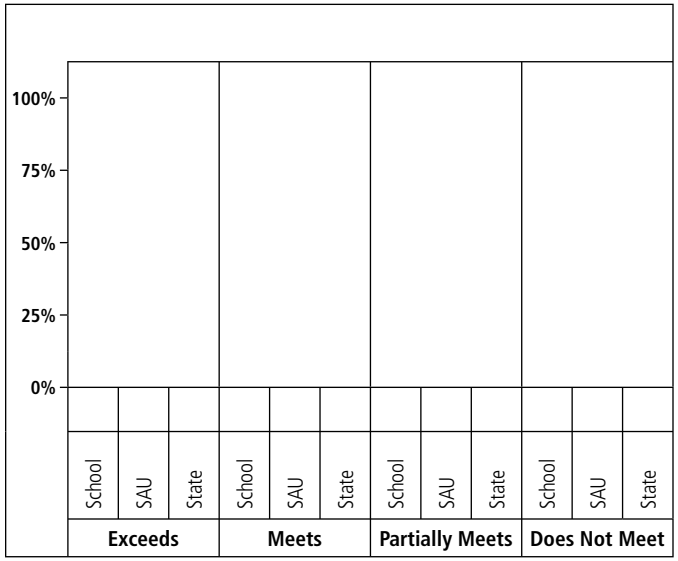
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	546	545	544
2006–2007	546	547	544
2007–2008	**543**	**545**	**545**
Cum. Avg.*	545	546	544
Mathematics			
2005–2006	539	544	543
2006–2007	546	549	546
2007–2008	**544**	**549**	**546**
Cum. Avg.*	543	547	545
ELA – Writing			
2005–2006			
2006–2007	543	542	541
2007–2008	**538**	**538**	**538**
Cum. Avg.*			

ELA – READING

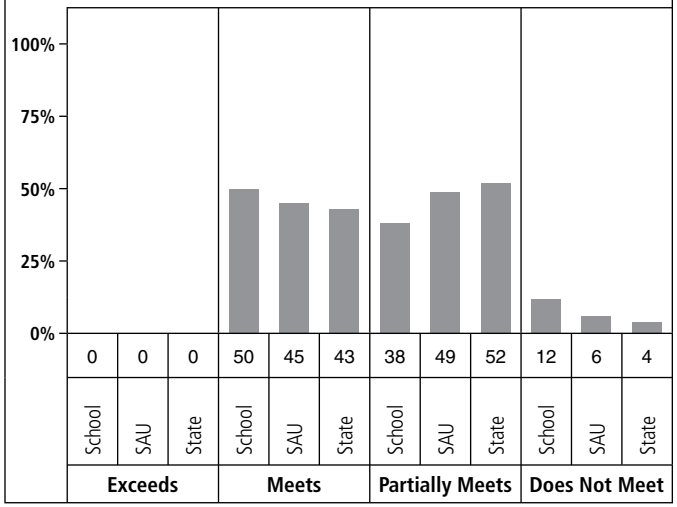


MATHEMATICS





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 75
School: Bowdoinham Community 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	42	100	233	100	14240	100	42	100	231	100	14157	100	42	100	231	100	14156	100							42	100	231	100	14107	99
Ethnicity African American/Black	0	0	3	1	404	3	0	0	3	100	396	98	0	0	3	100	398	99							0	0	3	100	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	3	1	201	1	0	0	3	100	199	99	0	0	3	100	199	99							0	0	3	100	197	98
Hispanic	0	0	2	1	178	1	0	0	2	100	170	97	0	0	2	100	174	99							0	0	2	100	171	97
Caucasian/White	42	100	225	97	13339	94	42	100	223	100	13274	100	42	100	223	100	13267	100							42	100	223	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	11	26	55	24	2555	18	11	100	53	100	2528	99	11	100	53	100	2526	99							11	100	53	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	14	33	68	29	5574	39	14	100	67	100	5528	99	14	100	67	100	5531	99							14	100	67	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	26	62	160	69	11042	78	26	62	159	68	11006	77							26	62	160	69	11127	78
Identified disability (PET/IEP)	1	4	4	3	396	4	1	4	4	3	404	4							1	4	4	3	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	7	4	134	1	0	0	7	4	133	1							0	0	7	4	136	1
Participation with accommodations	16	38	70	30	2974	21	16	38	71	30	3014	21							16	38	70	30	2845	20
Identified disability (PET/IEP)	10	63	48	69	1996	67	10	63	48	68	1986	66							10	63	48	69	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	3	4	76	3	0	0	3	4	77	3							0	0	3	4	74	3
Other	6	38	19	27	766	26	6	38	20	28	801	27							6	38	19	27	710	25
Participation through alternate assessment (PAAP)	0	0	1	0	136	1	0	0	1	0	136	1							0	0	1	0	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	2	1	19	0	0	0	2	1	23	0							0	0	2	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 75
School:	Bowdoinham Community 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	1	3	15	7	721	5
	2006-2007	3	8	17	7	702	5
	2007-2008	**0**	**0**	**6**	**3**	**659**	**5**
	Cum. Total*	4	4	38	6	2082	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	17	59	112	54	7571	53
	2006-2007	21	54	134	58	7730	55
	2007-2008	**22**	**52**	**141**	**61**	**8195**	**58**
	Cum. Total*	60	55	387	58	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	9	31	63	30	4343	30
	2006-2007	12	31	70	30	4182	30
	2007-2008	**17**	**40**	**69**	**30**	**3800**	**27**
	Cum. Total*	38	35	202	30	12325	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	2	7	18	9	1628	11
	2006-2007	3	8	10	4	1419	10
	2007-2008	**3**	**7**	**14**	**6**	**1362**	**10**
	Cum. Total*	8	7	42	6	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**	28.0	58.3	29.7	61.9	29.2	60.8
Literary Text	**24**	**50**	14.7	61.3	15.5	64.6	15.0	62.5
Informational Text	**24**	**50**	13.3	55.4	14.2	59.2	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 75
School: Bowdoinham Community 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	42	0	0	22	52	17	40	3	7	543	230	3	61	30	6	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										3						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										3						197	5	64	23	8	546
Hispanic	0										2						167	2	47	37	14	542
Caucasian/White	42	0	0	22	52	17	40	3	7	543	222	2	63	29	6	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	7	64	3	27	535	52	2	25	52	21	538	2392	0	26	42	31	536
No	31	0	0	21	68	10	32	0	0	546	178	3	72	24	2	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	42	0	0	22	52	17	40	3	7	543	230	3	61	30	6	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	14	0	0	6	43	5	36	3	21	540	67	1	43	45	10	541	5454	2	48	35	15	541
No	28	0	0	16	57	12	43	0	0	544	163	3	69	24	4	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	42	0	0	22	52	17	40	3	7	543	230	3	61	30	6	545	14011	5	58	27	10	545
Gender																						
Female	13	0	0	8	62	5	38	0	0	545	96	5	61	30	3	546	6766	7	62	24	8	546
Male	29	0	0	14	48	12	41	3	10	542	134	1	61	30	8	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	5	45	6	55	0	0	542	37	0	49	49	3	542	1751	1	35	44	21	538
No	31	0	0	17	55	11	35	3	10	543	193	3	64	26	7	546	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										10	20	80	0	0	558	464	27	71	2	1	557
No	42	0	0	22	52	17	40	3	7	543	220	2	60	31	6	545	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 75
School: Bowdoinham Community 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	0										3	0	14	71	14	535	5	2	42	34	22	540
B. less than one hour	48	0	0	9	45	8	40	3	15	541	56	2	57	31	9	544	66	5	60	27	9	545
C. one to two hours	48	0	0	12	60	8	40	0	0	545	37	4	74	21	1	548	26	5	61	26	8	546
D. more than two hours	5	0	0	1	50	1	50	0	0	539	4	0	63	38	0	543	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.	43	0	0	12	67	6	33	0	0	545	33	1	75	21	3	548	31	7	63	23	7	547
B. They match some of what I have learned.	33	0	0	7	50	6	43	1	7	544	51	3	61	31	5	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	14	0	0	1	17	3	50	2	33	534	11	0	46	38	17	540	11	2	42	37	19	540
D. There is no match.	10	0	0	2	50	2	50	0	0	544	5	8	33	42	17	541	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	0	0	6	60	4	40	0	0	547	25	4	74	18	5	548	30	10	68	16	6	549
B. good	57	0	0	13	54	10	42	1	4	543	56	2	63	33	2	545	53	3	59	29	9	544
C. fair	17	0	0	3	43	3	43	1	14	537	16	3	53	31	14	542	15	1	41	40	18	539
D. poor	2	0	0	0	0	0	0	1	100	528	3	0	14	57	29	538	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	12	0	0	2	40	2	40	1	20	542	17	0	57	35	8	544	17	3	45	32	19	541
B. about the same as my regular schoolwork	68	0	0	16	57	10	36	2	7	543	66	3	65	28	5	546	67	5	62	26	7	546
C. easier than my regular schoolwork	20	0	0	4	50	4	50	0	0	545	18	3	60	28	10	543	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	15	0	0	0	0	3	50	3	50	530	14	0	29	48	23	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	63	0	0	14	54	12	46	0	0	543	58	3	62	33	2	546	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	22	0	0	7	78	2	22	0	0	549	29	2	80	13	6	548	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	21	0	0	5	56	4	44	0	0	545	23	4	75	22	0	548	18	8	64	20	8	547
B. 20 minutes to an hour	71	0	0	15	50	12	40	3	10	542	67	2	64	28	6	546	56	5	62	25	7	546
C. less than 20 minutes	5	0	0	2	100	0	0	0	0	548	4	0	56	22	22	537	12	2	50	32	15	542
D. I rarely read at home.	2	0	0	0	0	1	100	0	0	540	6	0	7	71	21	536	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	0	0	3	38	4	50	1	13	541	15	3	44	41	12	541	26	3	51	32	14	542
B. six to ten pages	22	0	0	6	67	3	33	0	0	544	20	2	61	30	7	544	28	3	59	28	9	544
C. eleven or more pages	59	0	0	13	54	9	38	2	8	544	65	2	66	27	5	546	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										33	0	100	0	0	548						
B.	100	0	0	2	100	0	0	0	0	551	67	0	75	25	0	549						
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 75
School:	Bowdoinham Community 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	0	0	17	8	1415	10
	2006-2007	5	13	41	18	1711	12
	2007-2008	**4**	**10**	**32**	**14**	**1617**	**12**
	Cum. Total*	9	8	90	13	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	14	48	109	52	6503	45
	2006-2007	21	54	118	51	6778	48
	2007-2008	**24**	**57**	**131**	**57**	**7284**	**52**
	Cum. Total*	59	54	358	54	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	9	31	55	26	3945	28
	2006-2007	8	21	51	22	3884	28
	2007-2008	**6**	**14**	**52**	**23**	**3341**	**24**
	Cum. Total*	23	21	158	24	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	21	27	13	2434	17
	2006-2007	5	13	21	9	1683	12
	2007-2008	**8**	**19**	**15**	**7**	**1778**	**13**
	Cum. Total*	19	17	63	9	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**	8.2	54.7	9.6	64.0	9.0	60.0
Cluster 2: Shape and Size	**14**	**29**	7.6	54.3	8.4	60.0	7.5	53.6
Cluster 3: Mathematical Decision Making	**5**	**10**	1.8	36.0	2.1	42.0	2.2	44.0
Cluster 4: Patterns	**14**	**29**	8.3	59.3	8.9	63.6	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 75
School: Bowdoinham Community 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	42	4	10	24	57	6	14	8	19	544	230	14	57	23	7	549	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										3						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										3						198	16	59	15	11	549
Hispanic	0										2						173	5	45	30	20	541
Caucasian/White	42	4	10	24	57	6	14	8	19	544	222	14	58	22	6	549	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	3	27	1	9	7	64	528	52	6	40	29	25	539	2390	2	29	34	35	534
No	31	4	13	21	68	5	16	1	3	550	178	16	62	21	1	552	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	42	4	10	24	57	6	14	8	19	544	230	14	57	23	7	549	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	14	0	0	6	43	4	29	4	29	537	67	1	45	42	12	541	5461	5	46	30	19	541
No	28	4	14	18	64	2	7	4	14	548	163	19	62	15	4	552	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	42	4	10	24	57	6	14	8	19	544	230	14	57	23	7	549	14015	12	52	24	13	546
Gender																						
Female	13	0	0	10	77	0	0	3	23	543	96	11	51	30	7	547	6767	11	51	24	13	546
Male	29	4	14	14	48	6	21	5	17	545	134	16	61	17	6	550	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	6	55	4	36	1	9	541	37	0	62	32	5	544	1755	1	37	39	23	538
No	31	4	13	18	58	2	6	7	23	545	193	17	56	21	7	550	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										10	70	30	0	0	569	464	58	40	2	0	564
No	42	4	10	24	57	6	14	8	19	544	220	11	58	24	7	548	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 75
School: Bowdoinham Community 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	0										3	0	29	57	14	536	5	6	39	29	25	539
B. less than one hour	48	3	15	7	35	5	25	5	25	540	56	13	51	27	9	547	66	12	52	24	12	546
C. one to two hours	48	1	5	15	75	1	5	3	15	547	37	15	67	14	4	551	26	12	55	23	11	547
D. more than two hours	5	0	0	2	100	0	0	0	0	557	4	13	88	0	0	554	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.	45	3	16	12	63	4	21	0	0	550	47	20	62	14	4	552	38	16	56	19	8	549
B. They match some of what I have learned.	29	1	8	9	75	0	0	2	17	547	36	10	62	23	5	549	48	9	53	26	12	545
C. They match just a little of what I have learned.	10	0	0	2	50	1	25	1	25	541	10	9	43	39	9	543	10	6	37	32	24	539
D. There is no match.	17	0	0	1	14	1	14	5	71	525	7	0	20	47	33	533	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	3	23	6	46	2	15	2	15	550	33	30	57	8	5	555	31	24	54	14	8	552
B. good	48	1	5	15	75	2	10	2	10	546	49	8	63	24	5	548	47	8	55	25	12	545
C. fair	19	0	0	3	38	2	25	3	38	533	15	0	46	40	14	539	19	2	43	35	20	539
D. poor	2	0	0	0	0	0	0	1	100	512	3	0	33	50	17	535	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	24	0	0	6	60	2	20	2	20	542	20	9	51	31	9	545	18	5	42	30	22	540
B. about the same as my regular schoolwork	57	3	13	13	54	4	17	4	17	545	58	15	57	22	5	549	66	11	55	23	11	547
C. easier than my regular schoolwork	19	1	13	5	63	0	0	2	25	546	23	14	65	14	8	550	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	0	0	4	57	0	0	3	43	533	18	10	49	29	12	544	21	10	48	26	16	544
B. two or three days a week	45	3	16	10	53	4	21	2	11	549	36	20	60	15	5	552	36	13	54	23	10	547
C. two or three times each month	33	1	7	8	57	2	14	3	21	544	29	14	58	22	6	549	27	12	54	23	11	547
D. never or almost never	5	0	0	2	100	0	0	0	0	545	17	5	59	31	5	546	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	0										2	20	0	60	20	538	7	12	44	25	19	543
B. two or three days a week	14	1	17	2	33	1	17	2	33	539	17	21	47	24	8	549	30	13	53	23	11	547
C. two or three times each month	48	2	10	13	65	2	10	3	15	546	44	13	59	25	3	550	34	12	54	23	10	547
D. never or almost never	38	1	6	9	56	3	19	3	19	544	37	11	64	16	10	548	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	536	6	14	43	36	7	545	7	7	40	25	28	539
B. 30–45 minutes	17	1	14	2	29	0	0	4	57	534	17	8	50	26	16	543	31	7	49	29	15	543
C. 45–60 minutes	64	3	11	17	63	4	15	3	11	547	57	13	60	21	5	550	40	12	55	23	10	547
D. more than 60 minutes	17	0	0	5	71	1	14	1	14	545	20	20	59	18	2	552	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										33	0	100	0	0	545						
B.	100	0	0	2	100	0	0	0	0	551	67	0	75	25	0	550						
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 75
School:	Bowdoinham Community 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	1	3	4	2	260	2
	2006-2007						
	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	25	64	129	56	7844	56
	2006-2007						
	2007-2008	**21**	**50**	**104**	**45**	**6041**	**43**
	Cum. Total*						
Partially Meets the Standards – The student's response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006	12	31	92	40	5365	38
	2006-2007						
	2007-2008	**16**	**38**	**113**	**49**	**7330**	**52**
	Cum. Total*						
Does Not Meet the Standards – The student's response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006	1	3	5	2	524	4
	2006-2007						
	2007-2008	**5**	**12**	**13**	**6**	**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**	10.8	54.0	10.7	53.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	**12**	**60**	5.8	48.3	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	**8**	**40**	5.0	62.5	5.0	62.5	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 75
School: Bowdoinham Community 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	42	0	0	21	50	16	38	5	12	538	230	0	45	49	6	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										3						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										3						196	2	55	42	2	541
Hispanic	0										2						170	0	29	62	9	535
Caucasian/White	42	0	0	21	50	16	38	5	12	538	222	0	46	48	6	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	5	45	5	45	525	52	0	13	63	23	528	2372	0	12	72	16	529
No	31	0	0	20	65	11	35	0	0	542	178	0	54	45	1	540	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	42	0	0	21	50	16	38	5	12	538	230	0	45	49	6	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	14	0	0	8	57	3	21	3	21	536	67	0	36	51	13	534	5435	0	32	61	7	535
No	28	0	0	13	46	13	46	2	7	539	163	0	49	48	2	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	42	0	0	21	50	16	38	5	12	538	230	0	45	49	6	538	13967	0	43	52	4	538
Gender																						
Female	13	0	0	6	46	5	38	2	15	538	96	0	54	42	4	540	6750	1	55	43	2	540
Male	29	0	0	15	52	11	38	3	10	538	134	0	39	54	7	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	4	36	7	64	0	0	537	37	0	32	65	3	536	1745	0	26	69	5	534
No	31	0	0	17	55	9	29	5	16	538	193	0	48	46	6	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										10	0	80	20	0	546	464	2	74	23	0	545
No	42	0	0	21	50	16	38	5	12	538	220	0	44	50	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 75
School: Bowdoinham Community 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	0										3	0	14	57	29	528	5	0	29	57	14	533
B. less than one hour	48	0	0	8	40	9	45	3	15	535	56	0	41	52	7	536	66	0	44	52	3	538
C. one to two hours	48	0	0	12	60	6	30	2	10	541	37	0	57	40	2	541	26	0	45	52	3	538
D. more than two hours	5	0	0	1	50	1	50	0	0	540	4	0	25	75	0	537	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	19	0	0	4	50	2	25	2	25	537	24	0	45	49	5	539	25	1	54	42	3	540
B. good	55	0	0	14	61	9	39	0	0	542	49	0	55	43	3	540	50	0	46	51	3	538
C. fair	21	0	0	3	33	4	44	2	22	533	22	0	34	58	8	535	22	0	29	65	6	535
D. poor	5	0	0	0	0	1	50	1	50	522	4	0	0	70	30	526	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	14	0	0	3	50	1	17	2	33	531	14	0	26	55	19	532	14	0	33	56	10	535
B. about that same as my regular schoolwork	50	0	0	10	48	9	43	2	10	538	59	0	53	44	3	539	65	0	45	52	3	538
C. easier than my regular schoolwork	36	0	0	8	53	6	40	1	7	540	27	0	39	56	5	537	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										33	0	50	50	0	541						
B.	100	0	0	2	100	0	0	0	0	547	67	0	75	25	0	543						
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