July 2009

DEPARTMENT OF EDUCATION
2008–2009 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 accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed 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 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 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. More information about 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 assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 5

Test Date:	March 2009
Code:	10001129
SAU:	Acton School Department
School:	Acton 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.

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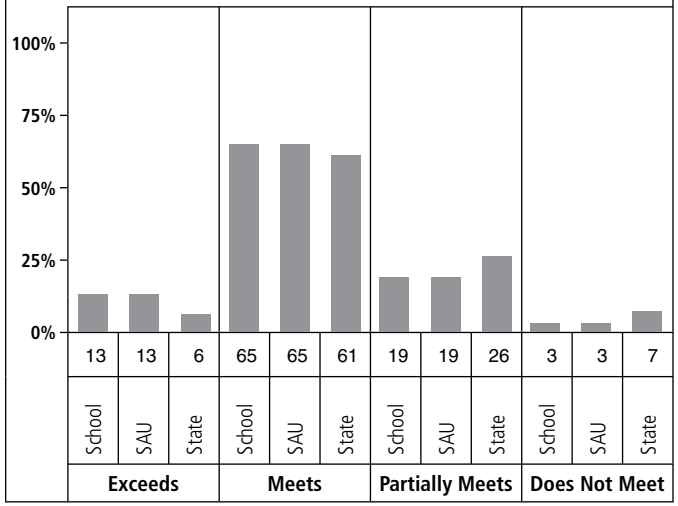
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Acton School Department
School: Acton Elementary School

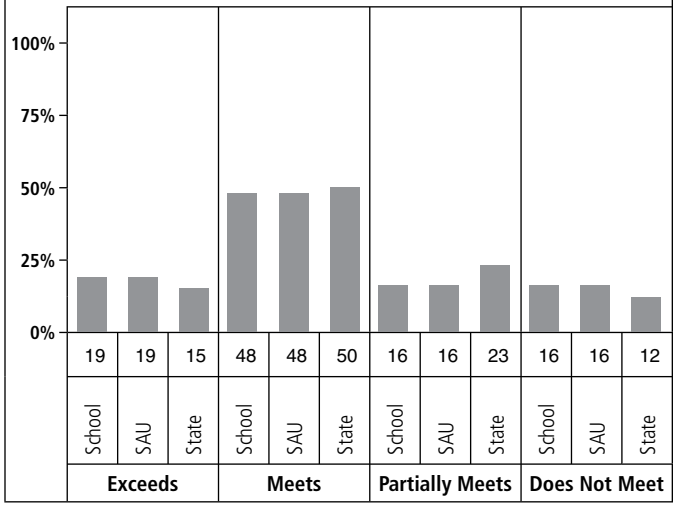
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	541	541	544
2007–2008	545	545	545
2008–2009	**548**	**548**	**546**
Cum. Avg.*	545	545	545
Mathematics			
2006–2007	544	544	546
2007–2008	547	547	546
2008–2009	**546**	**546**	**547**
Cum. Avg.*	546	546	546
Science			
2008-2009 **	**541**	**541**	**543**

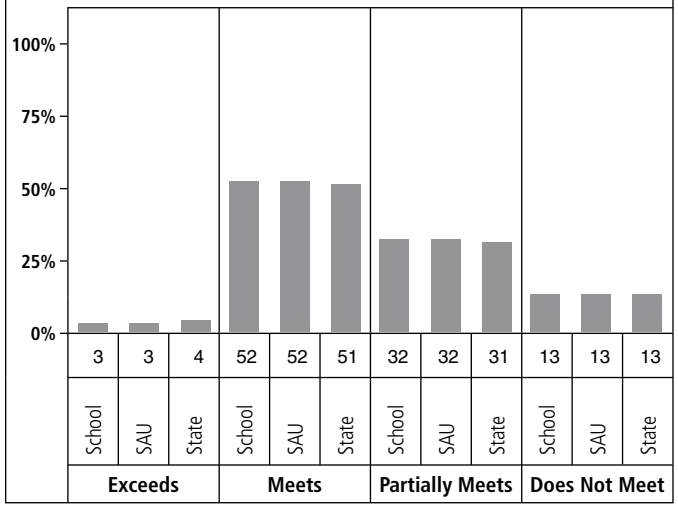
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.
**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Acton School Department
School: Acton Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	31	100	31	100	14212	100	31	100	31	100	14135	100	31	100	31	100	14144	100	31	100	31	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	3	1	3	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	30	97	30	97	13271	93	30	100	30	100	13212	100	30	100	30	100	13211	100	30	100	30	100	13208	100
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	6	19	6	19	2479	17	6	100	6	100	2454	100	6	100	6	100	2455	100	6	100	6	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	11	35	11	35	5848	41	11	100	11	100	5815	100	11	100	11	100	5819	100	11	100	11	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	26	84	26	84	10849	76	26	84	26	84	10872	76	26	84	26	84	10976	77
Identified disability (PET/IEP)	1	4	1	4	298	3	1	4	1	4	307	3	1	4	1	4	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	4	1	4	123	1	1	4	1	4	121	1	1	4	1	4	126	1
Participation with accommodations	5	16	5	16	3122	22	5	16	5	16	3124	22	5	16	5	16	3019	21
Identified disability (PET/IEP)	5	100	5	100	1992	64	5	100	5	100	2000	64	5	100	5	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

[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 2009
Grade:	5
SAU:	Acton School Department
School:	Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* 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 562–580)	2006-2007	1	3	1	3	702	5
	2007-2008	4	10	4	10	659	5
	2008-2009	**4**	**13**	**4**	**13**	**836**	**6**
	Cum. Total*	9	9	9	9	2197	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 542–560)	2006-2007	12	39	12	39	7730	55
	2007-2008	19	49	19	49	8195	58
	2008-2009	**20**	**65**	**20**	**65**	**8495**	**61**
	Cum. Total*	51	50	51	50	24420	58
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 532–540)	2006-2007	15	48	15	48	4182	30
	2007-2008	13	33	13	33	3800	27
	2008-2009	**6**	**19**	**6**	**19**	**3667**	**26**
	Cum. Total*	34	34	34	34	11649	28
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)	2006-2007	3	10	3	10	1419	10
	2007-2008	3	8	3	8	1362	10
	2008-2009	**1**	**3**	**1**	**3**	**973**	**7**
	Cum. Total*	7	7	7	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	32.1	66.9	32.1	66.9	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.0	66.7	16.0	66.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.0	66.7	16.0	66.7	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*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 2009
Grade: 5
SAU: Acton School Department
School: Acton 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	31	4	13	20	65	6	19	1	3	548	31	13	65	19	3	548	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	30	4	13	19	63	6	20	1	3	548	30	13	63	20	3	548	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	3	50	1	17	537	6	0	33	50	17	537	2290	0	29	47	23	537
No	25	4	16	18	72	3	12	0	0	550	25	16	72	12	0	550	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	31	4	13	20	65	6	19	1	3	548	31	13	65	19	3	548	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	11	1	9	5	45	5	45	0	0	545	11	9	45	45	0	545	5716	2	51	35	12	542
No	20	3	15	15	75	1	5	1	5	549	20	15	75	5	5	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	31	4	13	20	65	6	19	1	3	548	31	13	65	19	3	548	13963	6	61	26	7	546
Gender																						
Female	19	4	21	11	58	3	16	1	5	550	19	21	58	16	5	550	6882	8	62	24	6	547
Male	12	0	0	9	75	3	25	0	0	545	12	0	75	25	0	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						1914	1	41	44	14	540
No	28	4	14	19	68	4	14	1	4	549	28	14	68	14	4	549	12057	7	64	23	6	547
Gifted/talented program																						
Yes	3										3						450	26	72	2	0	557
No	28	3	11	18	64	6	21	1	4	547	28	11	64	21	4	547	13521	5	60	27	7	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

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Acton School Department
School: Acton 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	0										0						4	2	40	34	24	540
B. less than one hour	74	2	9	15	65	5	22	1	4	547	74	9	65	22	4	547	70	6	63	26	6	546
C. one to two hours	23	1	14	5	71	1	14	0	0	548	23	14	71	14	0	548	24	7	61	26	6	546
D. more than two hours	3	1	100	0	0	0	0	0	0	562	3	100	0	0	0	562	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	2	17	8	67	1	8	1	8	550	39	17	67	8	8	550	36	10	67	18	5	549
B. good	52	2	13	11	69	3	19	0	0	548	52	13	69	19	0	548	47	5	62	27	6	546
C. fair	10	0	0	1	33	2	67	0	0	540	10	0	33	67	0	540	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
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.	58	3	17	12	67	3	17	0	0	550	58	17	67	17	0	550	31	9	65	20	5	548
B. They match some of what I have learned.	29	1	11	7	78	0	0	1	11	547	29	11	78	0	11	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	13	0	0	1	25	3	75	0	0	540	13	0	25	75	0	540	10	3	45	38	14	542
D. There is no match.	0										0						3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	0	0	3	75	1	25	534	13	0	0	75	25	534	16	3	49	32	15	542
B. about the same as my regular schoolwork	68	4	19	14	67	3	14	0	0	551	68	19	67	14	0	551	64	7	63	25	5	547
C. easier than my regular schoolwork	19	0	0	6	100	0	0	0	0	546	19	0	100	0	0	546	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	3	0	0	0	0	1	100	0	0	538	3	0	0	100	0	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	50	1	7	10	67	4	27	0	0	548	50	7	67	27	0	548	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	47	3	21	9	64	1	7	1	7	548	47	21	64	7	7	548	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	6	0	0	2	100	0	0	0	0	550	6	0	100	0	0	550	20	10	64	21	5	548
B. 20 minutes to an hour	77	3	13	14	58	6	25	1	4	547	77	13	58	25	4	547	56	7	65	24	5	547
C. less than 20 minutes	10	1	33	2	67	0	0	0	0	550	10	33	67	0	0	550	10	3	52	33	12	543
D. I rarely read at home.	6	0	0	2	100	0	0	0	0	547	6	0	100	0	0	547	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	10	0	0	3	100	0	0	0	0	546	10	0	100	0	0	546	25	3	53	33	11	543
B. six to ten pages	48	2	14	6	43	6	43	0	0	547	48	14	43	43	0	547	26	6	61	26	7	546
C. eleven or more pages	41	2	17	10	83	0	0	0	0	551	41	17	83	0	0	551	49	8	65	23	5	547
Optional school/SAU question																						
A.	67	0	0	2	100	0	0	0	0	545	67	0	100	0	0	545						
B.	33	0	0	1	100	0	0	0	0	548	33	0	100	0	0	548						
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 2009
Grade:	5
SAU:	Acton School Department
School:	Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* 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 562–580)	2006-2007	3	10	3	10	1711	12
	2007-2008	5	13	5	13	1617	12
	2008-2009	**6**	**19**	**6**	**19**	**2119**	**15**
	Cum. Total*	14	14	14	14	5447	13
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 542–560)	2006-2007	13	42	13	42	6778	48
	2007-2008	24	62	24	62	7284	52
	2008-2009	**15**	**48**	**15**	**48**	**7046**	**50**
	Cum. Total*	52	51	52	51	21108	50
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 530–540)	2006-2007	13	42	13	42	3884	28
	2007-2008	4	10	4	10	3341	24
	2008-2009	**5**	**16**	**5**	**16**	**3193**	**23**
	Cum. Total*	22	22	22	22	10418	25
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)	2006-2007	2	6	2	6	1683	12
	2007-2008	6	15	6	15	1778	13
	2008-2009	**5**	**16**	**5**	**16**	**1638**	**12**
	Cum. Total*	13	13	13	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	25.4	52.9	25.4	52.9	25.5	53.1
A. Number	**18**	**38**	10.2	56.7	10.2	56.7	9.8	54.4
B. Data	**10**	**21**	5.2	52.0	5.2	52.0	5.2	52.0
C. Geometry	**10**	**21**	4.3	43.0	4.3	43.0	4.7	47.0
D. Algebra	**10**	**21**	5.7	57.0	5.7	57.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*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 2009
Grade: 5
SAU: Acton School Department
School: Acton 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	31	6	19	15	48	5	16	5	16	546	31	19	48	16	16	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	30	5	17	15	50	5	17	5	17	546	30	17	50	17	17	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	4	67	0	0	2	33	540	6	0	67	0	33	540	2307	3	32	32	33	536
No	25	6	24	11	44	5	20	3	12	548	25	24	44	20	12	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	31	6	19	15	48	5	16	5	16	546	31	19	48	16	16	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	11	0	0	7	64	2	18	2	18	543	11	0	64	18	18	543	5731	7	46	29	18	542
No	20	6	30	8	40	3	15	3	15	548	20	30	40	15	15	548	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	31	6	19	15	48	5	16	5	16	546	31	19	48	16	16	546	13988	15	50	23	12	547
Gender																						
Female	19	4	21	9	47	3	16	3	16	546	19	21	47	16	16	546	6889	14	51	23	12	546
Male	12	2	17	6	50	2	17	2	17	546	12	17	50	17	17	546	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						1918	3	39	36	22	539
No	28	6	21	13	46	5	18	4	14	547	28	21	46	18	14	547	12078	17	52	21	10	548
Gifted/talented program																						
Yes	3										3						450	64	34	2	0	564
No	28	4	14	14	50	5	18	5	18	544	28	14	50	18	18	544	13546	14	51	23	12	546

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 2009
Grade: 5
SAU: Acton School Department
School: Acton 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	0										0						4	8	38	26	28	539
B. less than one hour	74	3	13	10	43	5	22	5	22	543	74	13	43	22	22	543	70	15	52	23	10	547
C. one to two hours	23	2	29	5	71	0	0	0	0	555	23	29	71	0	0	555	24	15	51	23	11	547
D. more than two hours	3	1	100	0	0	0	0	0	0	564	3	100	0	0	0	564	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	5	42	6	50	1	8	0	0	555	39	42	50	8	0	555	34	28	50	14	8	552
B. good	39	1	8	8	67	2	17	1	8	548	39	8	67	17	8	548	45	11	54	24	10	546
C. fair	16	0	0	1	20	1	20	3	60	528	16	0	20	20	60	528	18	3	45	33	19	540
D. poor	6	0	0	0	0	1	50	1	50	530	6	0	0	50	50	530	3	1	29	41	29	535
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	4	25	9	56	1	6	2	13	550	52	25	56	6	13	550	38	22	52	19	7	550
B. They match some of what I have learned.	42	2	15	4	31	4	31	3	23	541	42	15	31	31	23	541	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	2	100	0	0	0	0	547	6	0	100	0	0	547	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	2	33	2	33	2	33	533	19	0	33	33	33	533	17	7	42	30	21	540
B. about the same as my regular schoolwork	61	2	11	11	58	3	16	3	16	546	61	11	58	16	16	546	64	15	53	23	10	547
C. easier than my regular schoolwork	19	4	67	2	33	0	0	0	0	558	19	67	33	0	0	558	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										0						7	6	39	27	27	539
B. 30–45 minutes	23	2	29	4	57	0	0	1	14	547	23	29	57	0	14	547	28	9	49	28	15	544
C. 45–60 minutes	48	4	27	7	47	1	7	3	20	548	48	27	47	7	20	548	41	17	53	21	9	548
D. more than 60 minutes	29	0	0	4	44	4	44	1	11	541	29	0	44	44	11	541	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	100	0	0	0	0	0	0	568	3	100	0	0	0	568	6	14	43	24	20	543
B. two or three days a week	13	2	50	1	25	1	25	0	0	556	13	50	25	25	0	556	24	17	52	21	10	548
C. two or three times each month	39	0	0	7	58	2	17	3	25	539	39	0	58	17	25	539	33	17	52	21	9	548
D. never or almost never	45	3	21	7	50	2	14	2	14	548	45	21	50	14	14	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	1	25	2	50	1	25	0	0	551	13	25	50	25	0	551	23	13	47	26	15	545
B. two or three days a week	42	2	15	5	38	3	23	3	23	541	42	15	38	23	23	541	31	17	52	21	10	548
C. two or three times each month	29	0	0	7	78	0	0	2	22	546	29	0	78	0	22	546	27	17	52	21	10	548
D. never or almost never	16	3	60	1	20	1	20	0	0	556	16	60	20	20	0	556	20	12	50	24	14	545
Optional school/SAU question																						
A.	67	0	0	2	100	0	0	0	0	547	67	0	100	0	0	547						
B.	33	1	100	0	0	0	0	0	0	568	33	100	0	0	0	568						
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

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Acton School Department
School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		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 science, 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, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	3	1	3	626	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	16	52	16	52	7187	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	10	32	10	32	4364	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	4	13	4	13	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**48**	**100**	28.2	58.8	28.2	58.8	29.2	60.8
D. The Physical Setting	**24**	**50**	12.5	52.1	12.5	52.1	12.9	53.8
E. The Living Environment	**24**	**50**	15.7	65.4	15.7	65.4	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Acton School Department
School: Acton 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	31	1	3	16	52	10	32	4	13	541	31	3	52	32	13	541	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	30	1	3	15	50	10	33	4	13	541	30	3	50	33	13	541	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	1	17	3	50	529	6	0	33	17	50	529	2309	2	29	39	29	536
No	25	1	4	14	56	9	36	1	4	544	25	4	56	36	4	544	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	31	1	3	16	52	10	32	4	13	541	31	3	52	32	13	541	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	11	0	0	4	36	5	45	2	18	536	11	0	36	45	18	536	5729	2	42	37	20	539
No	20	1	5	12	60	5	25	2	10	544	20	5	60	25	10	544	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	31	1	3	16	52	10	32	4	13	541	31	3	52	32	13	541	13987	4	51	31	13	543
Gender																						
Female	19	0	0	10	53	7	37	2	11	541	19	0	53	37	11	541	6886	4	49	33	14	542
Male	12	1	8	6	50	3	25	2	17	542	12	8	50	25	17	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						1917	1	31	41	28	536
No	28	1	4	16	57	9	32	2	7	543	28	4	57	32	7	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	3										3						450	25	72	2	1	557
No	28	0	0	14	50	10	36	4	14	540	28	0	50	36	14	540	13545	4	51	32	13	543

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

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Acton School Department
School: Acton 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	0										0						4	2	37	35	25	538
B. less than one hour	74	0	0	11	48	9	39	3	13	539	74	0	48	39	13	539	70	4	53	31	12	544
C. one to two hours	23	1	14	4	57	1	14	1	14	546	23	14	57	14	14	546	24	5	51	31	12	544
D. more than two hours	3	0	0	1	100	0	0	0	0	554	3	0	100	0	0	554	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	32	1	10	7	70	2	20	0	0	549	32	10	70	20	0	549	26	7	56	26	11	545
B. good	39	0	0	6	50	4	33	2	17	539	39	0	50	33	17	539	53	4	53	31	11	544
C. fair	29	0	0	3	33	4	44	2	22	536	29	0	33	44	22	536	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	37	0	0	6	55	3	27	2	18	541	37	0	55	27	18	541	23	5	56	28	11	544
B. They match some of what I have learned.	43	1	8	7	54	5	38	0	0	546	43	8	54	38	0	546	48	5	52	31	12	544
C. They match just a little of what I have learned.	13	0	0	3	75	0	0	1	25	541	13	0	75	0	25	541	23	4	49	33	14	543
D. There is no match.	7	0	0	0	0	1	50	1	50	517	7	0	0	50	50	517	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	17	0	0	1	20	1	20	3	60	526	17	0	20	20	60	526	23	5	48	31	16	543
B. about the same as my regular schoolwork	43	0	0	10	77	2	15	1	8	545	43	0	77	15	8	545	58	4	52	32	12	543
C. easier than my regular schoolwork	40	1	8	5	42	6	50	0	0	545	40	8	42	50	0	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	65	1	5	11	55	6	30	2	10	543	65	5	55	30	10	543	33	5	51	31	14	543
B. a few times a week	35	0	0	5	45	4	36	2	18	538	35	0	45	36	18	538	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	39	1	8	5	42	4	33	2	17	539	39	8	42	33	17	539	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	6	0	0	0	0	1	50	1	50	531	6	0	0	50	50	531	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	29	0	0	8	89	1	11	0	0	548	29	0	89	11	0	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	26	0	0	3	38	4	50	1	13	541	26	0	38	50	13	541	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	61	0	0	11	58	5	26	3	16	542	61	0	58	26	16	542	47	4	51	32	12	543
B. a few times a month	32	1	10	5	50	3	30	1	10	541	32	10	50	30	10	541	27	5	54	30	11	544
C. once a month	3	0	0	0	0	1	100	0	0	538	3	0	0	100	0	538	10	5	49	30	15	543
D. never or almost never	3	0	0	0	0	1	100	0	0	536	3	0	0	100	0	536	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	53	0	0	8	50	5	31	3	19	540	53	0	50	31	19	540	46	4	52	32	12	543
B. a few times a month	23	0	0	7	100	0	0	0	0	550	23	0	100	0	0	550	28	5	53	30	12	544
C. once a month	10	0	0	0	0	2	67	1	33	526	10	0	0	67	33	526	11	4	47	34	15	542
D. never or almost never	13	1	25	1	25	2	50	0	0	547	13	25	25	50	0	547	15	4	50	30	16	542
Optional school/SAU question																						
A.	67	0	0	0	0	2	100	0	0	536	67	0	0	100	0	536						
B.	33	1	100	0	0	0	0	0	0	570	33	100	0	0	0	570						
C.	0										0											
D.	0										0											

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N = Number