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:	10041132
SAU:	Appleton School Department
School:	Appleton Village 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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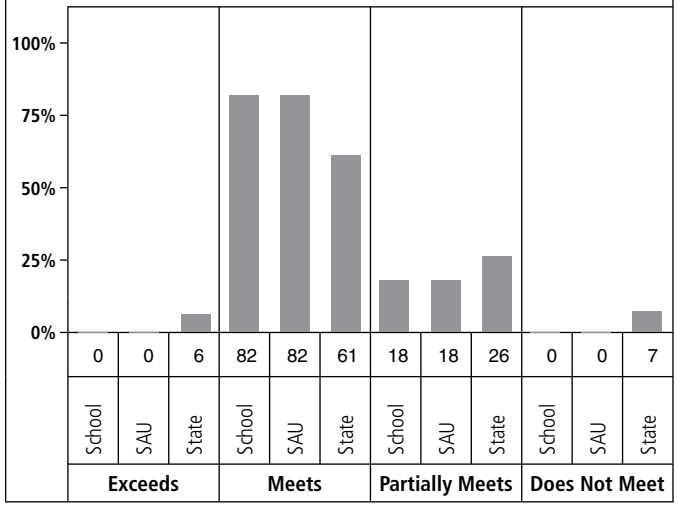
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Appleton School Department
School: Appleton Village School

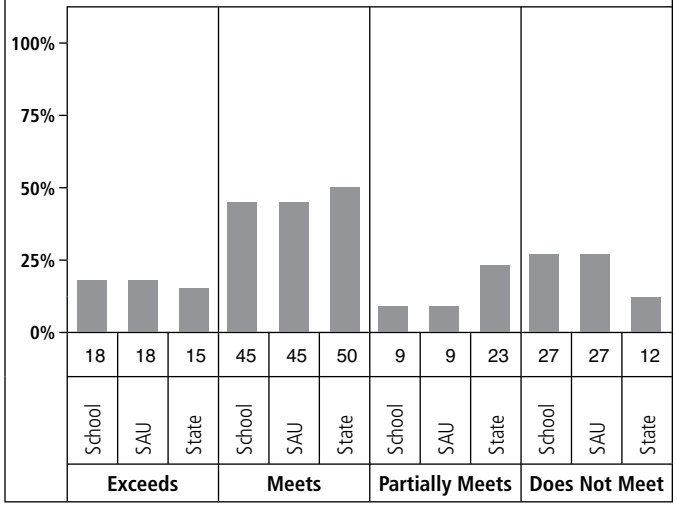
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	542	542	544
2007–2008	549	549	545
2008–2009	**547**	**547**	**546**
Cum. Avg.*	546	546	545
Mathematics			
2006–2007	541	541	546
2007–2008	548	548	546
2008–2009	**546**	**546**	**547**
Cum. Avg.*	545	545	546
Science			
2008-2009 **	**544**	**544**	**543**

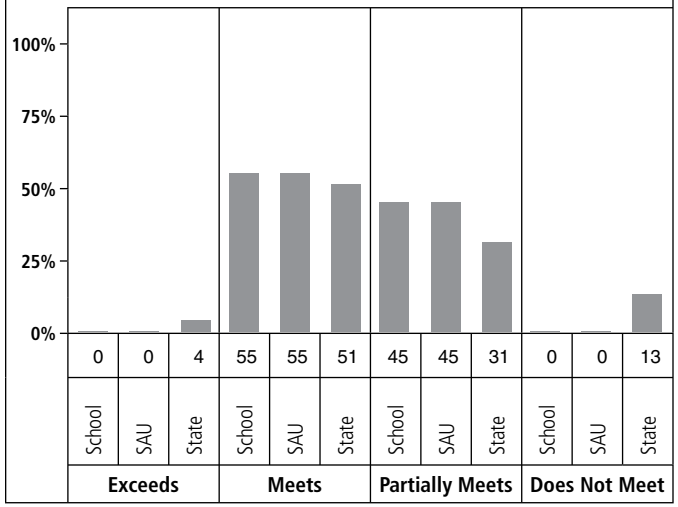
ELA – READING



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: Appleton School Department
School: Appleton Village 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	11	100	11	100	14212	100	11	100	11	100	14135	100	11	100	11	100	14144	100	11	100	11	100	14137	100
Ethnicity African American/Black	1	9	1	9	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	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	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	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	10	91	10	91	13271	93	10	100	10	100	13212	100	10	100	10	100	13211	100	10	100	10	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	1	9	1	9	2479	17	1	100	1	100	2454	100	1	100	1	100	2455	100	1	100	1	100	2451	99
Current LEP	1	9	1	9	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	4	36	4	36	5848	41	4	100	4	100	5815	100	4	100	4	100	5819	100	4	100	4	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	10	91	10	91	10849	76	10	91	10	91	10872	76	10	91	10	91	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	1	10	1	10	170	2	1	10	1	10	169	2	1	10	1	10	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	1	9	1	9	3122	22	1	9	1	9	3124	22	1	9	1	9	3019	21
Identified disability (PET/IEP)	1	100	1	100	1992	64	1	100	1	100	2000	64	1	100	1	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: Appleton School Department
School: Appleton Village 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	0	0	0	0	702	5
	2007-2008	1	6	1	6	659	5
	2008-2009	**0**	**0**	**0**	**0**	**836**	**6**
	Cum. Total*	1	3	1	3	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	5	45	5	45	7730	55
	2007-2008	11	69	11	69	8195	58
	2008-2009	**9**	**82**	**9**	**82**	**8495**	**61**
	Cum. Total*	25	66	25	66	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	5	45	5	45	4182	30
	2007-2008	4	25	4	25	3800	27
	2008-2009	**2**	**18**	**2**	**18**	**3667**	**26**
	Cum. Total*	11	29	11	29	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	1	9	1	9	1419	10
	2007-2008	0	0	0	0	1362	10
	2008-2009	**0**	**0**	**0**	**0**	**973**	**7**
	Cum. Total*	1	3	1	3	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**	32.3	67.3	32.3	67.3	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.7	65.4	15.7	65.4	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.5	68.8	16.5	68.8	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: Appleton School Department
School: Appleton Village 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	11	0	0	9	82	2	18	0	0	547	11	0	82	18	0	547	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	10	0	0	8	80	2	20	0	0	548	10	0	80	20	0	548	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2290	0	29	47	23	537
No	10	0	0	9	90	1	10	0	0	548	10	0	90	10	0	548	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	10	0	0	8	80	2	20	0	0	548	10	0	80	20	0	548	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	4										4						5716	2	51	35	12	542
No	7	0	0	7	100	0	0	0	0	551	7	0	100	0	0	551	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	11	0	0	9	82	2	18	0	0	547	11	0	82	18	0	547	13963	6	61	26	7	546
Gender																						
Female	6	0	0	5	83	1	17	0	0	546	6	0	83	17	0	546	6882	8	62	24	6	547
Male	5	0	0	4	80	1	20	0	0	549	5	0	80	20	0	549	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	11	0	0	9	82	2	18	0	0	547	11	0	82	18	0	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	11	0	0	9	82	2	18	0	0	547	11	0	82	18	0	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: Appleton School Department
School: Appleton Village 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	82	0	0	8	89	1	11	0	0	549	82	0	89	11	0	549	70	6	63	26	6	546
C. one to two hours	18	0	0	1	50	1	50	0	0	540	18	0	50	50	0	540	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	0	0	4	100	0	0	0	0	549	36	0	100	0	0	549	36	10	67	18	5	549
B. good	45	0	0	3	60	2	40	0	0	546	45	0	60	40	0	546	47	5	62	27	6	546
C. fair	18	0	0	2	100	0	0	0	0	547	18	0	100	0	0	547	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.	40	0	0	4	100	0	0	0	0	553	40	0	100	0	0	553	31	9	65	20	5	548
B. They match some of what I have learned.	50	0	0	4	80	1	20	0	0	546	50	0	80	20	0	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	0										0						10	3	45	38	14	542
D. There is no match.	10	0	0	0	0	1	100	0	0	538	10	0	0	100	0	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	0	0	1	100	0	0	538	9	0	0	100	0	538	16	3	49	32	15	542
B. about the same as my regular schoolwork	82	0	0	8	89	1	11	0	0	549	82	0	89	11	0	549	64	7	63	25	5	547
C. easier than my regular schoolwork	9	0	0	1	100	0	0	0	0	542	9	0	100	0	0	542	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.	9	0	0	0	0	1	100	0	0	538	9	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.	36	0	0	3	75	1	25	0	0	543	36	0	75	25	0	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	55	0	0	6	100	0	0	0	0	552	55	0	100	0	0	552	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	18	0	0	2	100	0	0	0	0	549	18	0	100	0	0	549	20	10	64	21	5	548
B. 20 minutes to an hour	45	0	0	5	100	0	0	0	0	550	45	0	100	0	0	550	56	7	65	24	5	547
C. less than 20 minutes	36	0	0	2	50	2	50	0	0	544	36	0	50	50	0	544	10	3	52	33	12	543
D. I rarely read at home.	0										0						14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	18	0	0	1	50	1	50	0	0	545	18	0	50	50	0	545	25	3	53	33	11	543
B. six to ten pages	55	0	0	5	83	1	17	0	0	546	55	0	83	17	0	546	26	6	61	26	7	546
C. eleven or more pages	27	0	0	3	100	0	0	0	0	551	27	0	100	0	0	551	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
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:	Appleton School Department
School:	Appleton Village 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	1	9	1	9	1711	12
	2007-2008	1	6	1	6	1617	12
	2008-2009	**2**	**18**	**2**	**18**	**2119**	**15**
	Cum. Total*	4	11	4	11	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	4	36	4	36	6778	48
	2007-2008	11	69	11	69	7284	52
	2008-2009	**5**	**45**	**5**	**45**	**7046**	**50**
	Cum. Total*	20	53	20	53	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	3	27	3	27	3884	28
	2007-2008	2	13	2	13	3341	24
	2008-2009	**1**	**9**	**1**	**9**	**3193**	**23**
	Cum. Total*	6	16	6	16	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	3	27	3	27	1683	12
	2007-2008	2	13	2	13	1778	13
	2008-2009	**3**	**27**	**3**	**27**	**1638**	**12**
	Cum. Total*	8	21	8	21	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**	25.5	53.1	25.5	53.1	25.5	53.1
A. Number	**18**	**38**	10.7	59.4	10.7	59.4	9.8	54.4
B. Data	**10**	**21**	5.1	51.0	5.1	51.0	5.2	52.0
C. Geometry	**10**	**21**	4.4	44.0	4.4	44.0	4.7	47.0
D. Algebra	**10**	**21**	5.4	54.0	5.4	54.0	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: Appleton School Department
School: Appleton Village 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	11	2	18	5	45	1	9	3	27	546	11	18	45	9	27	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	10	2	20	5	50	0	0	3	30	547	10	20	50	0	30	547	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2307	3	32	32	33	536
No	10	2	20	5	50	1	10	2	20	548	10	20	50	10	20	548	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	10	2	20	5	50	0	0	3	30	547	10	20	50	0	30	547	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	4										4						5731	7	46	29	18	542
No	7	2	29	5	71	0	0	0	0	556	7	29	71	0	0	556	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	11	2	18	5	45	1	9	3	27	546	11	18	45	9	27	546	13988	15	50	23	12	547
Gender																						
Female	6	0	0	3	50	1	17	2	33	541	6	0	50	17	33	541	6889	14	51	23	12	546
Male	5	2	40	2	40	0	0	1	20	553	5	40	40	0	20	553	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	11	2	18	5	45	1	9	3	27	546	11	18	45	9	27	546	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	11	2	18	5	45	1	9	3	27	546	11	18	45	9	27	546	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: Appleton School Department
School: Appleton Village 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	82	2	22	5	56	1	11	1	11	551	82	22	56	11	11	551	70	15	52	23	10	547
C. one to two hours	18	0	0	0	0	0	0	2	100	527	18	0	0	0	100	527	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	45	2	40	3	60	0	0	0	0	559	45	40	60	0	0	559	34	28	50	14	8	552
B. good	45	0	0	2	40	1	20	2	40	537	45	0	40	20	40	537	45	11	54	24	10	546
C. fair	9	0	0	0	0	0	0	1	100	528	9	0	0	0	100	528	18	3	45	33	19	540
D. poor	0										0						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.	45	2	40	2	40	0	0	1	20	550	45	40	40	0	20	550	38	22	52	19	7	550
B. They match some of what I have learned.	45	0	0	3	60	1	20	1	20	547	45	0	60	20	20	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	9	0	0	0	0	0	0	1	100	528	9	0	0	0	100	528	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	27	0	0	1	33	0	0	2	67	533	27	0	33	0	67	533	17	7	42	30	21	540
B. about the same as my regular schoolwork	64	2	29	3	43	1	14	1	14	550	64	29	43	14	14	550	64	15	53	23	10	547
C. easier than my regular schoolwork	9	0	0	1	100	0	0	0	0	560	9	0	100	0	0	560	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	91	2	20	5	50	1	10	2	20	548	91	20	50	10	20	548	28	9	49	28	15	544
C. 45–60 minutes	9	0	0	0	0	0	0	1	100	526	9	0	0	0	100	526	41	17	53	21	9	548
D. more than 60 minutes	0										0						24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	14	43	24	20	543
B. two or three days a week	0										0						24	17	52	21	10	548
C. two or three times each month	27	0	0	2	67	0	0	1	33	539	27	0	67	0	33	539	33	17	52	21	9	548
D. never or almost never	73	2	25	3	38	1	13	2	25	549	73	25	38	13	25	549	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										0						23	13	47	26	15	545
B. two or three days a week	64	1	14	3	43	1	14	2	29	544	64	14	43	14	29	544	31	17	52	21	10	548
C. two or three times each month	27	0	0	2	67	0	0	1	33	546	27	0	67	0	33	546	27	17	52	21	10	548
D. never or almost never	9	1	100	0	0	0	0	0	0	564	9	100	0	0	0	564	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
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:	Appleton School Department
School:	Appleton Village 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*	0	0	0	0	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*	6	55	6	55	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*	5	45	5	45	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*	0	0	0	0	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**	29.5	61.5	29.5	61.5	29.2	60.8
D. The Physical Setting	**24**	**50**	12.6	52.5	12.6	52.5	12.9	53.8
E. The Living Environment	**24**	**50**	16.8	70.0	16.8	70.0	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: Appleton School Department
School: Appleton Village 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	11	0	0	6	55	5	45	0	0	544	11	0	55	45	0	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	10	0	0	6	60	4	40	0	0	544	10	0	60	40	0	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2309	2	29	39	29	536
No	10	0	0	6	60	4	40	0	0	544	10	0	60	40	0	544	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	10	0	0	6	60	4	40	0	0	544	10	0	60	40	0	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	4										4						5729	2	42	37	20	539
No	7	0	0	6	86	1	14	0	0	548	7	0	86	14	0	548	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	11	0	0	6	55	5	45	0	0	544	11	0	55	45	0	544	13987	4	51	31	13	543
Gender																						
Female	6	0	0	3	50	3	50	0	0	543	6	0	50	50	0	543	6886	4	49	33	14	542
Male	5	0	0	3	60	2	40	0	0	544	5	0	60	40	0	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	11	0	0	6	55	5	45	0	0	544	11	0	55	45	0	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	11	0	0	6	55	5	45	0	0	544	11	0	55	45	0	544	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: Appleton School Department
School: Appleton Village 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	82	0	0	6	67	3	33	0	0	545	82	0	67	33	0	545	70	4	53	31	12	544
C. one to two hours	18	0	0	0	0	2	100	0	0	536	18	0	0	100	0	536	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	36	0	0	1	25	3	75	0	0	539	36	0	25	75	0	539	26	7	56	26	11	545
B. good	64	0	0	5	71	2	29	0	0	546	64	0	71	29	0	546	53	4	53	31	11	544
C. fair	0										0						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.	55	0	0	4	67	2	33	0	0	546	55	0	67	33	0	546	23	5	56	28	11	544
B. They match some of what I have learned.	36	0	0	2	50	2	50	0	0	541	36	0	50	50	0	541	48	5	52	31	12	544
C. They match just a little of what I have learned.	9	0	0	0	0	1	100	0	0	540	9	0	0	100	0	540	23	4	49	33	14	543
D. There is no match.	0										0						6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	1	100	0	0	0	0	548	9	0	100	0	0	548	23	5	48	31	16	543
B. about the same as my regular schoolwork	55	0	0	3	50	3	50	0	0	544	55	0	50	50	0	544	58	4	52	32	12	543
C. easier than my regular schoolwork	36	0	0	2	50	2	50	0	0	543	36	0	50	50	0	543	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	9	0	0	1	100	0	0	0	0	554	9	0	100	0	0	554	33	5	51	31	14	543
B. a few times a week	82	0	0	5	56	4	44	0	0	543	82	0	56	44	0	543	45	4	52	32	11	544
C. once a week	9	0	0	0	0	1	100	0	0	536	9	0	0	100	0	536	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.	36	0	0	2	50	2	50	0	0	544	36	0	50	50	0	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	27	0	0	1	33	2	67	0	0	537	27	0	33	67	0	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	18	0	0	2	100	0	0	0	0	552	18	0	100	0	0	552	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	18	0	0	1	50	1	50	0	0	544	18	0	50	50	0	544	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	36	0	0	1	25	3	75	0	0	543	36	0	25	75	0	543	47	4	51	32	12	543
B. a few times a month	45	0	0	4	80	1	20	0	0	545	45	0	80	20	0	545	27	5	54	30	11	544
C. once a month	9	0	0	0	0	1	100	0	0	536	9	0	0	100	0	536	10	5	49	30	15	543
D. never or almost never	9	0	0	1	100	0	0	0	0	550	9	0	100	0	0	550	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	55	0	0	1	17	5	83	0	0	539	55	0	17	83	0	539	46	4	52	32	12	543
B. a few times a month	36	0	0	4	100	0	0	0	0	549	36	0	100	0	0	549	28	5	53	30	12	544
C. once a month	0										0						11	4	47	34	15	542
D. never or almost never	9	0	0	1	100	0	0	0	0	550	9	0	100	0	0	550	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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N = Number