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:	10561233
SAU:	Ellsworth School Department
School:	General Bryant E Moore 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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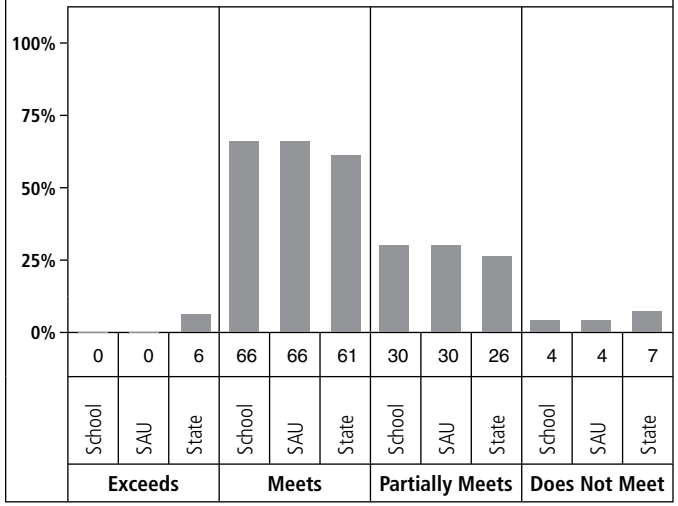
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Ellsworth School Department
School: General Bryant E Moore School

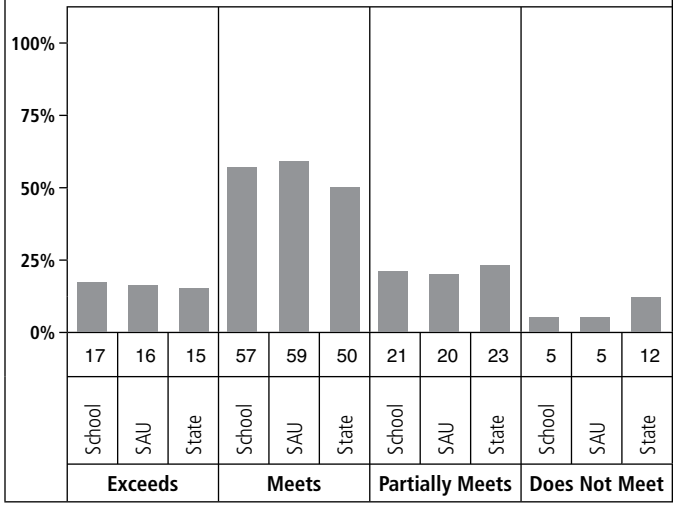
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	546	546	544
2007–2008	547	547	545
2008–2009	**545**	**545**	**546**
Cum. Avg.*	546	546	545
Mathematics			
2006–2007	550	550	546
2007–2008	549	550	546
2008–2009	**549**	**549**	**547**
Cum. Avg.*	549	550	546
Science			
2008-2009 **	**543**	**543**	**543**

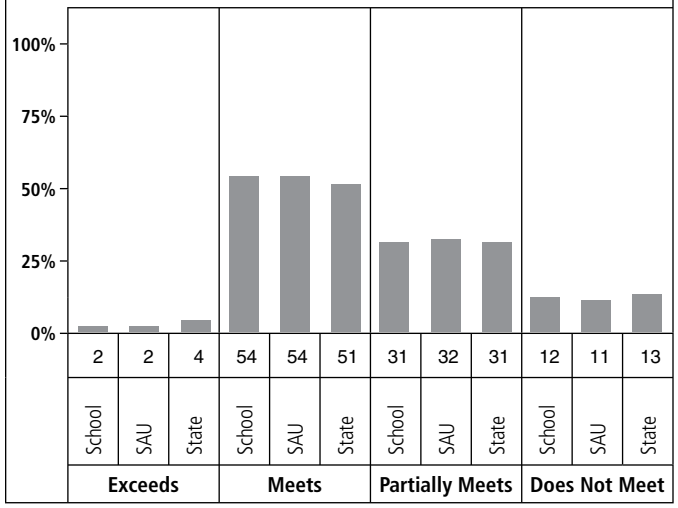
ELA – READING



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: Ellsworth School Department
School: General Bryant E Moore 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	85	100	83	100	14212	100	85	100	83	100	14135	100	85	100	83	100	14144	100	85	100	83	100	14137	100
Ethnicity African American/Black	1	1	1	1	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	2	2	2	2	259	2	2	100	2	100	253	98	2	100	2	100	258	100	2	100	2	100	257	99
Hispanic	1	1	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	81	95	79	95	13271	93	81	100	79	100	13212	100	81	100	79	100	13211	100	81	100	79	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	14	16	13	16	2479	17	14	100	13	100	2454	100	14	100	13	100	2455	100	14	100	13	100	2451	99
Current LEP	2	2	2	2	374	3	2	100	2	100	359	96	2	100	2	100	370	99	2	100	2	100	366	98
Economically disadvantaged	35	41	33	40	5848	41	35	100	33	100	5815	100	35	100	33	100	5819	100	35	100	33	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	63	74	62	75	10849	76	63	74	62	75	10872	76	63	74	62	75	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	2	1	2	170	2	1	2	1	2	169	2	1	2	1	2	177	2
504 plan	2	3	2	3	123	1	2	3	2	3	121	1	2	3	2	3	126	1
Participation with accommodations	19	22	18	22	3122	22	19	22	18	22	3124	22	20	24	19	23	3019	21
Identified disability (PET/IEP)	11	58	10	56	1992	64	11	58	10	56	2000	64	12	60	11	58	1971	65
LEP	1	5	1	6	184	6	1	5	1	6	196	6	1	5	1	5	184	6
504 plan	4	21	4	22	84	3	4	21	4	22	86	3	4	20	4	21	81	3
Other	5	26	5	28	907	29	5	26	5	28	886	28	5	25	5	26	826	27
Participation through alternate assessment (PAAP)	3	4	3	4	164	1	3	4	3	4	148	1	2	2	2	2	142	1
Identified disability (PET/IEP)	3	100	3	100	164	100	3	100	3	100	148	100	2	100	2	100	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:	Ellsworth School Department
School:	General Bryant E Moore 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	4	5	4	5	702	5
	2007-2008	6	7	6	7	659	5
	2008-2009	**0**	**0**	**0**	**0**	**836**	**6**
	Cum. Total*	10	4	10	4	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	46	61	45	61	7730	55
	2007-2008	59	67	58	68	8195	58
	2008-2009	**54**	**66**	**53**	**66**	**8495**	**61**
	Cum. Total*	159	65	156	65	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	21	28	21	28	4182	30
	2007-2008	16	18	14	16	3800	27
	2008-2009	**25**	**30**	**24**	**30**	**3667**	**26**
	Cum. Total*	62	25	59	25	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	4	5	4	5	1419	10
	2007-2008	7	8	7	8	1362	10
	2008-2009	**3**	**4**	**3**	**4**	**973**	**7**
	Cum. Total*	14	6	14	6	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**	30.7	64.0	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.2	63.3	15.2	63.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.5	64.6	15.5	64.6	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: Ellsworth School Department
School: General Bryant E Moore 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	82	0	0	54	66	25	30	3	4	545	80	0	66	30	4	545	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	2										2						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	78	0	0	52	67	23	29	3	4	545	76	0	67	29	4	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	10	91	0	0	538	10	0	10	90	0	538	2290	0	29	47	23	537
No	71	0	0	53	75	15	21	3	4	546	70	0	74	21	4	546	11681	7	67	22	4	548
Current LEP																						
Yes	2										2						354	1	35	34	30	538
No	80	0	0	53	66	24	30	3	4	545	78	0	67	29	4	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	33	0	0	17	52	13	39	3	9	542	31	0	52	39	10	542	5716	2	51	35	12	542
No	49	0	0	37	76	12	24	0	0	547	49	0	76	24	0	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	82	0	0	54	66	25	30	3	4	545	80	0	66	30	4	545	13963	6	61	26	7	546
Gender																						
Female	35	0	0	22	63	11	31	2	6	544	34	0	65	29	6	544	6882	8	62	24	6	547
Male	47	0	0	32	68	14	30	1	2	546	46	0	67	30	2	546	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	0	0	8	36	12	55	2	9	540	21	0	38	52	10	540	1914	1	41	44	14	540
No	60	0	0	46	77	13	22	1	2	547	59	0	76	22	2	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	2										2						450	26	72	2	0	557
No	80	0	0	52	65	25	31	3	4	545	78	0	65	31	4	545	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: Ellsworth School Department
School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	50	1	50	0	0	544	3	0	50	50	0	544	4	2	40	34	24	540
B. less than one hour	74	0	0	37	61	22	36	2	3	545	74	0	61	36	3	545	70	6	63	26	6	546
C. one to two hours	20	0	0	15	94	0	0	1	6	548	20	0	94	0	6	548	24	7	61	26	6	546
D. more than two hours	4	0	0	1	33	2	67	0	0	541	4	0	33	67	0	541	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	0	0	24	86	4	14	0	0	548	35	0	86	14	0	548	36	10	67	18	5	549
B. good	40	0	0	21	64	12	36	0	0	546	40	0	63	38	0	546	47	5	62	27	6	546
C. fair	23	0	0	9	47	9	47	1	5	541	23	0	50	44	6	541	15	2	47	40	12	541
D. poor	2	0	0	0	0	0	0	2	100	529	3	0	0	0	100	529	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.	24	0	0	16	80	4	20	0	0	547	25	0	80	20	0	547	31	9	65	20	5	548
B. They match some of what I have learned.	62	0	0	34	67	15	29	2	4	545	63	0	66	30	4	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	12	0	0	3	30	6	60	1	10	540	11	0	33	56	11	541	10	3	45	38	14	542
D. There is no match.	1	0	0	1	100	0	0	0	0	544	1	0	100	0	0	544	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	16	0	0	9	69	3	23	1	8	544	16	0	69	23	8	544	16	3	49	32	15	542
B. about the same as my regular schoolwork	63	0	0	33	65	16	31	2	4	545	63	0	64	32	4	545	64	7	63	25	5	547
C. easier than my regular schoolwork	21	0	0	12	71	5	29	0	0	546	20	0	75	25	0	547	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	5	71	1	14	1	14	545	9	0	71	14	14	545	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	51	0	0	22	54	18	44	1	2	543	49	0	54	44	3	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	41	0	0	26	79	6	18	1	3	547	42	0	79	18	3	547	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	12	0	0	8	80	2	20	0	0	548	13	0	80	20	0	548	20	10	64	21	5	548
B. 20 minutes to an hour	78	0	0	45	70	16	25	3	5	546	78	0	71	24	5	546	56	7	65	24	5	547
C. less than 20 minutes	6	0	0	0	0	5	100	0	0	536	6	0	0	100	0	536	10	3	52	33	12	543
D. I rarely read at home.	4	0	0	1	33	2	67	0	0	543	4	0	33	67	0	543	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	5	36	8	57	1	7	541	15	0	33	58	8	541	25	3	53	33	11	543
B. six to ten pages	24	0	0	15	79	3	16	1	5	545	24	0	79	16	5	545	26	6	61	26	7	546
C. eleven or more pages	59	0	0	32	68	14	30	1	2	546	60	0	68	30	2	546	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						
C.	50	0	0	1	100	0	0	0	0	560	50	0	100	0	0	560						
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:	Ellsworth School Department
School:	General Bryant E Moore 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	15	20	15	20	1711	12
	2007-2008	13	15	13	15	1617	12
	2008-2009	**14**	**17**	**13**	**16**	**2119**	**15**
	Cum. Total*	42	17	41	17	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	39	52	38	51	6778	48
	2007-2008	54	61	52	61	7284	52
	2008-2009	**47**	**57**	**47**	**59**	**7046**	**50**
	Cum. Total*	140	57	137	57	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	16	21	16	22	3884	28
	2007-2008	16	18	16	19	3341	24
	2008-2009	**17**	**21**	**16**	**20**	**3193**	**23**
	Cum. Total*	49	20	48	20	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	5	7	5	7	1683	12
	2007-2008	5	6	4	5	1778	13
	2008-2009	**4**	**5**	**4**	**5**	**1638**	**12**
	Cum. Total*	14	6	13	5	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**	27.0	56.3	27.0	56.3	25.5	53.1
A. Number	**18**	**38**	10.7	59.4	10.8	60.0	9.8	54.4
B. Data	**10**	**21**	5.3	53.0	5.3	53.0	5.2	52.0
C. Geometry	**10**	**21**	5.0	50.0	5.0	50.0	4.7	47.0
D. Algebra	**10**	**21**	5.9	59.0	5.9	59.0	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: Ellsworth School Department
School: General Bryant E Moore 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	82	14	17	47	57	17	21	4	5	549	80	16	59	20	5	549	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	2										2						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	78	14	18	45	58	15	19	4	5	550	76	17	59	18	5	550	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	5	45	2	18	537	10	0	40	40	20	537	2307	3	32	32	33	536
No	71	14	20	43	61	12	17	2	3	551	70	19	61	17	3	551	11689	17	54	21	8	549
Current LEP																						
Yes	2										2						365	5	33	30	32	536
No	80	14	18	45	56	17	21	4	5	549	78	17	58	21	5	549	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	33	4	12	19	58	8	24	2	6	547	31	10	61	23	6	546	5731	7	46	29	18	542
No	49	10	20	28	57	9	18	2	4	551	49	20	57	18	4	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	82	14	17	47	57	17	21	4	5	549	80	16	59	20	5	549	13988	15	50	23	12	547
Gender																						
Female	35	1	3	22	63	10	29	2	6	545	34	3	65	26	6	546	6889	14	51	23	12	546
Male	47	13	28	25	53	7	15	2	4	552	46	26	54	15	4	552	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	1	5	9	41	9	41	3	14	542	21	5	43	38	14	542	1918	3	39	36	22	539
No	60	13	22	38	63	8	13	1	2	552	59	20	64	14	2	552	12078	17	52	21	10	548
Gifted/talented program																						
Yes	2										2						450	64	34	2	0	564
No	80	12	15	47	59	17	21	4	5	549	78	14	60	21	5	549	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: Ellsworth School Department
School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	2	100	0	0	0	0	550	3	0	100	0	0	550	4	8	38	26	28	539
B. less than one hour	74	9	15	34	56	14	23	4	7	549	74	14	58	22	7	549	70	15	52	23	10	547
C. one to two hours	20	5	31	10	63	1	6	0	0	554	20	31	63	6	0	554	24	15	51	23	11	547
D. more than two hours	4	0	0	1	33	2	67	0	0	539	4	0	33	67	0	539	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	11	37	15	50	3	10	1	3	556	36	38	52	7	3	557	34	28	50	14	8	552
B. good	38	2	6	22	71	5	16	2	6	547	38	3	73	17	7	547	45	11	54	24	10	546
C. fair	21	1	6	8	47	7	41	1	6	543	21	6	47	41	6	543	18	3	45	33	19	540
D. poor	5	0	0	2	50	2	50	0	0	543	5	0	50	50	0	543	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.	29	3	13	15	63	5	21	1	4	550	30	13	63	21	4	550	38	22	52	19	7	550
B. They match some of what I have learned.	59	9	19	26	54	10	21	3	6	549	58	17	57	20	7	549	48	12	53	24	11	546
C. They match just a little of what I have learned.	11	1	11	6	67	2	22	0	0	549	11	11	67	22	0	549	11	6	40	30	24	540
D. There is no match.	1	1	100	0	0	0	0	0	0	562	1	100	0	0	0	562	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	12	0	0	4	40	5	50	1	10	540	13	0	40	50	10	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	69	9	16	34	61	10	18	3	5	550	68	15	63	17	6	550	64	15	53	23	10	547
C. easier than my regular schoolwork	19	4	27	9	60	2	13	0	0	553	19	27	60	13	0	553	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	6	2	40	1	20	2	40	0	0	552	6	40	20	40	0	552	7	6	39	27	27	539
B. 30–45 minutes	22	4	22	9	50	3	17	2	11	548	23	22	50	17	11	548	28	9	49	28	15	544
C. 45–60 minutes	42	5	15	23	68	5	15	1	3	551	41	13	72	13	3	551	41	17	53	21	9	548
D. more than 60 minutes	30	3	13	14	58	6	25	1	4	548	30	13	58	25	4	548	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	33	2	67	0	0	0	0	553	4	33	67	0	0	553	6	14	43	24	20	543
B. two or three days a week	22	2	11	11	61	4	22	1	6	548	23	11	61	22	6	548	24	17	52	21	10	548
C. two or three times each month	35	7	24	15	52	6	21	1	3	551	34	22	56	19	4	551	33	17	52	21	9	548
D. never or almost never	39	4	13	19	59	7	22	2	6	548	40	13	59	22	6	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	3	20	6	40	4	27	2	13	547	19	20	40	27	13	547	23	13	47	26	15	545
B. two or three days a week	29	3	13	18	75	3	13	0	0	551	30	13	75	13	0	551	31	17	52	21	10	548
C. two or three times each month	28	4	17	13	57	5	22	1	4	548	26	14	62	19	5	548	27	17	52	21	10	548
D. never or almost never	24	4	20	10	50	5	25	1	5	550	25	20	50	25	5	550	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						
C.	50	0	0	1	100	0	0	0	0	544	50	0	100	0	0	544						
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:	Ellsworth School Department
School:	General Bryant E Moore 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*	2	2	2	2	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*	45	54	44	54	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*	26	31	26	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*	10	12	9	11	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**	29.1	60.6	29.3	61.0	29.2	60.8
D. The Physical Setting	**24**	**50**	13.2	55.0	13.2	55.0	12.9	53.8
E. The Living Environment	**24**	**50**	15.9	66.3	16.1	67.1	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: Ellsworth School Department
School: General Bryant E Moore 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	83	2	2	45	54	26	31	10	12	543	81	2	54	32	11	543	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	2										2						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	79	2	3	44	56	24	30	9	11	543	77	3	56	31	10	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	6	50	5	42	532	11	0	9	55	36	534	2309	2	29	39	29	536
No	71	2	3	44	62	20	28	5	7	545	70	3	61	29	7	545	11686	5	56	30	10	545
Current LEP																						
Yes	2										2						361	1	23	32	44	533
No	81	2	2	44	54	26	32	9	11	543	79	3	54	33	10	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	34	0	0	15	44	14	41	5	15	540	32	0	44	44	13	541	5729	2	42	37	20	539
No	49	2	4	30	61	12	24	5	10	545	49	4	61	24	10	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	83	2	2	45	54	26	31	10	12	543	81	2	54	32	11	543	13987	4	51	31	13	543
Gender																						
Female	35	0	0	16	46	15	43	4	11	540	34	0	47	44	9	541	6886	4	49	33	14	542
Male	48	2	4	29	60	11	23	6	13	545	47	4	60	23	13	545	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	0	0	6	27	10	45	6	27	535	21	0	29	48	24	537	1917	1	31	41	28	536
No	61	2	3	39	64	16	26	4	7	546	60	3	63	27	7	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	2										2						450	25	72	2	1	557
No	81	1	1	44	54	26	32	10	12	543	79	1	54	33	11	543	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: Ellsworth School Department
School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	2	100	0	0	0	0	545	2	0	100	0	0	545	4	2	37	35	25	538
B. less than one hour	75	2	3	27	44	23	37	10	16	542	74	3	43	38	15	542	70	4	53	31	12	544
C. one to two hours	19	0	0	15	94	1	6	0	0	550	20	0	94	6	0	550	24	5	51	31	12	544
D. more than two hours	4	0	0	1	33	2	67	0	0	538	4	0	33	67	0	538	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	35	1	3	19	66	7	24	2	7	546	35	4	64	25	7	546	26	7	56	26	11	545
B. good	48	1	3	19	49	13	33	6	15	542	49	3	49	33	15	542	53	4	53	31	11	544
C. fair	13	0	0	6	55	4	36	1	9	541	13	0	60	40	0	544	18	2	41	39	17	540
D. poor	4	0	0	1	33	2	67	0	0	542	4	0	33	67	0	542	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.	22	2	11	7	39	7	39	2	11	544	23	11	39	39	11	544	23	5	56	28	11	544
B. They match some of what I have learned.	52	0	0	25	58	13	30	5	12	543	53	0	57	31	12	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	24	0	0	12	60	6	30	2	10	542	24	0	63	32	5	544	23	4	49	33	14	543
D. There is no match.	1	0	0	1	100	0	0	0	0	554	1	0	100	0	0	554	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	16	0	0	7	54	5	38	1	8	541	15	0	58	42	0	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	59	1	2	27	56	14	29	6	13	543	59	2	55	30	13	543	58	4	52	32	12	543
C. easier than my regular schoolwork	25	1	5	10	50	7	35	2	10	545	25	5	50	35	10	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	82	1	1	36	54	23	34	7	10	543	81	2	54	35	9	543	33	5	51	31	14	543
B. a few times a week	16	1	8	7	54	3	23	2	15	544	16	8	54	23	15	544	45	4	52	32	11	544
C. once a week	2	0	0	2	100	0	0	0	0	550	3	0	100	0	0	550	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.	35	1	4	12	43	10	36	5	18	542	35	4	43	36	18	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	10	0	0	3	38	4	50	1	13	540	10	0	38	50	13	540	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	40	0	0	23	72	7	22	2	6	545	39	0	71	23	6	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	16	0	0	7	54	5	38	1	8	542	15	0	58	42	0	545	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	44	1	3	18	50	12	33	5	14	542	45	3	50	33	14	542	47	4	51	32	12	543
B. a few times a month	26	0	0	13	62	7	33	1	5	546	26	0	62	33	5	546	27	5	54	30	11	544
C. once a month	12	0	0	5	50	4	40	1	10	543	11	0	44	44	11	542	10	5	49	30	15	543
D. never or almost never	18	1	7	9	60	3	20	2	13	543	18	7	64	21	7	546	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	34	1	4	13	48	7	26	6	22	541	33	4	50	27	19	542	46	4	52	32	12	543
B. a few times a month	30	0	0	13	54	9	38	2	8	543	31	0	54	38	8	543	28	5	53	30	12	544
C. once a month	15	0	0	5	42	7	58	0	0	543	15	0	42	58	0	543	11	4	47	34	15	542
D. never or almost never	21	1	6	14	82	2	12	0	0	548	21	6	81	13	0	548	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	536	50	0	0	100	0	536						
C.	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528						
D.	0										0											

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N = Number