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:	10601246
SAU:	Freeport School Department
School:	Mast Landing 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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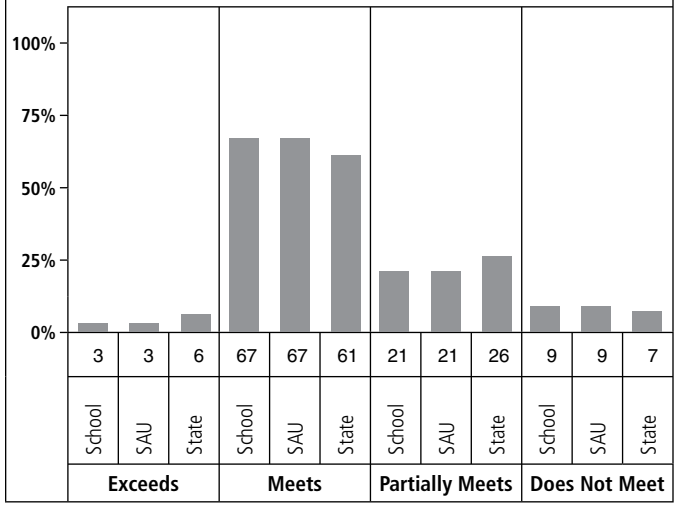
SUMMARY OF SCORES

Test Date:	March 2009
Grade:	5
SAU:	Freeport School Department
School:	Mast Landing School

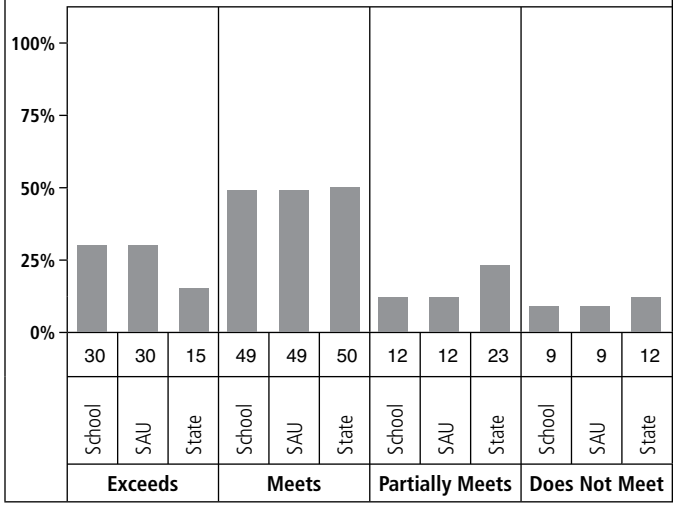
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	547	547	544
2007–2008	548	548	545
2008–2009	**547**	**547**	**546**
Cum. Avg.*	547	547	545
Mathematics			
2006–2007	550	550	546
2007–2008	550	550	546
2008–2009	**552**	**552**	**547**
Cum. Avg.*	551	551	546
Science			
2008-2009 **	**546**	**546**	**543**

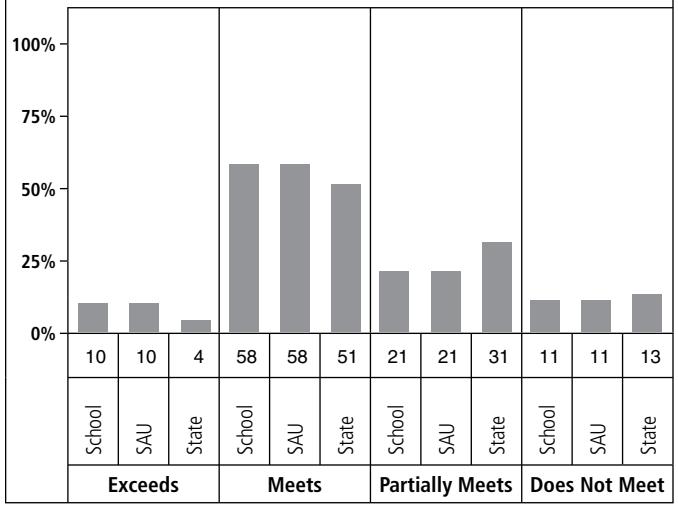
ELA – READING



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: Freeport School Department
School: Mast Landing 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	91	100	91	100	14212	100	91	100	91	100	14135	100	91	100	91	100	14144	100	91	100	91	100	14137	100
Ethnicity African American/Black	3	3	3	3	397	3	3	100	3	100	388	98	3	100	3	100	393	99	3	100	3	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	3	3	3	3	259	2	3	100	3	100	253	98	3	100	3	100	258	100	3	100	3	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	84	92	84	92	13271	93	84	100	84	100	13212	100	84	100	84	100	13211	100	84	100	84	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	15	16	15	16	2479	17	15	100	15	100	2454	100	15	100	15	100	2455	100	15	100	15	100	2451	99
Current LEP	1	1	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	16	18	16	18	5848	41	16	100	16	100	5815	100	16	100	16	100	5819	100	16	100	16	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	75	82	75	82	10849	76	75	82	75	82	10872	76	76	84	76	84	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	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	5	7	5	7	123	1	4	5	4	5	121	1	5	7	5	7	126	1
Participation with accommodations	16	18	16	18	3122	22	16	18	16	18	3124	22	15	16	15	16	3019	21
Identified disability (PET/IEP)	15	94	15	94	1992	64	15	94	15	94	2000	64	15	100	15	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	1	6	1	6	86	3	0	0	0	0	81	3
Other	1	6	1	6	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:	Freeport School Department
School:	Mast Landing 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	8	9	8	9	702	5
	2007-2008	10	11	10	11	659	5
	2008-2009	**3**	**3**	**3**	**3**	**836**	**6**
	Cum. Total*	21	8	21	8	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	55	60	55	60	7730	55
	2007-2008	52	60	52	60	8195	58
	2008-2009	**61**	**67**	**61**	**67**	**8495**	**61**
	Cum. Total*	168	62	168	62	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	24	26	24	26	4182	30
	2007-2008	23	26	23	26	3800	27
	2008-2009	**19**	**21**	**19**	**21**	**3667**	**26**
	Cum. Total*	66	24	66	24	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	5	5	5	5	1419	10
	2007-2008	2	2	2	2	1362	10
	2008-2009	**8**	**9**	**8**	**9**	**973**	**7**
	Cum. Total*	15	6	15	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**	31.2	65.0	31.2	65.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.4	64.2	15.4	64.2	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.8	65.8	15.8	65.8	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: Freeport School Department
School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	3	3	61	67	19	21	8	9	547	91	3	67	21	9	547	13971	6	61	26	7	546
Ethnicity																						
African American/Black	3										3						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	3										3						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	84	3	4	59	70	16	19	6	7	547	84	4	70	19	7	547	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	3	20	9	60	3	20	538	15	0	20	60	20	538	2290	0	29	47	23	537
No	76	3	4	58	76	10	13	5	7	548	76	4	76	13	7	548	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	90	3	3	61	68	19	21	7	8	547	90	3	68	21	8	547	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	16	0	0	6	38	6	38	4	25	539	16	0	38	38	25	539	5716	2	51	35	12	542
No	75	3	4	55	73	13	17	4	5	548	75	4	73	17	5	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	91	3	3	61	67	19	21	8	9	547	91	3	67	21	9	547	13963	6	61	26	7	546
Gender																						
Female	40	3	8	30	75	5	13	2	5	549	40	8	75	13	5	549	6882	8	62	24	6	547
Male	51	0	0	31	61	14	27	6	12	544	51	0	61	27	12	544	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	91	3	3	61	67	19	21	8	9	547	91	3	67	21	9	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	91	3	3	61	67	19	21	8	9	547	91	3	67	21	9	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: Freeport School Department
School: Mast Landing 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	0	0	0	0	2	100	523	2	0	0	0	100	523	4	2	40	34	24	540
B. less than one hour	74	3	4	48	72	12	18	4	6	548	74	4	72	18	6	548	70	6	63	26	6	546
C. one to two hours	23	0	0	12	57	7	33	2	10	545	23	0	57	33	10	545	24	7	61	26	6	546
D. more than two hours	1	0	0	1	100	0	0	0	0	552	1	0	100	0	0	552	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	1	3	32	84	2	5	3	8	548	42	3	84	5	8	548	36	10	67	18	5	549
B. good	52	2	4	28	60	12	26	5	11	546	52	4	60	26	11	546	47	5	62	27	6	546
C. fair	5	0	0	1	20	4	80	0	0	538	5	0	20	80	0	538	15	2	47	40	12	541
D. poor	1	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	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.	32	0	0	24	83	3	10	2	7	548	32	0	83	10	7	548	31	9	65	20	5	548
B. They match some of what I have learned.	56	3	6	31	62	10	20	6	12	546	56	6	62	20	12	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	5	56	4	44	0	0	544	10	0	56	44	0	544	10	3	45	38	14	542
D. There is no match.	2	0	0	0	0	2	100	0	0	539	2	0	0	100	0	539	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	10	0	0	6	67	3	33	0	0	548	10	0	67	33	0	548	16	3	49	32	15	542
B. about the same as my regular schoolwork	74	3	4	42	63	14	21	8	12	546	74	4	63	21	12	546	64	7	63	25	5	547
C. easier than my regular schoolwork	16	0	0	12	86	2	14	0	0	550	16	0	86	14	0	550	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.	8	0	0	0	0	2	29	5	71	531	8	0	0	29	71	531	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	35	0	0	20	65	11	35	0	0	545	35	0	65	35	0	545	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	57	3	6	39	76	6	12	3	6	549	57	6	76	12	6	549	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	26	0	0	17	74	4	17	2	9	546	26	0	74	17	9	546	20	10	64	21	5	548
B. 20 minutes to an hour	60	3	6	37	69	9	17	5	9	547	60	6	69	17	9	547	56	7	65	24	5	547
C. less than 20 minutes	7	0	0	3	50	2	33	1	17	544	7	0	50	33	17	544	10	3	52	33	12	543
D. I rarely read at home.	8	0	0	3	43	4	57	0	0	544	8	0	43	57	0	544	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	39	1	3	24	71	7	21	2	6	547	39	3	71	21	6	547	25	3	53	33	11	543
B. six to ten pages	13	0	0	7	64	3	27	1	9	543	13	0	64	27	9	543	26	6	61	26	7	546
C. eleven or more pages	49	2	5	28	65	8	19	5	12	547	49	5	65	19	12	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	552	100	0	100	0	0	552						
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:	Freeport School Department
School:	Mast Landing 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	16	17	16	17	1711	12
	2007-2008	15	17	15	17	1617	12
	2008-2009	**27**	**30**	**27**	**30**	**2119**	**15**
	Cum. Total*	58	21	58	21	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	48	52	48	52	6778	48
	2007-2008	48	55	48	55	7284	52
	2008-2009	**45**	**49**	**45**	**49**	**7046**	**50**
	Cum. Total*	141	52	141	52	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	21	23	21	23	3884	28
	2007-2008	17	20	17	20	3341	24
	2008-2009	**11**	**12**	**11**	**12**	**3193**	**23**
	Cum. Total*	49	18	49	18	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	7	8	7	8	1683	12
	2007-2008	7	8	7	8	1778	13
	2008-2009	**8**	**9**	**8**	**9**	**1638**	**12**
	Cum. Total*	22	8	22	8	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**	28.7	59.8	28.7	59.8	25.5	53.1
A. Number	**18**	**38**	11.2	62.2	11.2	62.2	9.8	54.4
B. Data	**10**	**21**	5.6	56.0	5.6	56.0	5.2	52.0
C. Geometry	**10**	**21**	5.6	56.0	5.6	56.0	4.7	47.0
D. Algebra	**10**	**21**	6.4	64.0	6.4	64.0	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: Freeport School Department
School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	27	30	45	49	11	12	8	9	552	91	30	49	12	9	552	13996	15	50	23	12	547
Ethnicity																						
African American/Black	3										3						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	3										3						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	84	26	31	42	50	10	12	6	7	553	84	31	50	12	7	553	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	8	53	3	20	4	27	540	15	0	53	20	27	540	2307	3	32	32	33	536
No	76	27	36	37	49	8	11	4	5	554	76	36	49	11	5	554	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	90	27	30	45	50	11	12	7	8	552	90	30	50	12	8	552	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	16	2	13	9	56	3	19	2	13	545	16	13	56	19	13	545	5731	7	46	29	18	542
No	75	25	33	36	48	8	11	6	8	553	75	33	48	11	8	553	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	91	27	30	45	49	11	12	8	9	552	91	30	49	12	9	552	13988	15	50	23	12	547
Gender																						
Female	40	14	35	19	48	3	8	4	10	553	40	35	48	8	10	553	6889	14	51	23	12	546
Male	51	13	25	26	51	8	16	4	8	551	51	25	51	16	8	551	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	91	27	30	45	49	11	12	8	9	552	91	30	49	12	9	552	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	91	27	30	45	49	11	12	8	9	552	91	30	49	12	9	552	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: Freeport School Department
School: Mast Landing 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	0	0	1	50	1	50	531	2	0	0	50	50	531	4	8	38	26	28	539
B. less than one hour	74	22	33	33	49	8	12	4	6	552	74	33	49	12	6	552	70	15	52	23	10	547
C. one to two hours	23	4	19	12	57	2	10	3	14	551	23	19	57	10	14	551	24	15	51	23	11	547
D. more than two hours	1	1	100	0	0	0	0	0	0	570	1	100	0	0	0	570	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	15	44	13	38	4	12	2	6	557	38	44	38	12	6	557	34	28	50	14	8	552
B. good	53	10	21	29	60	5	10	4	8	550	53	21	60	10	8	550	45	11	54	24	10	546
C. fair	6	1	20	2	40	1	20	1	20	544	6	20	40	20	20	544	18	3	45	33	19	540
D. poor	3	0	0	1	33	1	33	1	33	535	3	0	33	33	33	535	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.	48	17	39	22	50	2	5	3	7	555	48	39	50	5	7	555	38	22	52	19	7	550
B. They match some of what I have learned.	38	9	26	18	51	5	14	3	9	551	38	26	51	14	9	551	48	12	53	24	11	546
C. They match just a little of what I have learned.	9	1	13	3	38	2	25	2	25	542	9	13	38	25	25	542	11	6	40	30	24	540
D. There is no match.	4	0	0	2	50	2	50	0	0	541	4	0	50	50	0	541	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	13	2	17	5	42	2	17	3	25	544	13	17	42	17	25	544	17	7	42	30	21	540
B. about the same as my regular schoolwork	62	15	27	29	53	7	13	4	7	551	62	27	53	13	7	551	64	15	53	23	10	547
C. easier than my regular schoolwork	25	10	45	10	45	1	5	1	5	558	25	45	45	5	5	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	8	2	29	4	57	0	0	1	14	550	8	29	57	0	14	550	7	6	39	27	27	539
B. 30–45 minutes	16	2	14	6	43	3	21	3	21	541	16	14	43	21	21	541	28	9	49	28	15	544
C. 45–60 minutes	50	11	24	23	51	7	16	4	9	551	50	24	51	16	9	551	41	17	53	21	9	548
D. more than 60 minutes	27	12	50	12	50	0	0	0	0	561	27	50	50	0	0	561	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	33	0	0	2	67	529	3	0	33	0	67	529	6	14	43	24	20	543
B. two or three days a week	19	8	47	3	18	4	24	2	12	553	19	47	18	24	12	553	24	17	52	21	10	548
C. two or three times each month	51	16	35	26	57	2	4	2	4	555	51	35	57	4	4	555	33	17	52	21	9	548
D. never or almost never	27	3	13	15	63	4	17	2	8	548	27	13	63	17	8	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	5	18	16	57	2	7	5	18	547	31	18	57	7	18	547	23	13	47	26	15	545
B. two or three days a week	26	8	35	10	43	3	13	2	9	552	26	35	43	13	9	552	31	17	52	21	10	548
C. two or three times each month	27	10	42	10	42	3	13	1	4	557	27	42	42	13	4	557	27	17	52	21	10	548
D. never or almost never	17	4	27	9	60	2	13	0	0	554	17	27	60	13	0	554	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	548	100	0	100	0	0	548						
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:	Freeport School Department
School:	Mast Landing 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*	9	10	9	10	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*	53	58	53	58	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*	19	21	19	21	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	11	10	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**	30.7	64.0	30.7	64.0	29.2	60.8
D. The Physical Setting	**24**	**50**	13.6	56.7	13.6	56.7	12.9	53.8
E. The Living Environment	**24**	**50**	17.1	71.3	17.1	71.3	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: Freeport School Department
School: Mast Landing School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	9	10	53	58	19	21	10	11	546	91	10	58	21	11	546	13995	4	51	31	13	543
Ethnicity																						
African American/Black	3										3						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	3										3						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	84	9	11	51	61	16	19	8	10	546	84	11	61	19	10	546	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	9	60	3	20	3	20	540	15	0	60	20	20	540	2309	2	29	39	29	536
No	76	9	12	44	58	16	21	7	9	547	76	12	58	21	9	547	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	90	9	10	53	59	19	21	9	10	546	90	10	59	21	10	546	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	16	1	6	7	44	6	38	2	13	541	16	6	44	38	13	541	5729	2	42	37	20	539
No	75	8	11	46	61	13	17	8	11	547	75	11	61	17	11	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	91	9	10	53	58	19	21	10	11	546	91	10	58	21	11	546	13987	4	51	31	13	543
Gender																						
Female	40	4	10	23	58	8	20	5	13	546	40	10	58	20	13	546	6886	4	49	33	14	542
Male	51	5	10	30	59	11	22	5	10	546	51	10	59	22	10	546	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	91	9	10	53	58	19	21	10	11	546	91	10	58	21	11	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	91	9	10	53	58	19	21	10	11	546	91	10	58	21	11	546	13545	4	51	32	13	543

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

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Freeport School Department
School: Mast Landing 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	0	0	1	50	1	50	525	2	0	0	50	50	525	4	2	37	35	25	538
B. less than one hour	74	9	13	37	55	13	19	8	12	547	74	13	55	19	12	547	70	4	53	31	12	544
C. one to two hours	23	0	0	15	71	5	24	1	5	545	23	0	71	24	5	545	24	5	51	31	12	544
D. more than two hours	1	0	0	1	100	0	0	0	0	560	1	0	100	0	0	560	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	1	4	16	67	5	21	2	8	546	27	4	67	21	8	546	26	7	56	26	11	545
B. good	49	5	11	26	59	8	18	5	11	546	49	11	59	18	11	546	53	4	53	31	11	544
C. fair	20	3	17	9	50	5	28	1	6	548	20	17	50	28	6	548	18	2	41	39	17	540
D. poor	3	0	0	1	33	1	33	1	33	533	3	0	33	33	33	533	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.	17	1	7	12	80	1	7	1	7	549	17	7	80	7	7	549	23	5	56	28	11	544
B. They match some of what I have learned.	44	3	8	21	53	11	28	5	13	545	44	8	53	28	13	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	27	5	21	13	54	5	21	1	4	549	27	21	54	21	4	549	23	4	49	33	14	543
D. There is no match.	12	0	0	6	55	2	18	3	27	539	12	0	55	18	27	539	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	24	3	14	9	43	3	14	6	29	542	24	14	43	14	29	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	45	3	8	22	55	13	33	2	5	546	45	8	55	33	5	546	58	4	52	32	12	543
C. easier than my regular schoolwork	31	3	11	19	70	3	11	2	7	549	31	11	70	11	7	549	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	17	0	0	9	60	3	20	3	20	541	17	0	60	20	20	541	33	5	51	31	14	543
B. a few times a week	31	3	11	19	70	3	11	2	7	546	31	11	70	11	7	546	45	4	52	32	11	544
C. once a week	13	3	27	4	36	2	18	2	18	548	13	27	36	18	18	548	8	4	50	30	16	542
D. a few times a month	40	3	9	19	54	11	31	2	6	548	40	9	54	31	6	548	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.	19	1	6	12	71	3	18	1	6	547	19	6	71	18	6	547	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	39	1	3	20	59	10	29	3	9	544	39	3	59	29	9	544	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	8	0	0	3	43	2	29	2	29	539	8	0	43	29	29	539	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	34	7	23	16	53	4	13	3	10	550	34	23	53	13	10	550	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	35	1	3	18	58	7	23	5	16	542	35	3	58	23	16	542	47	4	51	32	12	543
B. a few times a month	27	5	21	11	46	8	33	0	0	550	27	21	46	33	0	550	27	5	54	30	11	544
C. once a month	10	1	11	7	78	0	0	1	11	550	10	11	78	0	11	550	10	5	49	30	15	543
D. never or almost never	27	2	8	15	63	4	17	3	13	547	27	8	63	17	13	547	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	38	2	6	19	58	8	24	4	12	543	38	6	58	24	12	543	46	4	52	32	12	543
B. a few times a month	26	4	18	13	59	2	9	3	14	549	26	18	59	9	14	549	28	5	53	30	12	544
C. once a month	10	0	0	3	33	5	56	1	11	544	10	0	33	56	11	544	11	4	47	34	15	542
D. never or almost never	26	2	9	15	68	4	18	1	5	548	26	9	68	18	5	548	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	542	100	0	100	0	0	542						
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