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:	10881279
SAU:	Lewiston School Department
School:	Farwell Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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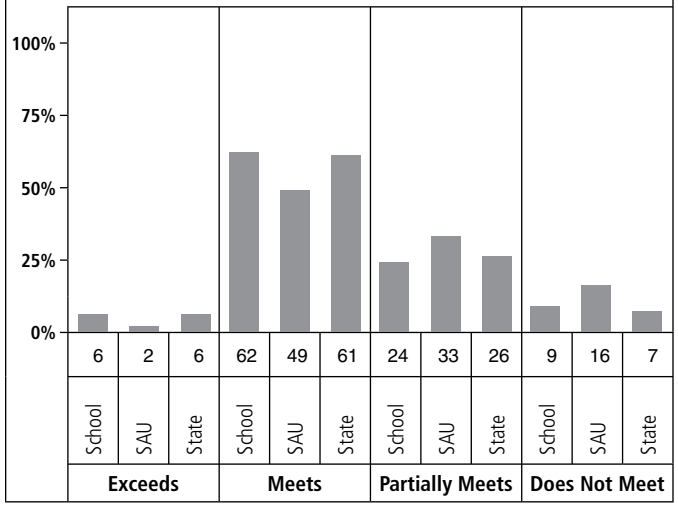
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Lewiston School Department
School: Farwell Elementary School

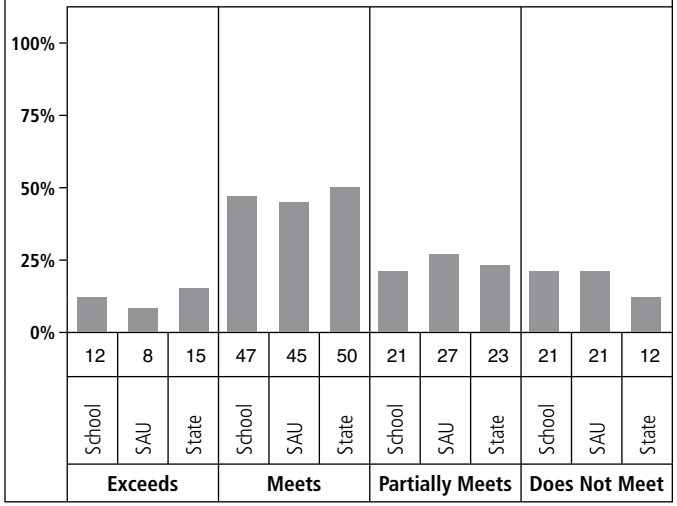
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	548	540	544
2007–2008	545	542	545
2008–2009	**545**	**542**	**546**
Cum. Avg.*	546	541	545
Mathematics			
2006–2007	553	541	546
2007–2008	549	542	546
2008–2009	**544**	**541**	**547**
Cum. Avg.*	549	541	546
Science			
2008-2009 **	**542**	**537**	**543**

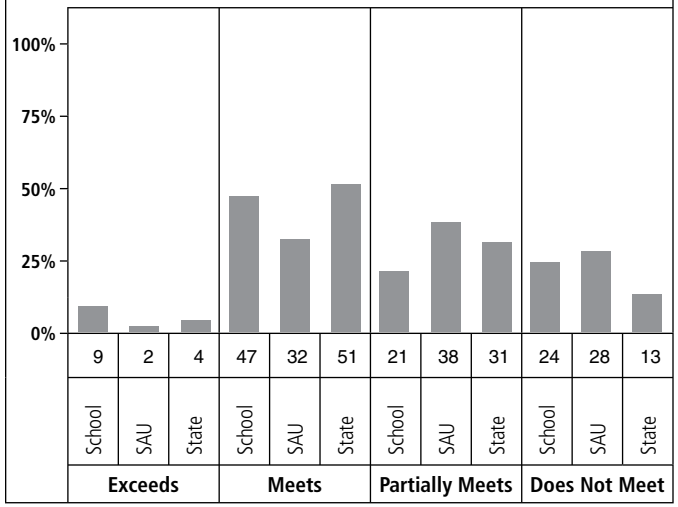
ELA – READING



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: Lewiston School Department
School: Farwell Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	37	100	325	100	14212	100	37	100	324	100	14135	100	37	100	324	100	14144	100	37	100	324	100	14137	100
Ethnicity African American/Black	6	16	83	26	397	3	6	100	83	100	388	98	6	100	83	100	393	99	6	100	83	100	389	98
American Indian or Native Alaskan	0	0	2	1	110	1	0	0	2	100	110	100	0	0	2	100	110	100	0	0	2	100	110	100
Asian or Pacific Islander	1	3	5	2	259	2	1	100	5	100	253	98	1	100	5	100	258	100	1	100	5	100	257	99
Hispanic	0	0	9	3	175	1	0	0	9	100	172	99	0	0	9	100	172	99	0	0	9	100	173	99
Caucasian/White	30	81	226	70	13271	93	30	100	225	100	13212	100	30	100	225	100	13211	100	30	100	225	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	11	30	69	21	2479	17	11	100	68	100	2454	100	11	100	68	100	2455	100	11	100	68	100	2451	99
Current LEP	2	5	68	21	374	3	2	100	68	100	359	96	2	100	68	100	370	99	2	100	68	100	366	98
Economically disadvantaged	24	65	225	69	5848	41	24	100	225	100	5815	100	24	100	225	100	5819	100	24	100	225	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	28	76	213	66	10849	76	28	76	204	63	10872	76	28	76	213	66	10976	77
Identified disability (PET/IEP)	2	7	8	4	298	3	2	7	8	4	307	3	2	7	8	4	338	3
LEP	1	4	20	9	170	2	1	4	15	7	169	2	1	4	20	9	177	2
504 plan	2	7	2	1	123	1	2	7	2	1	121	1	2	7	2	1	126	1
Participation with accommodations	6	16	104	32	3122	22	6	16	114	35	3124	22	6	16	105	32	3019	21
Identified disability (PET/IEP)	6	100	53	51	1992	64	6	100	54	47	2000	64	6	100	54	51	1971	65
LEP	0	0	47	45	184	6	0	0	52	46	196	6	0	0	47	45	184	6
504 plan	0	0	2	2	84	3	0	0	2	2	86	3	0	0	2	2	81	3
Other	0	0	9	9	907	29	0	0	13	11	886	28	0	0	9	9	826	27
Participation through alternate assessment (PAAP)	3	8	7	2	164	1	3	8	6	2	148	1	3	8	6	2	142	1
Identified disability (PET/IEP)	3	100	7	100	164	100	3	100	6	100	148	100	3	100	6	100	142	100
LEP	1	33	1	14	5	3	1	33	1	17	5	3	1	33	1	17	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	1	0	19	0	0	0	1	0	19	0	0	0	1	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: Lewiston School Department
School: Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	4	11	12	4	702	5
	2007-2008	5	11	14	4	659	5
	2008-2009	**2**	**6**	**7**	**2**	**836**	**6**
	Cum. Total*	11	9	33	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	23	64	153	46	7730	55
	2007-2008	24	52	153	49	8195	58
	2008-2009	**21**	**62**	**156**	**49**	**8495**	**61**
	Cum. Total*	68	59	462	48	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	6	17	94	28	4182	30
	2007-2008	9	20	94	30	3800	27
	2008-2009	**8**	**24**	**104**	**33**	**3667**	**26**
	Cum. Total*	23	20	292	30	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	3	8	75	22	1419	10
	2007-2008	8	17	52	17	1362	10
	2008-2009	**3**	**9**	**50**	**16**	**973**	**7**
	Cum. Total*	14	12	177	18	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**	30.4	63.3	27.7	57.7	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.9	62.1	13.8	57.5	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.5	64.6	13.9	57.9	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: Lewiston School Department
School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	2	6	21	62	8	24	3	9	545	317	2	49	33	16	542	13971	6	61	26	7	546
Ethnicity																						
African American/Black	4										81	1	22	35	42	534	381	2	44	31	23	540
American Indian or Native Alaskan	0										2						110	0	48	38	14	541
Asian or Pacific Islander	1										5	0	60	40	0	545	252	11	58	21	11	547
Hispanic	0										9	0	56	44	0	543	166	4	54	32	10	543
Caucasian/White	29	1	3	17	59	8	28	3	10	545	220	3	59	31	7	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	2	25	5	63	1	13	538	61	0	21	59	20	537	2290	0	29	47	23	537
No	26	2	8	19	73	3	12	2	8	548	256	3	56	27	15	543	11681	7	67	22	4	548
Current LEP																						
Yes	1										67	0	15	36	49	532	354	1	35	34	30	538
No	33	2	6	20	61	8	24	3	9	545	250	3	58	32	7	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	21	1	5	13	62	4	19	3	14	544	220	1	41	36	22	539	5716	2	51	35	12	542
No	13	1	8	8	62	4	31	0	0	548	97	5	68	26	1	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	34	2	6	21	62	8	24	3	9	545	317	2	49	33	16	542	13963	6	61	26	7	546
Gender																						
Female	14	1	7	7	50	5	36	1	7	543	145	4	56	28	12	543	6882	8	62	24	6	547
Male	20	1	5	14	70	3	15	2	10	547	172	1	44	37	19	541	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	3	43	2	29	2	29	539	117	0	28	42	30	536	1914	1	41	44	14	540
No	27	2	7	18	67	6	22	1	4	547	200	4	62	28	8	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	4										22	18	77	5	0	556	450	26	72	2	0	557
No	30	0	0	19	63	8	27	3	10	543	295	1	47	35	17	541	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: Lewiston School Department
School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	530	3	0	11	56	33	536	4	2	40	34	24	540
B. less than one hour	68	2	9	15	65	4	17	2	9	547	63	3	50	30	17	542	70	6	63	26	6	546
C. one to two hours	26	0	0	5	56	4	44	0	0	543	30	1	56	35	8	543	24	7	61	26	6	546
D. more than two hours	3	0	0	1	100	0	0	0	0	544	4	0	23	31	46	534	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	1	10	7	70	2	20	0	0	550	37	3	55	22	19	543	36	10	67	18	5	549
B. good	48	1	6	9	56	4	25	2	13	542	46	2	50	36	12	542	47	5	62	27	6	546
C. fair	15	0	0	4	80	1	20	0	0	548	13	0	38	48	14	540	15	2	47	40	12	541
D. poor	6	0	0	1	50	0	0	1	50	540	3	0	30	30	40	536	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.	44	2	14	10	71	2	14	0	0	550	37	4	58	25	13	544	31	9	65	20	5	548
B. They match some of what I have learned.	56	0	0	10	56	5	28	3	17	541	53	1	49	35	15	541	55	5	63	27	5	546
C. They match just a little of what I have learned.	0										8	0	23	54	23	536	10	3	45	38	14	542
D. There is no match.	0										3	0	25	13	63	533	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	2	67	0	0	1	33	542	24	0	27	38	35	536	16	3	49	32	15	542
B. about the same as my regular schoolwork	70	2	9	14	61	6	26	1	4	546	56	3	57	34	6	544	64	7	63	25	5	547
C. easier than my regular schoolwork	21	0	0	4	57	2	29	1	14	541	20	3	53	22	22	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.	6	0	0	1	50	0	0	1	50	541	20	0	13	44	43	533	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	73	1	4	13	54	8	33	2	8	543	56	2	54	34	10	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	21	1	14	6	86	0	0	0	0	552	24	4	69	19	8	546	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	18	1	17	4	67	1	17	0	0	550	21	5	48	37	11	544	20	10	64	21	5	548
B. 20 minutes to an hour	65	1	5	14	64	5	23	2	9	545	53	2	59	27	12	543	56	7	65	24	5	547
C. less than 20 minutes	6	0	0	1	50	1	50	0	0	541	13	0	26	43	31	535	10	3	52	33	12	543
D. I rarely read at home.	12	0	0	2	50	1	25	1	25	544	13	0	38	38	24	540	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	2	22	4	44	0	0	3	33	546	27	2	35	38	25	539	25	3	53	33	11	543
B. six to ten pages	18	0	0	4	67	2	33	0	0	545	25	1	54	29	16	542	26	6	61	26	7	546
C. eleven or more pages	56	0	0	13	68	6	32	0	0	545	48	3	56	32	9	544	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	550	100	0	100	0	0	550						
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:	Lewiston School Department
School:	Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	9	25	29	9	1711	12
	2007-2008	9	20	16	5	1617	12
	2008-2009	**4**	**12**	**24**	**8**	**2119**	**15**
	Cum. Total*	22	19	69	7	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	18	50	140	41	6778	48
	2007-2008	22	48	155	50	7284	52
	2008-2009	**16**	**47**	**142**	**45**	**7046**	**50**
	Cum. Total*	56	48	437	45	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	7	19	99	29	3884	28
	2007-2008	11	24	86	28	3341	24
	2008-2009	**7**	**21**	**86**	**27**	**3193**	**23**
	Cum. Total*	25	22	271	28	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	2	6	72	21	1683	12
	2007-2008	4	9	55	18	1778	13
	2008-2009	**7**	**21**	**66**	**21**	**1638**	**12**
	Cum. Total*	13	11	193	20	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**	23.8	49.6	22.1	46.0	25.5	53.1
A. Number	**18**	**38**	9.0	50.0	8.3	46.1	9.8	54.4
B. Data	**10**	**21**	5.0	50.0	4.6	46.0	5.2	52.0
C. Geometry	**10**	**21**	4.4	44.0	4.3	43.0	4.7	47.0
D. Algebra	**10**	**21**	5.4	54.0	4.9	49.0	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: Lewiston School Department
School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	4	12	16	47	7	21	7	21	544	318	8	45	27	21	541	13996	15	50	23	12	547
Ethnicity																						
African American/Black	4										81	4	26	25	46	531	385	6	35	28	30	537
American Indian or Native Alaskan	0										2						110	5	42	34	20	540
Asian or Pacific Islander	1										5	20	40	40	0	549	257	19	50	20	12	548
Hispanic	0										9	11	33	44	11	540	166	9	43	31	17	543
Caucasian/White	29	3	10	12	41	7	24	7	24	543	221	9	52	26	13	544	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	2	25	3	38	3	38	535	62	3	21	39	37	533	2307	3	32	32	33	536
No	26	4	15	14	54	4	15	4	15	547	256	9	50	24	17	542	11689	17	54	21	8	549
Current LEP																						
Yes	1										67	0	22	25	52	528	365	5	33	30	32	536
No	33	4	12	15	45	7	21	7	21	544	251	10	51	27	12	544	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	21	2	10	10	48	3	14	6	29	542	221	5	40	28	27	538	5731	7	46	29	18	542
No	13	2	15	6	46	4	31	1	8	547	97	12	56	26	6	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	34	4	12	16	47	7	21	7	21	544	318	8	45	27	21	541	13988	15	50	23	12	547
Gender																						
Female	14	1	7	5	36	5	36	3	21	540	145	6	49	28	18	540	6889	14	51	23	12	546
Male	20	3	15	11	55	2	10	4	20	547	173	9	41	27	23	541	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	3	43	1	14	3	43	537	117	0	25	39	36	532	1918	3	39	36	22	539
No	27	4	15	13	48	6	22	4	15	546	201	12	56	20	12	546	12078	17	52	21	10	548
Gifted/talented program																						
Yes	4										22	64	36	0	0	564	450	64	34	2	0	564
No	30	0	0	16	53	7	23	7	23	540	296	3	45	29	22	539	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: Lewiston School Department
School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	0	0	1	100	514	3	0	30	20	50	530	4	8	38	26	28	539
B. less than one hour	68	3	13	14	61	3	13	3	13	547	63	9	49	24	19	541	70	15	52	23	10	547
C. one to two hours	26	1	11	1	11	4	44	3	33	539	30	7	40	34	19	541	24	15	51	23	11	547
D. more than two hours	3	0	0	1	100	0	0	0	0	546	4	0	31	31	38	533	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	3	23	8	62	1	8	1	8	550	36	14	45	21	20	543	34	28	50	14	8	552
B. good	44	1	7	6	40	4	27	4	27	542	39	7	48	27	19	541	45	11	54	24	10	546
C. fair	15	0	0	2	40	1	20	2	40	536	20	0	48	31	21	538	18	3	45	33	19	540
D. poor	3	0	0	0	0	1	100	0	0	538	5	0	13	60	27	532	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.	44	3	20	7	47	4	27	1	7	549	41	14	45	27	13	545	38	22	52	19	7	550
B. They match some of what I have learned.	53	1	6	9	50	3	17	5	28	541	41	3	49	27	21	540	48	12	53	24	11	546
C. They match just a little of what I have learned.	0										13	5	43	21	31	535	11	6	40	30	24	540
D. There is no match.	3	0	0	0	0	0	0	1	100	518	5	0	13	33	53	523	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	1	33	2	67	0	0	543	22	1	37	26	36	532	17	7	42	30	21	540
B. about the same as my regular schoolwork	79	4	15	11	41	5	19	7	26	544	64	9	46	28	17	543	64	15	53	23	10	547
C. easier than my regular schoolwork	12	0	0	4	100	0	0	0	0	549	14	11	48	27	14	545	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	3	0	0	1	100	0	0	0	0	554	6	5	30	30	35	533	7	6	39	27	27	539
B. 30–45 minutes	38	0	0	6	46	2	15	5	38	536	28	3	47	28	21	540	28	9	49	28	15	544
C. 45–60 minutes	47	4	25	7	44	4	25	1	6	551	35	13	46	23	18	543	41	17	53	21	9	548
D. more than 60 minutes	12	0	0	2	50	1	25	1	25	540	30	6	44	29	20	540	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										3	0	27	45	27	534	6	14	43	24	20	543
B. two or three days a week	0										9	7	48	22	22	540	24	17	52	21	10	548
C. two or three times each month	32	0	0	5	45	2	18	4	36	541	25	8	44	23	26	540	33	17	52	21	9	548
D. never or almost never	68	4	17	11	48	5	22	3	13	546	63	8	46	28	18	542	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	3	0	0	1	100	0	0	0	0	554	22	4	43	28	25	539	23	13	47	26	15	545
B. two or three days a week	18	0	0	5	83	0	0	1	17	545	26	7	44	25	23	540	31	17	52	21	10	548
C. two or three times each month	29	0	0	4	40	3	30	3	30	539	21	9	45	29	17	542	27	17	52	21	10	548
D. never or almost never	50	4	24	6	35	4	24	3	18	546	32	9	47	27	18	542	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:	Lewiston School Department
School:	Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	9	6	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*	16	47	103	32	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*	7	21	121	38	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*	8	24	88	28	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**48**	**100**	28.3	59.0	25.4	52.9	29.2	60.8
D. The Physical Setting	**24**	**50**	13.1	54.6	11.2	46.7	12.9	53.8
E. The Living Environment	**24**	**50**	15.2	63.3	14.2	59.2	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: Lewiston School Department
School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	3	9	16	47	7	21	8	24	542	318	2	32	38	28	537	13995	4	51	31	13	543
Ethnicity																						
African American/Black	4										81	0	11	25	64	527	382	2	31	32	35	535
American Indian or Native Alaskan	0										2						110	3	36	35	26	538
Asian or Pacific Islander	1										5	0	40	60	0	543	256	5	51	27	17	542
Hispanic	0										9	0	11	67	22	534	167	1	40	37	22	539
Caucasian/White	29	3	10	13	45	5	17	8	28	541	221	3	41	42	14	541	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	4	50	1	13	3	38	537	62	0	26	44	31	535	2309	2	29	39	29	536
No	26	3	12	12	46	6	23	5	19	544	256	2	34	37	27	538	11686	5	56	30	10	545
Current LEP																						
Yes	1										67	0	1	25	73	524	361	1	23	32	44	533
No	33	3	9	16	48	6	18	8	24	542	251	2	41	41	16	540	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	21	1	5	13	62	3	14	4	19	542	221	0	29	35	35	534	5729	2	42	37	20	539
No	13	2	15	3	23	4	31	4	31	542	97	5	39	45	10	543	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	34	3	9	16	47	7	21	8	24	542	318	2	32	38	28	537	13987	4	51	31	13	543
Gender																						
Female	14	0	0	6	43	4	29	4	29	538	145	1	30	39	30	537	6886	4	49	33	14	542
Male	20	3	15	10	50	3	15	4	20	545	173	2	34	38	26	537	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	2	29	1	14	4	57	529	117	0	7	40	53	528	1917	1	31	41	28	536
No	27	3	11	14	52	6	22	4	15	545	201	3	47	37	13	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	4										22	27	59	14	0	556	450	25	72	2	1	557
No	30	0	0	15	50	7	23	8	27	539	296	0	30	40	30	536	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: Lewiston School Department
School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	532	3	0	40	50	10	538	4	2	37	35	25	538
B. less than one hour	68	2	9	12	52	4	17	5	22	544	63	3	33	37	27	538	70	4	53	31	12	544
C. one to two hours	26	1	11	3	33	2	22	3	33	537	30	1	31	40	28	536	24	5	51	31	12	544
D. more than two hours	3	0	0	1	100	0	0	0	0	542	4	0	31	23	46	532	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	26	1	11	3	33	4	44	1	11	545	26	5	34	38	23	539	26	7	56	26	11	545
B. good	44	2	13	9	60	1	7	3	20	545	53	1	35	40	24	538	53	4	53	31	11	544
C. fair	29	0	0	4	40	2	20	4	40	535	17	0	28	33	39	533	18	2	41	39	17	540
D. poor	0										4	0	15	23	62	528	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.	50	2	12	12	71	1	6	2	12	549	31	3	49	32	15	542	23	5	56	28	11	544
B. They match some of what I have learned.	35	1	8	4	33	3	25	4	33	538	45	2	33	37	27	537	48	5	52	31	12	544
C. They match just a little of what I have learned.	12	0	0	0	0	3	75	1	25	534	16	0	12	52	37	532	23	4	49	33	14	543
D. There is no match.	3	0	0	0	0	0	0	1	100	510	8	0	8	32	60	527	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	15	0	0	1	20	3	60	1	20	535	26	1	26	33	40	532	23	5	48	31	16	543
B. about the same as my regular schoolwork	74	2	8	14	56	3	12	6	24	543	58	1	34	42	22	538	58	4	52	32	12	543
C. easier than my regular schoolwork	12	1	25	1	25	1	25	1	25	543	16	6	41	27	27	540	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	53	2	11	5	28	4	22	7	39	539	47	3	34	36	27	538	33	5	51	31	14	543
B. a few times a week	44	1	7	10	67	3	20	1	7	546	37	2	37	41	21	538	45	4	52	32	11	544
C. once a week	0										4	0	15	54	31	534	8	4	50	30	16	542
D. a few times a month	3	0	0	1	100	0	0	0	0	542	12	0	19	32	49	531	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.	41	1	7	7	50	4	29	2	14	543	38	2	33	43	22	538	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	6	0	0	1	50	1	50	0	0	537	16	0	18	45	37	533	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	41	2	14	6	43	1	7	5	36	542	28	5	40	23	32	538	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	12	0	0	2	50	1	25	1	25	540	17	0	35	43	22	539	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	7	8	53	2	13	4	27	542	45	1	35	38	26	538	47	4	51	32	12	543
B. a few times a month	24	1	13	2	25	3	38	2	25	541	17	2	34	42	23	539	27	5	54	30	11	544
C. once a month	12	0	0	2	50	2	50	0	0	539	10	0	42	39	19	538	10	5	49	30	15	543
D. never or almost never	21	1	14	4	57	0	0	2	29	546	28	3	24	35	38	534	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	56	3	16	9	47	3	16	4	21	545	49	3	32	39	26	538	46	4	52	32	12	543
B. a few times a month	21	0	0	4	57	2	29	1	14	539	18	0	39	38	23	538	28	5	53	30	12	544
C. once a month	12	0	0	1	25	2	50	1	25	537	9	0	41	33	26	538	11	4	47	34	15	542
D. never or almost never	12	0	0	2	50	0	0	2	50	538	25	3	24	37	36	534	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	532	100	0	0	100	0	532						
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