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:	11241332
SAU:	Orrington School Department
School:	Center Drive 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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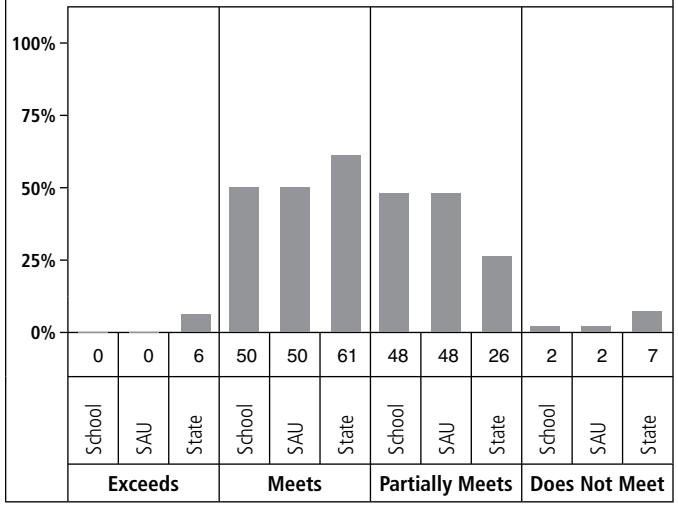
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Orrington School Department
School: Center Drive School

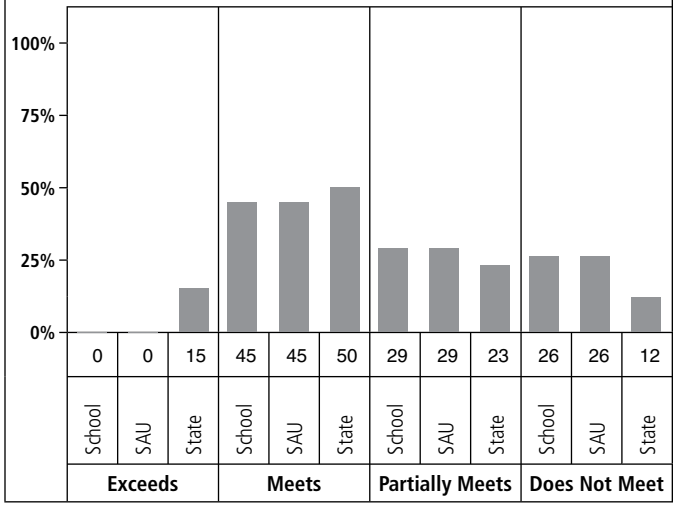
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	544	544	544
2007–2008	543	543	545
2008–2009	**543**	**543**	**546**
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	543	543	546
2007–2008	545	545	546
2008–2009	**538**	**538**	**547**
Cum. Avg.*	542	542	546
Science 2008-2009 **	**538**	**538**	**543**

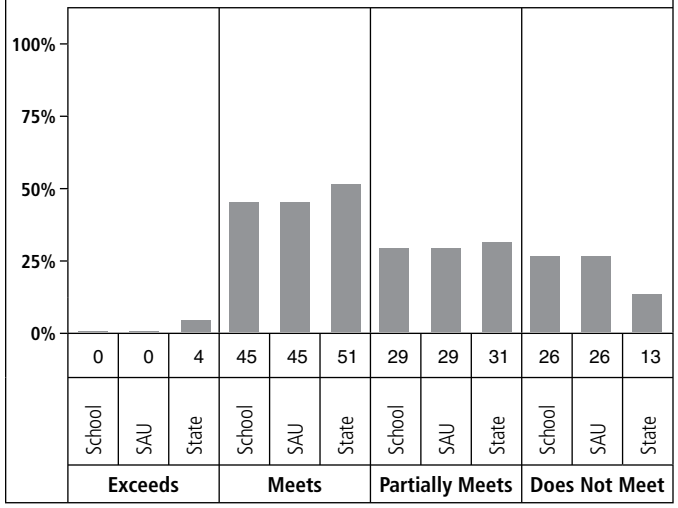
ELA – READING



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: Orrington School Department
School: Center Drive 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	42	100	42	100	14212	100	42	100	42	100	14135	100	42	100	42	100	14144	100	42	100	42	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	2	1	2	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	2	5	2	5	175	1	2	100	2	100	172	99	2	100	2	100	172	99	2	100	2	100	173	99
Caucasian/White	39	93	39	93	13271	93	39	100	39	100	13212	100	39	100	39	100	13211	100	39	100	39	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	26	11	26	2479	17	11	100	11	100	2454	100	11	100	11	100	2455	100	11	100	11	100	2451	99
Current LEP	1	2	1	2	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	17	40	17	40	5848	41	17	100	17	100	5815	100	17	100	17	100	5819	100	17	100	17	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	30	71	30	71	10849	76	30	71	30	71	10872	76	30	71	30	71	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	3	1	3	170	2	1	3	1	3	169	2	1	3	1	3	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	12	29	12	29	3122	22	12	29	12	29	3124	22	12	29	12	29	3019	21
Identified disability (PET/IEP)	11	92	11	92	1992	64	11	92	11	92	2000	64	11	92	11	92	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	1	8	1	8	907	29	1	8	1	8	886	28	1	8	1	8	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:	Orrington School Department
School:	Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS

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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	1	2	702	5
	2007-2008	1	2	1	2	659	5
	2008-2009	**0**	**0**	**0**	**0**	**836**	**6**
	Cum. Total*	2	1	2	1	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	27	54	27	54	7730	55
	2007-2008	25	58	25	58	8195	58
	2008-2009	**21**	**50**	**21**	**50**	**8495**	**61**
	Cum. Total*	73	54	73	54	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	19	38	19	38	4182	30
	2007-2008	12	28	12	28	3800	27
	2008-2009	**20**	**48**	**20**	**48**	**3667**	**26**
	Cum. Total*	51	38	51	38	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	6	3	6	1419	10
	2007-2008	5	12	5	12	1362	10
	2008-2009	**1**	**2**	**1**	**2**	**973**	**7**
	Cum. Total*	9	7	9	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	28.3	59.0	28.3	59.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	13.8	57.5	13.8	57.5	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.5	60.4	14.5	60.4	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: Orrington School Department
School: Center Drive 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	42	0	0	21	50	20	48	1	2	543	42	0	50	48	2	543	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	2										2						166	4	54	32	10	543
Caucasian/White	39	0	0	19	49	19	49	1	3	542	39	0	49	49	3	542	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	9	82	1	9	536	11	0	9	82	9	536	2290	0	29	47	23	537
No	31	0	0	20	65	11	35	0	0	545	31	0	65	35	0	545	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	41	0	0	20	49	20	49	1	2	542	41	0	49	49	2	542	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	17	0	0	5	29	11	65	1	6	540	17	0	29	65	6	540	5716	2	51	35	12	542
No	25	0	0	16	64	9	36	0	0	544	25	0	64	36	0	544	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	42	0	0	21	50	20	48	1	2	543	42	0	50	48	2	543	13963	6	61	26	7	546
Gender																						
Female	19	0	0	10	53	9	47	0	0	543	19	0	53	47	0	543	6882	8	62	24	6	547
Male	23	0	0	11	48	11	48	1	4	542	23	0	48	48	4	542	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	42	0	0	21	50	20	48	1	2	543	42	0	50	48	2	543	12057	7	64	23	6	547
Gifted/talented program																						
Yes	10	0	0	9	90	1	10	0	0	548	10	0	90	10	0	548	450	26	72	2	0	557
No	32	0	0	12	38	19	59	1	3	541	32	0	38	59	3	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: Orrington School Department
School: Center Drive School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	40	34	24	540
B. less than one hour	69	0	0	16	55	12	41	1	3	543	69	0	55	41	3	543	70	6	63	26	6	546
C. one to two hours	26	0	0	4	36	7	64	0	0	541	26	0	36	64	0	541	24	7	61	26	6	546
D. more than two hours	5	0	0	1	50	1	50	0	0	546	5	0	50	50	0	546	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	0	0	6	55	5	45	0	0	544	26	0	55	45	0	544	36	10	67	18	5	549
B. good	48	0	0	12	60	8	40	0	0	543	48	0	60	40	0	543	47	5	62	27	6	546
C. fair	26	0	0	3	27	7	64	1	9	539	26	0	27	64	9	539	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	0	0	6	55	5	45	0	0	542	26	0	55	45	0	542	31	9	65	20	5	548
B. They match some of what I have learned.	60	0	0	14	56	11	44	0	0	544	60	0	56	44	0	544	55	5	63	27	5	546
C. They match just a little of what I have learned.	12	0	0	1	20	4	80	0	0	540	12	0	20	80	0	540	10	3	45	38	14	542
D. There is no match.	2	0	0	0	0	0	0	1	100	524	2	0	0	0	100	524	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	4	44	5	56	0	0	544	21	0	44	56	0	544	16	3	49	32	15	542
B. about the same as my regular schoolwork	69	0	0	15	52	13	45	1	3	542	69	0	52	45	3	542	64	7	63	25	5	547
C. easier than my regular schoolwork	10	0	0	2	50	2	50	0	0	541	10	0	50	50	0	541	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.	7	0	0	0	0	3	100	0	0	536	7	0	0	100	0	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	51	0	0	9	43	11	52	1	5	541	51	0	43	52	5	541	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	41	0	0	12	71	5	29	0	0	546	41	0	71	29	0	546	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	10	0	0	3	75	1	25	0	0	549	10	0	75	25	0	549	20	10	64	21	5	548
B. 20 minutes to an hour	64	0	0	13	48	14	52	0	0	543	64	0	48	52	0	543	56	7	65	24	5	547
C. less than 20 minutes	17	0	0	3	43	3	43	1	14	541	17	0	43	43	14	541	10	3	52	33	12	543
D. I rarely read at home.	10	0	0	2	50	2	50	0	0	539	10	0	50	50	0	539	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	0	0	2	25	6	75	0	0	543	20	0	25	75	0	543	25	3	53	33	11	543
B. six to ten pages	25	0	0	5	50	4	40	1	10	539	25	0	50	40	10	539	26	6	61	26	7	546
C. eleven or more pages	55	0	0	14	64	8	36	0	0	545	55	0	64	36	0	545	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	534	100	0	0	100	0	534						
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:	Orrington School Department
School:	Center Drive 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	2	4	2	4	1711	12
	2007-2008	5	12	5	12	1617	12
	2008-2009	**0**	**0**	**0**	**0**	**2119**	**15**
	Cum. Total*	7	5	7	5	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	27	54	27	54	6778	48
	2007-2008	22	51	22	51	7284	52
	2008-2009	**19**	**45**	**19**	**45**	**7046**	**50**
	Cum. Total*	68	50	68	50	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	32	16	32	3884	28
	2007-2008	10	23	10	23	3341	24
	2008-2009	**12**	**29**	**12**	**29**	**3193**	**23**
	Cum. Total*	38	28	38	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	5	10	5	10	1683	12
	2007-2008	6	14	6	14	1778	13
	2008-2009	**11**	**26**	**11**	**26**	**1638**	**12**
	Cum. Total*	22	16	22	16	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**	20.1	41.9	20.1	41.9	25.5	53.1
A. Number	**18**	**38**	7.6	42.2	7.6	42.2	9.8	54.4
B. Data	**10**	**21**	4.2	42.0	4.2	42.0	5.2	52.0
C. Geometry	**10**	**21**	3.9	39.0	3.9	39.0	4.7	47.0
D. Algebra	**10**	**21**	4.4	44.0	4.4	44.0	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: Orrington School Department
School: Center Drive 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	42	0	0	19	45	12	29	11	26	538	42	0	45	29	26	538	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	2										2						166	9	43	31	17	543
Caucasian/White	39	0	0	16	41	12	31	11	28	537	39	0	41	31	28	537	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	3	27	7	64	528	11	0	9	27	64	528	2307	3	32	32	33	536
No	31	0	0	18	58	9	29	4	13	542	31	0	58	29	13	542	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	41	0	0	18	44	12	29	11	27	538	41	0	44	29	27	538	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	17	0	0	4	24	5	29	8	47	532	17	0	24	29	47	532	5731	7	46	29	18	542
No	25	0	0	15	60	7	28	3	12	542	25	0	60	28	12	542	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	42	0	0	19	45	12	29	11	26	538	42	0	45	29	26	538	13988	15	50	23	12	547
Gender																						
Female	19	0	0	9	47	6	32	4	21	538	19	0	47	32	21	538	6889	14	51	23	12	546
Male	23	0	0	10	43	6	26	7	30	538	23	0	43	26	30	538	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	42	0	0	19	45	12	29	11	26	538	42	0	45	29	26	538	12078	17	52	21	10	548
Gifted/talented program																						
Yes	10	0	0	7	70	3	30	0	0	545	10	0	70	30	0	545	450	64	34	2	0	564
No	32	0	0	12	38	9	28	11	34	536	32	0	38	28	34	536	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: Orrington School Department
School: Center Drive School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	8	38	26	28	539
B. less than one hour	69	0	0	12	41	9	31	8	28	538	69	0	41	31	28	538	70	15	52	23	10	547
C. one to two hours	26	0	0	6	55	3	27	2	18	538	26	0	55	27	18	538	24	15	51	23	11	547
D. more than two hours	5	0	0	1	50	0	0	1	50	536	5	0	50	0	50	536	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	0	0	8	73	1	9	2	18	542	27	0	73	9	18	542	34	28	50	14	8	552
B. good	39	0	0	4	25	8	50	4	25	537	39	0	25	50	25	537	45	11	54	24	10	546
C. fair	32	0	0	7	54	2	15	4	31	536	32	0	54	15	31	536	18	3	45	33	19	540
D. poor	2	0	0	0	0	0	0	1	100	524	2	0	0	0	100	524	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.	27	0	0	5	45	2	18	4	36	539	27	0	45	18	36	539	38	22	52	19	7	550
B. They match some of what I have learned.	61	0	0	12	48	9	36	4	16	539	61	0	48	36	16	539	48	12	53	24	11	546
C. They match just a little of what I have learned.	10	0	0	1	25	1	25	2	50	531	10	0	25	25	50	531	11	6	40	30	24	540
D. There is no match.	2	0	0	0	0	0	0	1	100	524	2	0	0	0	100	524	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	27	0	0	4	36	5	45	2	18	537	27	0	36	45	18	537	17	7	42	30	21	540
B. about the same as my regular schoolwork	63	0	0	13	50	7	27	6	23	540	63	0	50	27	23	540	64	15	53	23	10	547
C. easier than my regular schoolwork	10	0	0	1	25	0	0	3	75	526	10	0	25	0	75	526	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	10	0	0	1	25	1	25	2	50	531	10	0	25	25	50	531	7	6	39	27	27	539
B. 30–45 minutes	40	0	0	7	41	5	29	5	29	537	40	0	41	29	29	537	28	9	49	28	15	544
C. 45–60 minutes	45	0	0	11	58	5	26	3	16	542	45	0	58	26	16	542	41	17	53	21	9	548
D. more than 60 minutes	5	0	0	0	0	1	50	1	50	518	5	0	0	50	50	518	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	2	50	1	25	1	25	542	10	0	50	25	25	542	6	14	43	24	20	543
B. two or three days a week	29	0	0	5	42	2	17	5	42	535	29	0	42	17	42	535	24	17	52	21	10	548
C. two or three times each month	37	0	0	10	67	3	20	2	13	543	37	0	67	20	13	543	33	17	52	21	9	548
D. never or almost never	24	0	0	2	20	5	50	3	30	532	24	0	20	50	30	532	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	0	0	8	67	1	8	3	25	538	29	0	67	8	25	538	23	13	47	26	15	545
B. two or three days a week	48	0	0	8	40	7	35	5	25	539	48	0	40	35	25	539	31	17	52	21	10	548
C. two or three times each month	14	0	0	2	33	3	50	1	17	539	14	0	33	50	17	539	27	17	52	21	10	548
D. never or almost never	10	0	0	1	25	1	25	2	50	533	10	0	25	25	50	533	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	524	100	0	0	0	100	524						
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:	Orrington School Department
School:	Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	0	0	626	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	19	45	19	45	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*	12	29	12	29	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*	11	26	11	26	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	26.2	54.6	26.2	54.6	29.2	60.8
D. The Physical Setting	24	50	11.6	48.3	11.6	48.3	12.9	53.8
E. The Living Environment	24	50	14.6	60.8	14.6	60.8	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: Orrington School Department
School: Center Drive 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	42	0	0	19	45	12	29	11	26	538	42	0	45	29	26	538	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	2										2						167	1	40	37	22	539
Caucasian/White	39	0	0	17	44	11	28	11	28	538	39	0	44	28	28	538	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	2	18	8	73	527	11	0	9	18	73	527	2309	2	29	39	29	536
No	31	0	0	18	58	10	32	3	10	543	31	0	58	32	10	543	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	41	0	0	18	44	12	29	11	27	538	41	0	44	29	27	538	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	17	0	0	3	18	6	35	8	47	532	17	0	18	35	47	532	5729	2	42	37	20	539
No	25	0	0	16	64	6	24	3	12	543	25	0	64	24	12	543	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	42	0	0	19	45	12	29	11	26	538	42	0	45	29	26	538	13987	4	51	31	13	543
Gender																						
Female	19	0	0	6	32	7	37	6	32	537	19	0	32	37	32	537	6886	4	49	33	14	542
Male	23	0	0	13	57	5	22	5	22	540	23	0	57	22	22	540	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	42	0	0	19	45	12	29	11	26	538	42	0	45	29	26	538	12078	5	55	30	11	544
Gifted/talented program																						
Yes	10	0	0	8	80	0	0	2	20	544	10	0	80	0	20	544	450	25	72	2	1	557
No	32	0	0	11	34	12	38	9	28	537	32	0	34	38	28	537	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: Orrington School Department
School: Center Drive School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	37	35	25	538
B. less than one hour	69	0	0	13	45	10	34	6	21	540	69	0	45	34	21	540	70	4	53	31	12	544
C. one to two hours	26	0	0	5	45	1	9	5	45	535	26	0	45	9	45	535	24	5	51	31	12	544
D. more than two hours	5	0	0	1	50	1	50	0	0	539	5	0	50	50	0	539	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	15	0	0	4	67	1	17	1	17	542	15	0	67	17	17	542	26	7	56	26	11	545
B. good	59	0	0	11	46	8	33	5	21	540	59	0	46	33	21	540	53	4	53	31	11	544
C. fair	24	0	0	4	40	2	20	4	40	535	24	0	40	20	40	535	18	2	41	39	17	540
D. poor	2	0	0	0	0	0	0	1	100	522	2	0	0	0	100	522	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	0	0	4	57	3	43	0	0	545	17	0	57	43	0	545	23	5	56	28	11	544
B. They match some of what I have learned.	50	0	0	10	48	7	33	4	19	540	50	0	48	33	19	540	48	5	52	31	12	544
C. They match just a little of what I have learned.	21	0	0	5	56	0	0	4	44	538	21	0	56	0	44	538	23	4	49	33	14	543
D. There is no match.	12	0	0	0	0	2	40	3	60	524	12	0	0	40	60	524	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	26	0	0	6	55	2	18	3	27	536	26	0	55	18	27	536	23	5	48	31	16	543
B. about the same as my regular schoolwork	60	0	0	8	32	9	36	8	32	538	60	0	32	36	32	538	58	4	52	32	12	543
C. easier than my regular schoolwork	14	0	0	5	83	1	17	0	0	546	14	0	83	17	0	546	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	14	0	0	2	33	2	33	2	33	534	14	0	33	33	33	534	33	5	51	31	14	543
B. a few times a week	36	0	0	5	33	5	33	5	33	537	36	0	33	33	33	537	45	4	52	32	11	544
C. once a week	24	0	0	7	70	1	10	2	20	543	24	0	70	10	20	543	8	4	50	30	16	542
D. a few times a month	26	0	0	5	45	4	36	2	18	539	26	0	45	36	18	539	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.	26	0	0	7	64	4	36	0	0	545	26	0	64	36	0	545	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	33	0	0	4	29	6	43	4	29	536	33	0	29	43	29	536	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	10	0	0	2	50	0	0	2	50	535	10	0	50	0	50	535	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	31	0	0	6	46	2	15	5	38	537	31	0	46	15	38	537	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	31	0	0	6	46	3	23	4	31	536	31	0	46	23	31	536	47	4	51	32	12	543
B. a few times a month	31	0	0	5	38	5	38	3	23	539	31	0	38	38	23	539	27	5	54	30	11	544
C. once a month	12	0	0	2	40	1	20	2	40	538	12	0	40	20	40	538	10	5	49	30	15	543
D. never or almost never	26	0	0	6	55	3	27	2	18	541	26	0	55	27	18	541	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	37	0	0	6	40	4	27	5	33	537	37	0	40	27	33	537	46	4	52	32	12	543
B. a few times a month	37	0	0	5	33	5	33	5	33	536	37	0	33	33	33	536	28	5	53	30	12	544
C. once a month	5	0	0	2	100	0	0	0	0	550	5	0	100	0	0	550	11	4	47	34	15	542
D. never or almost never	22	0	0	6	67	2	22	1	11	542	22	0	67	22	11	542	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	510	100	0	0	0	100	510						
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