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:	11341359
SAU:	Portland Public Schools
School:	Riverton 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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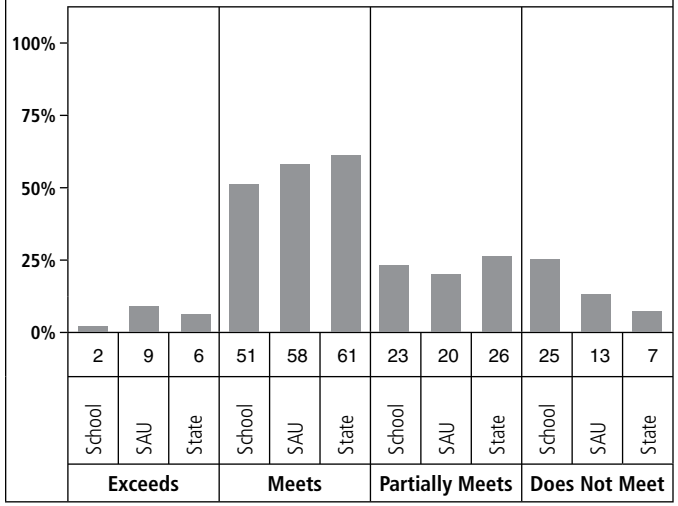
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Riverton School

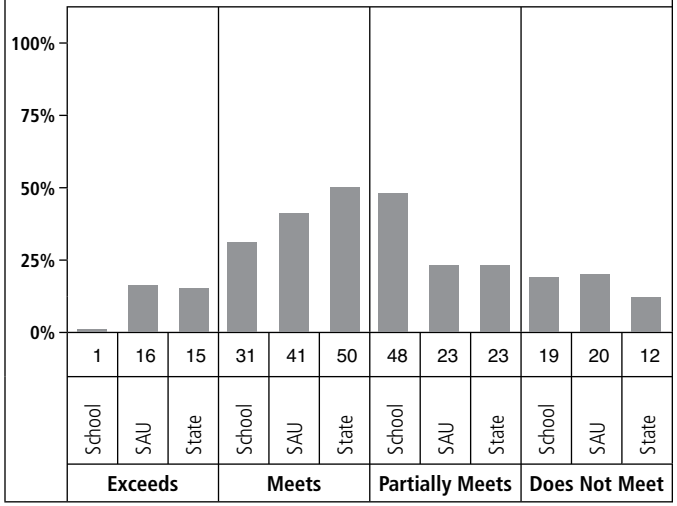
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	538	544	544
2007–2008	539	543	545
2008–2009	**541**	**546**	**546**
Cum. Avg.*	539	544	545
Mathematics			
2006–2007	537	544	546
2007–2008	539	543	546
2008–2009	**537**	**544**	**547**
Cum. Avg.*	538	544	546
Science			
2008-2009 **	**534**	**542**	**543**

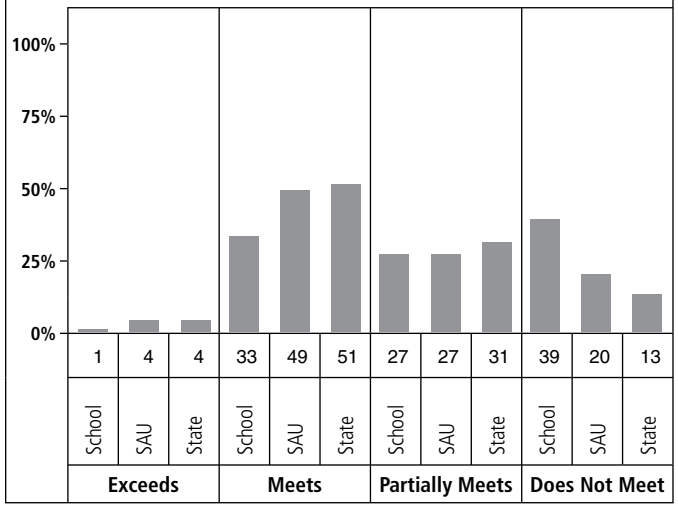
ELA – READING



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: Portland Public Schools
School: Riverton 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	67	100	513	100	14212	100	65	97	503	98	14135	100	67	100	510	100	14144	100	67	100	504	98	14137	100
Ethnicity African American/Black	21	31	96	19	397	3	21	100	90	94	388	98	21	100	94	98	393	99	21	100	90	94	389	98
American Indian or Native Alaskan	0	0	1	0	110	1	0	0	1	100	110	100	0	0	1	100	110	100	0	0	1	100	110	100
Asian or Pacific Islander	9	13	58	11	259	2	7	78	55	95	253	98	9	100	58	100	258	100	9	100	57	98	257	99
Hispanic	3	4	21	4	175	1	3	100	21	100	172	99	3	100	21	100	172	99	3	100	21	100	173	99
Caucasian/White	34	51	337	66	13271	93	34	100	336	100	13212	100	34	100	336	100	13211	100	34	100	335	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	13	19	90	18	2479	17	13	100	90	100	2454	100	13	100	90	100	2455	100	13	100	89	99	2451	99
Current LEP	27	40	128	25	374	3	25	93	119	93	359	96	27	100	126	98	370	99	27	100	121	95	366	98
Economically disadvantaged	37	55	267	52	5848	41	35	95	260	98	5815	100	37	100	264	99	5819	100	37	100	261	98	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	42	63	365	71	10849	76	43	64	366	71	10872	76	43	64	366	71	10976	77
Identified disability (PET/IEP)	4	10	27	7	298	3	5	12	28	8	307	3	5	12	28	8	338	3
LEP	10	24	44	12	170	2	10	23	45	12	169	2	10	23	45	12	177	2
504 plan	0	0	2	1	123	1	0	0	2	1	121	1	0	0	2	1	126	1
Participation with accommodations	23	34	135	26	3122	22	24	36	141	27	3124	22	24	36	135	26	3019	21
Identified disability (PET/IEP)	9	39	60	44	1992	64	8	33	59	42	2000	64	8	33	58	43	1971	65
LEP	15	65	73	54	184	6	17	71	79	56	196	6	17	71	74	55	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	1	4	13	10	907	29	1	4	13	9	886	28	1	4	13	10	826	27
Participation through alternate assessment (PAAP)	0	0	3	1	164	1	0	0	3	1	148	1	0	0	3	1	142	1
Identified disability (PET/IEP)	0	0	3	100	164	100	0	0	3	100	148	100	0	0	3	100	142	100
LEP	0	0	2	67	5	3	0	0	2	67	5	3	0	0	2	67	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	2	3	9	2	58	0	0	0	2	0	49	0	0	0	8	2	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: Portland Public Schools
School: Riverton 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	3	4	47	9	702	5
	2007-2008	0	0	19	4	659	5
	2008-2009	**1**	**2**	**44**	**9**	**836**	**6**
	Cum. Total*	4	2	110	7	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	30	40	265	53	7730	55
	2007-2008	31	44	264	53	8195	58
	2008-2009	**33**	**51**	**291**	**58**	**8495**	**61**
	Cum. Total*	94	45	820	55	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	23	31	120	24	4182	30
	2007-2008	22	31	137	27	3800	27
	2008-2009	**15**	**23**	**101**	**20**	**3667**	**26**
	Cum. Total*	60	28	358	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	19	25	66	13	1419	10
	2007-2008	18	25	82	16	1362	10
	2008-2009	**16**	**25**	**64**	**13**	**973**	**7**
	Cum. Total*	53	25	212	14	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**	26.8	55.8	30.6	63.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	12.7	52.9	15.0	62.5	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.0	58.3	15.7	65.4	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: Portland Public Schools
School: Riverton 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	65	1	2	33	51	15	23	16	25	541	500	9	58	20	13	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	21	0	0	6	29	3	14	12	57	533	88	1	36	23	40	537	381	2	44	31	23	540
American Indian or Native Alaskan	0										1						110	0	48	38	14	541
Asian or Pacific Islander	7	0	0	2	29	2	29	3	43	537	55	5	40	29	25	541	252	11	58	21	11	547
Hispanic	3										21	5	33	52	10	542	166	4	54	32	10	543
Caucasian/White	34	1	3	24	71	8	24	1	3	546	335	12	68	16	4	550	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	4	31	5	38	535	87	1	33	36	30	537	2290	0	29	47	23	537
No	52	1	2	29	56	11	21	11	21	542	413	10	63	17	9	548	11681	7	67	22	4	548
Current LEP																						
Yes	25	0	0	5	20	6	24	14	56	533	117	1	30	31	38	536	354	1	35	34	30	538
No	40	1	3	28	70	9	23	2	5	546	383	11	67	17	5	549	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	35	0	0	10	29	11	31	14	40	535	257	4	44	31	21	541	5716	2	51	35	12	542
No	30	1	3	23	77	4	13	2	7	547	243	14	73	9	4	552	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	65	1	2	33	51	15	23	16	25	541	500	9	58	20	13	546	13963	6	61	26	7	546
Gender																						
Female	29	1	3	14	48	8	28	6	21	541	250	12	54	23	11	547	6882	8	62	24	6	547
Male	36	0	0	19	53	7	19	10	28	540	250	6	62	17	15	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	58	1	2	30	52	12	21	15	26	541	219	5	48	26	21	541	1914	1	41	44	14	540
No	7	0	0	3	43	3	43	1	14	539	281	12	66	16	6	550	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										11	45	55	0	0	562	450	26	72	2	0	557
No	65	1	2	33	51	15	23	16	25	541	489	8	58	21	13	546	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: Portland Public Schools
School: Riverton 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										3	0	31	38	31	536	4	2	40	34	24	540
B. less than one hour	69	0	0	19	42	13	29	13	29	539	70	8	62	19	11	547	70	6	63	26	6	546
C. one to two hours	28	1	6	13	72	2	11	2	11	545	26	13	54	22	11	547	24	7	61	26	6	546
D. more than two hours	3	0	0	1	50	0	0	1	50	538	2	0	30	10	60	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	43	0	0	16	57	6	21	6	21	543	42	13	60	17	11	548	36	10	67	18	5	549
B. good	48	1	3	17	55	7	23	6	19	541	43	7	62	21	10	547	47	5	62	27	6	546
C. fair	9	0	0	0	0	2	33	4	67	530	13	5	42	30	23	540	15	2	47	40	12	541
D. poor	0										1	0	33	17	50	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.	23	0	0	7	47	2	13	6	40	540	31	13	62	15	11	549	31	9	65	20	5	548
B. They match some of what I have learned.	48	1	3	20	65	5	16	5	16	544	52	9	62	19	10	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	23	0	0	6	40	7	47	2	13	539	12	0	44	34	21	539	10	3	45	38	14	542
D. There is no match.	6	0	0	0	0	1	25	3	75	528	5	0	35	35	30	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	22	0	0	1	7	3	21	10	71	529	17	4	33	28	35	538	16	3	49	32	15	542
B. about the same as my regular schoolwork	62	1	3	26	65	10	25	3	8	545	65	10	66	18	6	548	64	7	63	25	5	547
C. easier than my regular schoolwork	17	0	0	6	55	2	18	3	27	540	18	9	56	21	13	546	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.	25	0	0	3	19	5	31	8	50	532	13	0	24	35	41	534	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	52	0	0	19	58	7	21	7	21	542	47	7	59	24	10	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	23	1	7	10	67	3	20	1	7	547	39	14	68	11	7	551	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	7	70	3	30	0	0	546	20	6	65	22	7	547	20	10	64	21	5	548
B. 20 minutes to an hour	52	1	3	22	65	6	18	5	15	545	63	12	61	17	10	548	56	7	65	24	5	547
C. less than 20 minutes	20	0	0	3	23	2	15	8	62	532	8	5	44	18	33	539	10	3	52	33	12	543
D. I rarely read at home.	12	0	0	1	13	4	50	3	38	533	9	0	38	38	24	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	31	0	0	8	40	5	25	7	35	538	25	6	56	24	14	545	25	3	53	33	11	543
B. six to ten pages	23	0	0	9	60	3	20	3	20	541	23	8	55	21	16	545	26	6	61	26	7	546
C. eleven or more pages	45	1	3	16	55	7	24	5	17	543	52	11	62	18	10	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										23	0	43	29	29	540						
B.	33	0	0	0	0	1	100	0	0	534	57	12	59	18	12	549						
C.	67	0	0	0	0	1	50	1	50	535	17	0	20	40	40	536						
D.	0										3	0	100	0	0	546						

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: Portland Public Schools
School: Riverton 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	4	5	67	13	1711	12
	2007-2008	2	3	47	9	1617	12
	2008-2009	**1**	**1**	**80**	**16**	**2119**	**15**
	Cum. Total*	7	3	194	13	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	28	37	221	44	6778	48
	2007-2008	28	39	236	47	7284	52
	2008-2009	**21**	**31**	**209**	**41**	**7046**	**50**
	Cum. Total*	77	36	666	44	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	23	31	130	26	3884	28
	2007-2008	27	38	128	25	3341	24
	2008-2009	**32**	**48**	**118**	**23**	**3193**	**23**
	Cum. Total*	82	38	376	25	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	20	27	82	16	1683	12
	2007-2008	15	21	95	19	1778	13
	2008-2009	**13**	**19**	**100**	**20**	**1638**	**12**
	Cum. Total*	48	22	277	18	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**	19.8	41.3	24.2	50.4	25.5	53.1
A. Number	**18**	**38**	6.7	37.2	8.9	49.4	9.8	54.4
B. Data	**10**	**21**	4.7	47.0	5.0	50.0	5.2	52.0
C. Geometry	**10**	**21**	4.0	40.0	4.8	48.0	4.7	47.0
D. Algebra	**10**	**21**	4.4	44.0	5.5	55.0	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: Portland Public Schools
School: Riverton 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	67	1	1	21	31	32	48	13	19	537	507	16	41	23	20	544	13996	15	50	23	12	547
Ethnicity																						
African American/Black	21	0	0	2	10	11	52	8	38	529	92	3	23	28	46	531	385	6	35	28	30	537
American Indian or Native Alaskan	0										1						110	5	42	34	20	540
Asian or Pacific Islander	9	0	0	3	33	6	67	0	0	542	58	5	45	29	21	541	257	19	50	20	12	548
Hispanic	3										21	5	24	48	24	536	166	9	43	31	17	543
Caucasian/White	34	1	3	15	44	14	41	4	12	541	335	22	47	19	12	549	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	2	15	5	38	6	46	526	87	1	29	25	45	531	2307	3	32	32	33	536
No	54	1	2	19	35	27	50	7	13	540	420	19	44	23	15	547	11689	17	54	21	8	549
Current LEP																						
Yes	27	0	0	4	15	16	59	7	26	533	124	2	29	32	37	533	365	5	33	30	32	536
No	40	1	3	17	43	16	40	6	15	540	383	20	45	20	14	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	37	0	0	6	16	18	49	13	35	531	261	7	35	28	31	537	5731	7	46	29	18	542
No	30	1	3	15	50	14	47	0	0	545	246	26	48	19	8	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	67	1	1	21	31	32	48	13	19	537	507	16	41	23	20	544	13988	15	50	23	12	547
Gender																						
Female	29	1	3	8	28	17	59	3	10	540	253	15	42	24	20	543	6889	14	51	23	12	546
Male	38	0	0	13	34	15	39	10	26	535	254	17	41	23	20	545	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	60	1	2	19	32	27	45	13	22	537	223	8	34	29	30	538	1918	3	39	36	22	539
No	7	0	0	2	29	5	71	0	0	538	284	22	47	19	12	549	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										11	82	18	0	0	571	450	64	34	2	0	564
No	67	1	1	21	31	32	48	13	19	537	496	14	42	24	20	543	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: Portland Public Schools
School: Riverton 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										3	0	54	23	23	537	4	8	38	26	28	539
B. less than one hour	70	0	0	14	30	24	51	9	19	537	70	17	43	23	17	545	70	15	52	23	10	547
C. one to two hours	27	1	6	6	33	8	44	3	17	539	25	16	37	27	20	544	24	15	51	23	11	547
D. more than two hours	3	0	0	1	50	0	0	1	50	530	2	0	60	0	40	535	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	0	0	6	33	7	39	5	28	533	30	28	45	16	11	551	34	28	50	14	8	552
B. good	52	1	3	12	35	19	56	2	6	540	50	14	40	26	19	544	45	11	54	24	10	546
C. fair	18	0	0	2	17	6	50	4	33	535	18	3	38	31	27	537	18	3	45	33	19	540
D. poor	2	0	0	0	0	0	0	1	100	528	2	0	67	11	22	544	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.	22	0	0	7	47	6	40	2	13	540	35	24	49	17	10	550	38	22	52	19	7	550
B. They match some of what I have learned.	60	1	3	13	33	22	55	4	10	540	50	13	43	28	16	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	10	0	0	1	14	4	57	2	29	532	11	7	28	26	39	536	11	6	40	30	24	540
D. There is no match.	7	0	0	0	0	0	0	5	100	510	4	5	10	20	65	523	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	31	0	0	3	14	13	62	5	24	534	20	4	31	32	33	536	17	7	42	30	21	540
B. about the same as my regular schoolwork	54	1	3	13	36	15	42	7	19	538	61	19	45	22	14	547	64	15	53	23	10	547
C. easier than my regular schoolwork	15	0	0	5	50	4	40	1	10	540	18	21	47	18	14	548	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	0	0	3	75	1	25	532	7	12	38	21	29	540	7	6	39	27	27	539
B. 30–45 minutes	30	1	5	4	20	10	50	5	25	535	31	9	39	29	23	541	28	9	49	28	15	544
C. 45–60 minutes	60	0	0	17	43	17	43	6	15	539	49	19	46	21	14	547	41	17	53	21	9	548
D. more than 60 minutes	4	0	0	0	0	2	67	1	33	527	13	23	39	20	17	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	3	60	0	0	2	40	530	4	9	36	18	36	533	6	14	43	24	20	543
B. two or three days a week	36	1	4	5	21	15	63	3	13	539	20	9	36	36	18	541	24	17	52	21	10	548
C. two or three times each month	19	0	0	4	31	5	38	4	31	533	31	18	39	24	18	546	33	17	52	21	9	548
D. never or almost never	37	0	0	9	36	12	48	4	16	539	45	18	47	18	17	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	0	0	1	5	10	53	8	42	525	17	6	29	31	34	535	23	13	47	26	15	545
B. two or three days a week	18	0	0	6	50	6	50	0	0	541	27	14	42	27	17	544	31	17	52	21	10	548
C. two or three times each month	25	0	0	5	29	11	65	1	6	541	36	24	44	23	9	550	27	17	52	21	10	548
D. never or almost never	28	1	5	9	47	5	26	4	21	543	21	14	49	15	23	544	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										23	0	71	14	14	543						
B.	33	0	0	0	0	1	100	0	0	538	57	29	24	35	12	548						
C.	67	0	0	0	0	1	50	1	50	525	17	0	0	40	60	525						
D.	0										3	0	100	0	0	544						

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:	Portland Public Schools
School:	Riverton 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*	1	1	22	4	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*	22	33	244	49	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*	18	27	137	27	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*	26	39	98	20	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**	23.7	49.4	28.4	59.2	29.2	60.8
D. The Physical Setting	**24**	**50**	10.1	42.1	12.4	51.7	12.9	53.8
E. The Living Environment	**24**	**50**	13.6	56.7	16.0	66.7	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: Portland Public Schools
School: Riverton 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	67	1	1	22	33	18	27	26	39	534	501	4	49	27	20	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	21	0	0	3	14	4	19	14	67	527	88	0	20	30	50	531	382	2	31	32	35	535
American Indian or Native Alaskan	0										1						110	3	36	35	26	538
Asian or Pacific Islander	9	0	0	3	33	1	11	5	56	530	57	0	35	33	32	535	256	5	51	27	17	542
Hispanic	3										21	0	14	48	38	533	167	1	40	37	22	539
Caucasian/White	34	1	3	15	44	13	38	5	15	540	334	7	60	25	8	547	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	4	31	8	62	527	86	0	29	35	36	534	2309	2	29	39	29	536
No	54	1	2	21	39	14	26	18	33	536	415	5	53	26	16	544	11686	5	56	30	10	545
Current LEP																						
Yes	27	0	0	5	19	3	11	19	70	526	119	0	18	32	50	531	361	1	23	32	44	533
No	40	1	3	17	43	15	38	7	18	539	382	6	58	26	10	545	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	37	0	0	8	22	6	16	23	62	529	258	2	32	35	31	536	5729	2	42	37	20	539
No	30	1	3	14	47	12	40	3	10	541	243	7	67	19	7	548	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	67	1	1	22	33	18	27	26	39	534	501	4	49	27	20	542	13987	4	51	31	13	543
Gender																						
Female	29	0	0	10	34	10	34	9	31	535	250	5	48	27	20	542	6886	4	49	33	14	542
Male	38	1	3	12	32	8	21	17	45	533	251	4	50	27	19	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	60	1	2	20	33	17	28	22	37	534	221	2	36	32	30	537	1917	1	31	41	28	536
No	7	0	0	2	29	1	14	4	57	532	280	6	59	24	11	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										11	27	64	9	0	558	450	25	72	2	1	557
No	67	1	1	22	33	18	27	26	39	534	490	4	48	28	20	542	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: Portland Public Schools
School: Riverton 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										3	0	23	54	23	535	4	2	37	35	25	538
B. less than one hour	70	1	2	14	30	12	26	20	43	533	70	4	51	27	19	542	70	4	53	31	12	544
C. one to two hours	27	0	0	7	39	6	33	5	28	537	25	7	48	26	19	543	24	5	51	31	12	544
D. more than two hours	3	0	0	1	50	0	0	1	50	524	2	0	20	20	60	526	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	19	0	0	3	23	3	23	7	54	528	23	6	50	23	21	543	26	7	56	26	11	545
B. good	48	0	0	13	41	11	34	8	25	537	57	4	52	27	17	543	53	4	53	31	11	544
C. fair	31	1	5	5	24	4	19	11	52	534	19	4	38	34	24	539	18	2	41	39	17	540
D. poor	1	0	0	1	100	0	0	0	0	542	1	0	60	0	40	537	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.	16	0	0	4	36	3	27	4	36	533	21	6	59	22	13	545	23	5	56	28	11	544
B. They match some of what I have learned.	51	0	0	12	35	11	32	11	32	536	49	4	49	26	21	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	30	1	5	6	30	3	15	10	50	533	24	5	44	29	22	541	23	4	49	33	14	543
D. There is no match.	3	0	0	0	0	1	50	1	50	527	6	3	35	42	19	539	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	37	1	4	3	13	7	29	13	54	530	28	7	36	30	27	540	23	5	48	31	16	543
B. about the same as my regular schoolwork	52	0	0	15	44	8	24	11	32	536	59	3	53	26	18	542	58	4	52	32	12	543
C. easier than my regular schoolwork	11	0	0	3	43	2	29	2	29	537	13	6	58	27	9	546	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	17	0	0	5	45	2	18	4	36	535	11	0	41	26	33	538	33	5	51	31	14	543
B. a few times a week	46	1	3	14	47	8	27	7	23	539	63	6	50	29	15	543	45	4	52	32	11	544
C. once a week	15	0	0	2	20	2	20	6	60	529	9	4	52	20	24	542	8	4	50	30	16	542
D. a few times a month	22	0	0	1	7	5	36	8	57	527	17	2	49	24	24	541	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.	49	0	0	12	36	9	27	12	36	535	37	3	48	31	18	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	24	0	0	2	13	4	25	10	63	526	22	2	43	29	27	539	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	19	1	8	5	38	4	31	3	23	539	22	9	56	21	14	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	7	0	0	3	60	1	20	1	20	540	18	6	52	27	16	543	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	42	1	4	11	39	7	25	9	32	536	40	3	46	29	22	540	47	4	51	32	12	543
B. a few times a month	28	0	0	3	16	7	37	9	47	531	30	7	51	25	17	544	27	5	54	30	11	544
C. once a month	12	0	0	5	63	2	25	1	13	541	12	7	51	29	14	544	10	5	49	30	15	543
D. never or almost never	18	0	0	3	25	2	17	7	58	531	17	2	49	26	22	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	35	1	5	11	50	4	18	6	27	539	37	3	51	23	22	541	46	4	52	32	12	543
B. a few times a month	37	0	0	5	22	8	35	10	43	532	32	6	47	29	18	543	28	5	53	30	12	544
C. once a month	10	0	0	3	50	1	17	2	33	535	11	6	54	27	13	544	11	4	47	34	15	542
D. never or almost never	19	0	0	1	8	3	25	8	67	527	20	4	46	30	20	542	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										23	0	43	14	43	535						
B.	33	0	0	0	0	1	100	0	0	532	57	0	65	18	18	542						
C.	67	0	0	0	0	1	50	1	50	519	17	0	0	40	60	524						
D.	0										3	0	100	0	0	550						

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number