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:	11421369
SAU:	Richmond School Department
School:	Marcia Buker 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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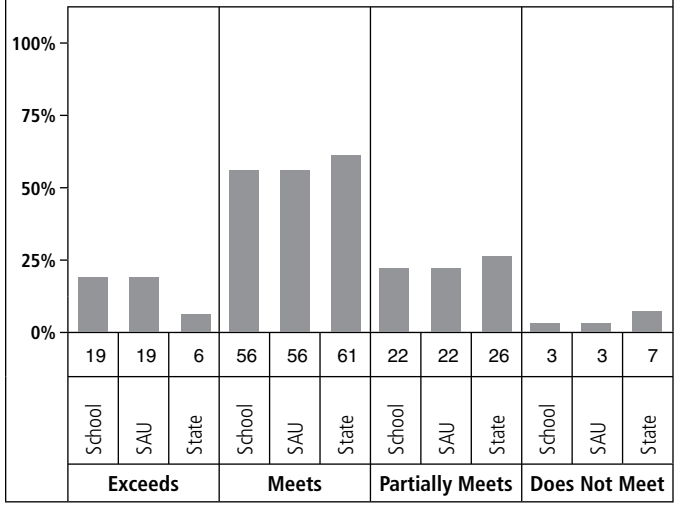
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Richmond School Department
School: Marcia Buker School

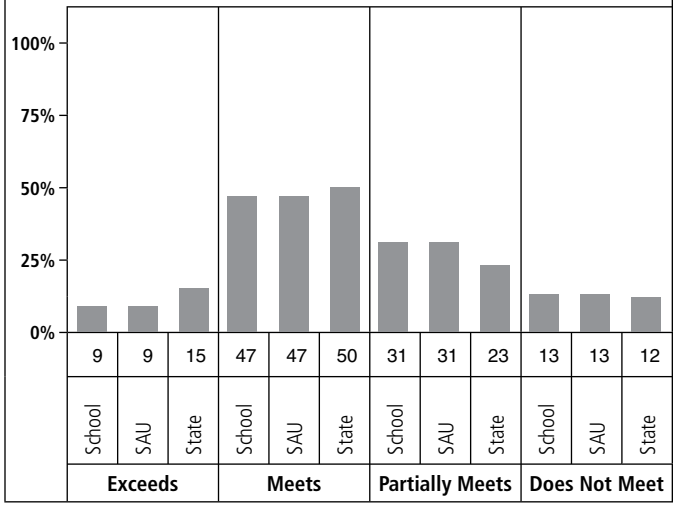
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	542	542	544
2007–2008	543	543	545
2008–2009	**550**	**550**	**546**
Cum. Avg.*	545	545	545
Mathematics			
2006–2007	538	538	546
2007–2008	539	539	546
2008–2009	**544**	**544**	**547**
Cum. Avg.*	540	540	546
Science			
2008-2009 **	**552**	**552**	**543**

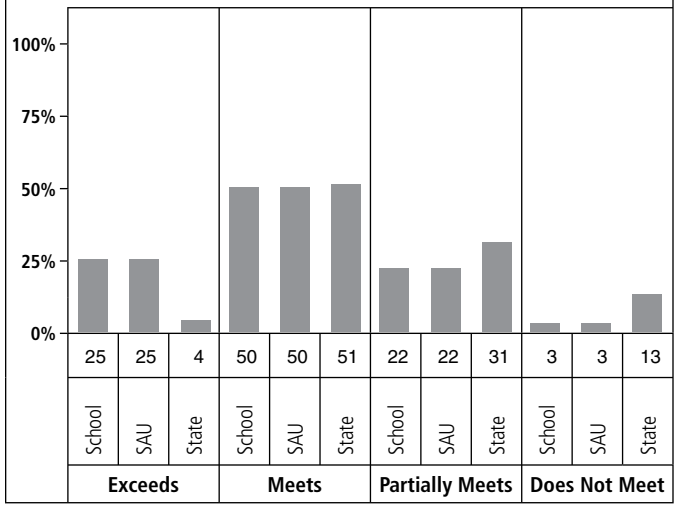
ELA – READING



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: Richmond School Department
School: Marcia Buker 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	33	100	33	100	14212	100	33	100	33	100	14135	100	33	100	33	100	14144	100	33	100	33	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	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	33	100	33	100	13271	93	33	100	33	100	13212	100	33	100	33	100	13211	100	33	100	33	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	7	21	7	21	2479	17	7	100	7	100	2454	100	7	100	7	100	2455	100	7	100	7	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	13	39	13	39	5848	41	13	100	13	100	5815	100	13	100	13	100	5819	100	13	100	13	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	85	28	85	10849	76	23	70	23	70	10872	76	28	85	28	85	10976	77
Identified disability (PET/IEP)	2	7	2	7	298	3	1	4	1	4	307	3	2	7	2	7	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	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	4	12	4	12	3122	22	9	27	9	27	3124	22	4	12	4	12	3019	21
Identified disability (PET/IEP)	4	100	4	100	1992	64	5	56	5	56	2000	64	4	100	4	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	4	44	4	44	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	1	3	1	3	164	1	1	3	1	3	148	1	1	3	1	3	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	1	100	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	5
SAU:	Richmond School Department
School:	Marcia Buker 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	3	1	3	702	5
	2007-2008	1	3	1	3	659	5
	2008-2009	**6**	**19**	**6**	**19**	**836**	**6**
	Cum. Total*	8	7	8	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	19	49	19	49	7730	55
	2007-2008	19	50	19	50	8195	58
	2008-2009	**18**	**56**	**18**	**56**	**8495**	**61**
	Cum. Total*	56	51	56	51	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	15	38	15	38	4182	30
	2007-2008	16	42	16	42	3800	27
	2008-2009	**7**	**22**	**7**	**22**	**3667**	**26**
	Cum. Total*	38	35	38	35	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	10	4	10	1419	10
	2007-2008	2	5	2	5	1362	10
	2008-2009	**1**	**3**	**1**	**3**	**973**	**7**
	Cum. Total*	7	6	7	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	33.4	69.6	33.4	69.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.4	68.3	16.4	68.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	17.0	70.8	17.0	70.8	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Richmond School Department
School: Marcia Buker 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	32	6	19	18	56	7	22	1	3	550	32	19	56	22	3	550	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	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	32	6	19	18	56	7	22	1	3	550	32	19	56	22	3	550	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	3	50	2	33	1	17	543	6	0	50	33	17	543	2290	0	29	47	23	537
No	26	6	23	15	58	5	19	0	0	551	26	23	58	19	0	551	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	32	6	19	18	56	7	22	1	3	550	32	19	56	22	3	550	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	12	0	0	9	75	3	25	0	0	547	12	0	75	25	0	547	5716	2	51	35	12	542
No	20	6	30	9	45	4	20	1	5	552	20	30	45	20	5	552	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	32	6	19	18	56	7	22	1	3	550	32	19	56	22	3	550	13963	6	61	26	7	546
Gender																						
Female	22	5	23	11	50	5	23	1	5	550	22	23	50	23	5	550	6882	8	62	24	6	547
Male	10	1	10	7	70	2	20	0	0	549	10	10	70	20	0	549	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1914	1	41	44	14	540
No	28	6	21	16	57	5	18	1	4	551	28	21	57	18	4	551	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	32	6	19	18	56	7	22	1	3	550	32	19	56	22	3	550	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: Richmond School Department
School: Marcia Buker 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	66	4	19	13	62	3	14	1	5	549	66	19	62	14	5	549	70	6	63	26	6	546
C. one to two hours	31	2	20	4	40	4	40	0	0	551	31	20	40	40	0	551	24	7	61	26	6	546
D. more than two hours	3	0	0	1	100	0	0	0	0	548	3	0	100	0	0	548	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	4	29	7	50	3	21	0	0	553	44	29	50	21	0	553	36	10	67	18	5	549
B. good	41	1	8	8	62	3	23	1	8	547	41	8	62	23	8	547	47	5	62	27	6	546
C. fair	13	1	25	2	50	1	25	0	0	548	13	25	50	25	0	548	15	2	47	40	12	541
D. poor	3	0	0	1	100	0	0	0	0	544	3	0	100	0	0	544	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.	50	5	31	7	44	3	19	1	6	551	50	31	44	19	6	551	31	9	65	20	5	548
B. They match some of what I have learned.	41	1	8	11	85	1	8	0	0	551	41	8	85	8	0	551	55	5	63	27	5	546
C. They match just a little of what I have learned.	3	0	0	0	0	1	100	0	0	534	3	0	0	100	0	534	10	3	45	38	14	542
D. There is no match.	6	0	0	0	0	2	100	0	0	539	6	0	0	100	0	539	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	1	33	1	33	1	33	535	9	0	33	33	33	535	16	3	49	32	15	542
B. about the same as my regular schoolwork	75	6	25	14	58	4	17	0	0	552	75	25	58	17	0	552	64	7	63	25	5	547
C. easier than my regular schoolwork	16	0	0	3	60	2	40	0	0	549	16	0	60	40	0	549	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.	10	0	0	1	33	1	33	1	33	535	10	0	33	33	33	535	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	55	3	18	10	59	4	24	0	0	550	55	18	59	24	0	550	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	35	3	27	6	55	2	18	0	0	553	35	27	55	18	0	553	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	19	0	0	5	83	1	17	0	0	550	19	0	83	17	0	550	20	10	64	21	5	548
B. 20 minutes to an hour	28	4	44	4	44	1	11	0	0	557	28	44	44	11	0	557	56	7	65	24	5	547
C. less than 20 minutes	28	2	22	5	56	2	22	0	0	550	28	22	56	22	0	550	10	3	52	33	12	543
D. I rarely read at home.	25	0	0	4	50	3	38	1	13	542	25	0	50	38	13	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	38	2	17	5	42	5	42	0	0	546	38	17	42	42	0	546	25	3	53	33	11	543
B. six to ten pages	44	1	7	11	79	1	7	1	7	550	44	7	79	7	7	550	26	6	61	26	7	546
C. eleven or more pages	19	3	50	2	33	1	17	0	0	556	19	50	33	17	0	556	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
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:	Richmond School Department
School:	Marcia Buker 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	0	0	0	0	1711	12
	2007-2008	0	0	0	0	1617	12
	2008-2009	**3**	**9**	**3**	**9**	**2119**	**15**
	Cum. Total*	3	3	3	3	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	14	36	14	36	6778	48
	2007-2008	15	39	15	39	7284	52
	2008-2009	**15**	**47**	**15**	**47**	**7046**	**50**
	Cum. Total*	44	40	44	40	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	17	44	17	44	3884	28
	2007-2008	15	39	15	39	3341	24
	2008-2009	**10**	**31**	**10**	**31**	**3193**	**23**
	Cum. Total*	42	39	42	39	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	8	21	8	21	1683	12
	2007-2008	8	21	8	21	1778	13
	2008-2009	**4**	**13**	**4**	**13**	**1638**	**12**
	Cum. Total*	20	18	20	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**	24.1	50.2	24.1	50.2	25.5	53.1
A. Number	**18**	**38**	9.0	50.0	9.0	50.0	9.8	54.4
B. Data	**10**	**21**	4.9	49.0	4.9	49.0	5.2	52.0
C. Geometry	**10**	**21**	4.8	48.0	4.8	48.0	4.7	47.0
D. Algebra	**10**	**21**	5.4	54.0	5.4	54.0	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: Richmond School Department
School: Marcia Buker 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	32	3	9	15	47	10	31	4	13	544	32	9	47	31	13	544	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	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	32	3	9	15	47	10	31	4	13	544	32	9	47	31	13	544	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	530	6	0	17	50	33	530	2307	3	32	32	33	536
No	26	3	12	14	54	7	27	2	8	548	26	12	54	27	8	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	32	3	9	15	47	10	31	4	13	544	32	9	47	31	13	544	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	12	1	8	5	42	5	42	1	8	545	12	8	42	42	8	545	5731	7	46	29	18	542
No	20	2	10	10	50	5	25	3	15	544	20	10	50	25	15	544	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	32	3	9	15	47	10	31	4	13	544	32	9	47	31	13	544	13988	15	50	23	12	547
Gender																						
Female	22	1	5	12	55	5	23	4	18	543	22	5	55	23	18	543	6889	14	51	23	12	546
Male	10	2	20	3	30	5	50	0	0	548	10	20	30	50	0	548	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1918	3	39	36	22	539
No	28	3	11	13	46	9	32	3	11	545	28	11	46	32	11	545	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	32	3	9	15	47	10	31	4	13	544	32	9	47	31	13	544	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: Richmond School Department
School: Marcia Buker 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	66	2	10	10	48	6	29	3	14	543	66	10	48	29	14	543	70	15	52	23	10	547
C. one to two hours	31	1	10	5	50	3	30	1	10	548	31	10	50	30	10	548	24	15	51	23	11	547
D. more than two hours	3	0	0	0	0	1	100	0	0	540	3	0	0	100	0	540	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	1	13	6	75	1	13	0	0	553	25	13	75	13	0	553	34	28	50	14	8	552
B. good	44	2	14	4	29	5	36	3	21	542	44	14	29	36	21	542	45	11	54	24	10	546
C. fair	25	0	0	4	50	4	50	0	0	542	25	0	50	50	0	542	18	3	45	33	19	540
D. poor	6	0	0	1	50	0	0	1	50	539	6	0	50	0	50	539	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.	50	2	13	8	50	5	31	1	6	548	50	13	50	31	6	548	38	22	52	19	7	550
B. They match some of what I have learned.	38	1	8	6	50	3	25	2	17	541	38	8	50	25	17	541	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	0	0	1	25	2	50	1	25	540	13	0	25	50	25	540	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	0	0	2	50	2	50	524	13	0	0	50	50	524	17	7	42	30	21	540
B. about the same as my regular schoolwork	78	2	8	15	60	7	28	1	4	547	78	8	60	28	4	547	64	15	53	23	10	547
C. easier than my regular schoolwork	9	1	33	0	0	1	33	1	33	545	9	33	0	33	33	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	6	0	0	0	0	0	0	2	100	509	6	0	0	0	100	509	7	6	39	27	27	539
B. 30–45 minutes	22	1	14	2	29	4	57	0	0	547	22	14	29	57	0	547	28	9	49	28	15	544
C. 45–60 minutes	69	2	9	13	59	5	23	2	9	547	69	9	59	23	9	547	41	17	53	21	9	548
D. more than 60 minutes	3	0	0	0	0	1	100	0	0	534	3	0	0	100	0	534	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	14	43	24	20	543
B. two or three days a week	3	0	0	0	0	1	100	0	0	540	3	0	0	100	0	540	24	17	52	21	10	548
C. two or three times each month	9	0	0	2	67	1	33	0	0	545	9	0	67	33	0	545	33	17	52	21	9	548
D. never or almost never	88	3	11	13	46	8	29	4	14	544	88	11	46	29	14	544	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	0	0	2	67	0	0	1	33	542	10	0	67	0	33	542	23	13	47	26	15	545
B. two or three days a week	26	0	0	4	50	2	25	2	25	538	26	0	50	25	25	538	31	17	52	21	10	548
C. two or three times each month	16	1	20	1	20	3	60	0	0	550	16	20	20	60	0	550	27	17	52	21	10	548
D. never or almost never	48	2	13	7	47	5	33	1	7	546	48	13	47	33	7	546	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
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:	Richmond School Department
School:	Marcia Buker 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*	8	25	8	25	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	50	16	50	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	22	7	22	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*	1	3	1	3	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**	34.2	71.3	34.2	71.3	29.2	60.8
D. The Physical Setting	**24**	**50**	15.7	65.4	15.7	65.4	12.9	53.8
E. The Living Environment	**24**	**50**	18.5	77.1	18.5	77.1	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Richmond School Department
School: Marcia Buker 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	32	8	25	16	50	7	22	1	3	552	32	25	50	22	3	552	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	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	32	8	25	16	50	7	22	1	3	552	32	25	50	22	3	552	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	6	2	33	1	17	3	50	0	0	549	6	33	17	50	0	549	2309	2	29	39	29	536
No	26	6	23	15	58	4	15	1	4	553	26	23	58	15	4	553	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	32	8	25	16	50	7	22	1	3	552	32	25	50	22	3	552	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	12	3	25	6	50	3	25	0	0	553	12	25	50	25	0	553	5729	2	42	37	20	539
No	20	5	25	10	50	4	20	1	5	552	20	25	50	20	5	552	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	32	8	25	16	50	7	22	1	3	552	32	25	50	22	3	552	13987	4	51	31	13	543
Gender																						
Female	22	6	27	10	45	5	23	1	5	552	22	27	45	23	5	552	6886	4	49	33	14	542
Male	10	2	20	6	60	2	20	0	0	553	10	20	60	20	0	553	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1917	1	31	41	28	536
No	28	7	25	15	54	6	21	0	0	553	28	25	54	21	0	553	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	32	8	25	16	50	7	22	1	3	552	32	25	50	22	3	552	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: Richmond School Department
School: Marcia Buker 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	66	5	24	12	57	4	19	0	0	553	66	24	57	19	0	553	70	4	53	31	12	544
C. one to two hours	31	3	30	4	40	2	20	1	10	552	31	30	40	20	10	552	24	5	51	31	12	544
D. more than two hours	3	0	0	0	0	1	100	0	0	536	3	0	0	100	0	536	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	31	6	60	3	30	1	10	0	0	562	31	60	30	10	0	562	26	7	56	26	11	545
B. good	38	1	8	7	58	4	33	0	0	550	38	8	58	33	0	550	53	4	53	31	11	544
C. fair	22	1	14	4	57	2	29	0	0	548	22	14	57	29	0	548	18	2	41	39	17	540
D. poor	9	0	0	2	67	0	0	1	33	541	9	0	67	0	33	541	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.	65	6	30	9	45	4	20	1	5	554	65	30	45	20	5	554	23	5	56	28	11	544
B. They match some of what I have learned.	32	2	20	6	60	2	20	0	0	552	32	20	60	20	0	552	48	5	52	31	12	544
C. They match just a little of what I have learned.	3	0	0	1	100	0	0	0	0	548	3	0	100	0	0	548	23	4	49	33	14	543
D. There is no match.	0										0						6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	10	1	33	1	33	1	33	0	0	551	10	33	33	33	0	551	23	5	48	31	16	543
B. about the same as my regular schoolwork	71	3	14	13	59	5	23	1	5	550	71	14	59	23	5	550	58	4	52	32	12	543
C. easier than my regular schoolwork	19	3	50	2	33	1	17	0	0	558	19	50	33	17	0	558	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	94	8	27	15	50	6	20	1	3	552	94	27	50	20	3	552	33	5	51	31	14	543
B. a few times a week	6	0	0	1	50	1	50	0	0	549	6	0	50	50	0	549	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	50	4	25	8	50	3	19	1	6	551	50	25	50	19	6	551	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	9	0	0	2	67	1	33	0	0	546	9	0	67	33	0	546	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	31	4	40	5	50	1	10	0	0	559	31	40	50	10	0	559	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	9	0	0	1	33	2	67	0	0	541	9	0	33	67	0	541	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	2	20	7	70	1	10	0	0	556	31	20	70	10	0	556	47	4	51	32	12	543
B. a few times a month	9	1	33	1	33	1	33	0	0	555	9	33	33	33	0	555	27	5	54	30	11	544
C. once a month	38	2	17	6	50	3	25	1	8	548	38	17	50	25	8	548	10	5	49	30	15	543
D. never or almost never	22	3	43	2	29	2	29	0	0	553	22	43	29	29	0	553	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	32	2	20	7	70	1	10	0	0	556	32	20	70	10	0	556	46	4	52	32	12	543
B. a few times a month	19	3	50	2	33	0	0	1	17	553	19	50	33	0	17	553	28	5	53	30	12	544
C. once a month	29	1	11	5	56	3	33	0	0	550	29	11	56	33	0	550	11	4	47	34	15	542
D. never or almost never	19	1	17	2	33	3	50	0	0	547	19	17	33	50	0	547	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
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