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:	11751432
SAU:	Westbrook School Department
School:	Congin 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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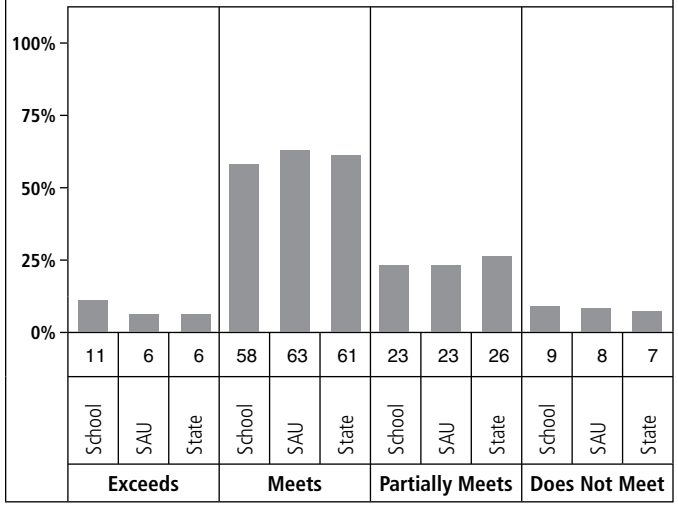
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Westbrook School Department
School: Congin School

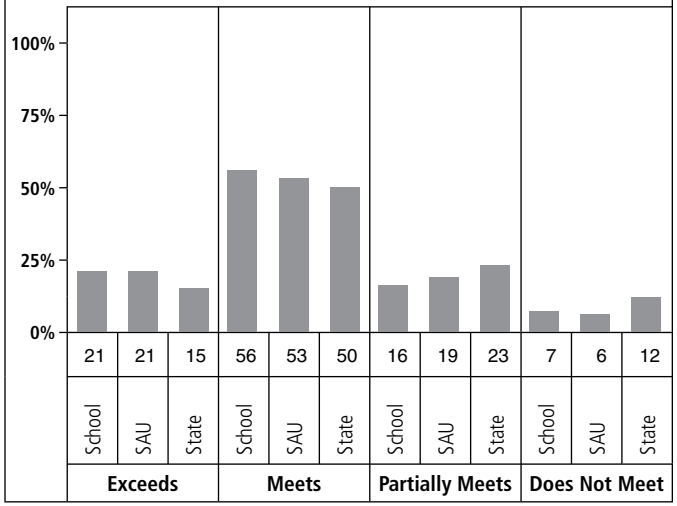
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	543	543	544
2007–2008	545	545	545
2008–2009	**547**	**546**	**546**
Cum. Avg.*	545	545	545
Mathematics			
2006–2007	545	545	546
2007–2008	547	549	546
2008–2009	**551**	**551**	**547**
Cum. Avg.*	548	548	546
Science			
2008-2009 **	**544**	**544**	**543**

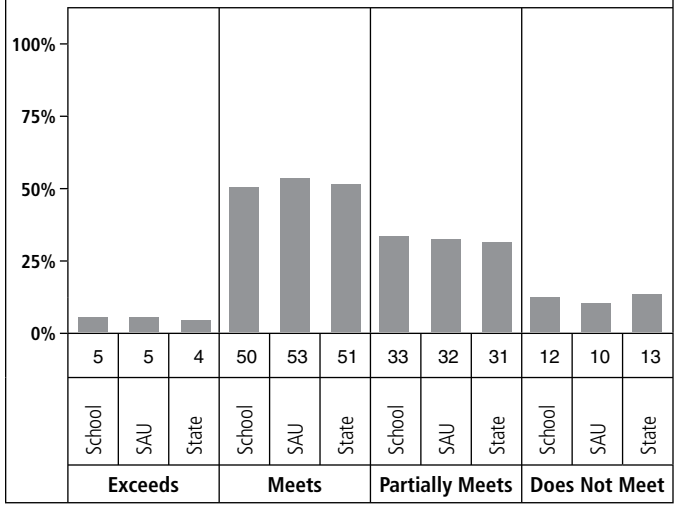
ELA – READING



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: Westbrook School Department
School: Congin 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	116	100	193	100	14212	100	115	99	191	99	14135	100	115	99	191	99	14144	100	115	99	191	99	14137	100
Ethnicity African American/Black	3	3	7	4	397	3	3	100	7	100	388	98	3	100	7	100	393	99	3	100	7	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	1	5	3	259	2	1	100	5	100	253	98	1	100	5	100	258	100	1	100	5	100	257	99
Hispanic	3	3	5	3	175	1	3	100	5	100	172	99	3	100	5	100	172	99	3	100	5	100	173	99
Caucasian/White	109	94	176	91	13271	93	108	99	174	99	13212	100	108	99	174	99	13211	100	108	99	174	99	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	18	16	35	18	2479	17	17	94	33	94	2454	100	17	94	33	94	2455	100	17	94	33	94	2451	99
Current LEP	3	3	6	3	374	3	3	100	6	100	359	96	3	100	6	100	370	99	3	100	6	100	366	98
Economically disadvantaged	48	41	93	48	5848	41	48	100	93	100	5815	100	48	100	93	100	5819	100	48	100	93	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	88	76	147	76	10849	76	89	77	148	77	10872	76	88	76	147	76	10976	77
Identified disability (PET/IEP)	1	1	2	1	298	3	2	2	3	2	307	3	1	1	2	1	338	3
LEP	1	1	3	2	170	2	1	1	3	2	169	2	1	1	3	2	177	2
504 plan	0	0	1	1	123	1	0	0	1	1	121	1	0	0	1	1	126	1
Participation with accommodations	25	22	40	21	3122	22	24	21	39	20	3124	22	25	22	40	21	3019	21
Identified disability (PET/IEP)	14	56	27	68	1992	64	13	54	26	67	2000	64	14	56	27	68	1971	65
LEP	2	8	3	8	184	6	2	8	3	8	196	6	2	8	3	8	184	6
504 plan	9	36	10	25	84	3	9	38	10	26	86	3	9	36	10	25	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	2	2	4	2	164	1	2	2	4	2	148	1	2	2	4	2	142	1
Identified disability (PET/IEP)	2	100	4	100	164	100	2	100	4	100	148	100	2	100	4	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	1	1	2	1	58	0	1	1	2	1	49	0	1	1	2	1	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:	Westbrook School Department
School:	Congin 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	2	2	2	1	702	5
	2007-2008	2	2	2	1	659	5
	2008-2009	**12**	**11**	**12**	**6**	**836**	**6**
	Cum. Total*	16	5	16	3	2197	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	69	56	113	54	7730	55
	2007-2008	58	56	111	65	8195	58
	2008-2009	**65**	**58**	**117**	**63**	**8495**	**61**
	Cum. Total*	192	57	341	60	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	37	30	70	34	4182	30
	2007-2008	36	35	49	29	3800	27
	2008-2009	**26**	**23**	**43**	**23**	**3667**	**26**
	Cum. Total*	99	29	162	29	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	15	12	23	11	1419	10
	2007-2008	7	7	8	5	1362	10
	2008-2009	**10**	**9**	**15**	**8**	**973**	**7**
	Cum. Total*	32	9	46	8	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	31.2	65.0	30.8	64.2	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.2	63.3	15.0	62.5	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.0	66.7	15.8	65.8	15.8	65.8

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

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

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Westbrook School Department
School: Congin 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	113	12	11	65	58	26	23	10	9	547	187	6	63	23	8	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	3										7	0	57	29	14	542	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										5	20	40	0	40	545	252	11	58	21	11	547
Hispanic	3										5	0	60	40	0	542	166	4	54	32	10	543
Caucasian/White	106	11	10	63	59	23	22	9	8	547	170	6	64	23	7	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	4	27	5	33	6	40	536	29	0	31	48	21	538	2290	0	29	47	23	537
No	98	12	12	61	62	21	21	4	4	548	158	8	68	18	6	547	11681	7	67	22	4	548
Current LEP																						
Yes	3										6	0	50	17	33	539	354	1	35	34	30	538
No	110	12	11	63	57	25	23	10	9	547	181	7	63	23	7	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	47	1	2	22	47	16	34	8	17	542	91	1	56	30	13	543	5716	2	51	35	12	542
No	66	11	17	43	65	10	15	2	3	550	96	11	69	17	3	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	113	12	11	65	58	26	23	10	9	547	187	6	63	23	8	546	13963	6	61	26	7	546
Gender																						
Female	50	8	16	29	58	7	14	6	12	548	82	10	61	16	13	546	6882	8	62	24	6	547
Male	63	4	6	36	57	19	30	4	6	545	105	4	64	29	4	546	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	1	5	5	26	9	47	4	21	539	37	3	46	38	14	541	1914	1	41	44	14	540
No	94	11	12	60	64	17	18	6	6	548	150	7	67	19	7	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	8	2	25	6	75	0	0	0	0	558	16	13	88	0	0	556	450	26	72	2	0	557
No	105	10	10	59	56	26	25	10	10	546	171	6	60	25	9	545	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: Westbrook School Department
School: Congin 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	6	1	17	2	33	3	50	0	0	544	3	17	33	50	0	544	4	2	40	34	24	540
B. less than one hour	85	11	12	54	59	19	21	7	8	548	82	8	64	22	7	547	70	6	63	26	6	546
C. one to two hours	8	0	0	7	78	0	0	2	22	542	14	0	83	0	17	545	24	7	61	26	6	546
D. more than two hours	1	0	0	0	0	0	0	1	100	530	1	0	0	0	100	530	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	55	6	10	39	66	9	15	5	8	547	47	7	71	15	7	547	36	10	67	18	5	549
B. good	33	5	14	18	51	9	26	3	9	548	37	8	65	22	6	547	47	5	62	27	6	546
C. fair	11	1	8	5	42	4	33	2	17	543	15	4	46	31	19	542	15	2	47	40	12	541
D. poor	1	0	0	1	100	0	0	0	0	546	1	0	100	0	0	546	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.	37	5	13	25	63	6	15	4	10	548	38	8	68	15	9	548	31	9	65	20	5	548
B. They match some of what I have learned.	50	7	13	32	60	12	23	2	4	548	49	8	67	21	4	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	8	0	0	4	44	3	33	2	22	541	9	0	53	27	20	542	10	3	45	38	14	542
D. There is no match.	5	0	0	2	40	1	20	2	40	536	5	0	38	25	38	536	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	0	0	11	73	1	7	3	20	545	16	0	78	7	15	545	16	3	49	32	15	542
B. about the same as my regular schoolwork	65	12	17	37	54	14	20	6	9	548	64	11	58	22	9	547	64	7	63	25	5	547
C. easier than my regular schoolwork	21	0	0	15	68	6	27	1	5	545	21	0	78	19	3	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.	12	1	8	4	31	3	23	5	38	538	14	4	39	22	35	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	48	5	10	32	64	10	20	3	6	548	45	7	68	21	4	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	40	6	14	27	64	7	17	2	5	550	42	8	72	14	6	549	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	30	2	6	21	66	5	16	4	13	546	28	4	71	13	13	546	20	10	64	21	5	548
B. 20 minutes to an hour	45	8	17	26	55	10	21	3	6	549	47	10	64	21	5	548	56	7	65	24	5	547
C. less than 20 minutes	7	0	0	5	71	1	14	1	14	545	9	0	73	7	20	544	10	3	52	33	12	543
D. I rarely read at home.	18	2	11	10	53	5	26	2	11	545	17	7	55	31	7	545	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	3	13	13	54	6	25	2	8	547	22	8	54	32	5	546	25	3	53	33	11	543
B. six to ten pages	24	1	4	14	56	5	20	5	20	543	19	3	63	19	16	544	26	6	61	26	7	546
C. eleven or more pages	52	8	15	32	59	11	20	3	6	549	58	8	68	15	8	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	33	0	0	0	0	0	0	1	100	522	33	0	0	0	100	522						
D.	67	0	0	0	0	1	50	1	50	533	67	0	0	50	50	533						

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:	Westbrook School Department
School:	Congin 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	17	14	27	13	1711	12
	2007-2008	18	17	30	18	1617	12
	2008-2009	**24**	**21**	**40**	**21**	**2119**	**15**
	Cum. Total*	59	17	97	17	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	50	41	85	41	6778	48
	2007-2008	51	49	91	53	7284	52
	2008-2009	**63**	**56**	**100**	**53**	**7046**	**50**
	Cum. Total*	164	48	276	49	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	42	34	74	36	3884	28
	2007-2008	26	25	38	22	3341	24
	2008-2009	**18**	**16**	**36**	**19**	**3193**	**23**
	Cum. Total*	86	25	148	26	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	14	11	22	11	1683	12
	2007-2008	9	9	12	7	1778	13
	2008-2009	**8**	**7**	**11**	**6**	**1638**	**12**
	Cum. Total*	31	9	45	8	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	28.0	58.3	27.9	58.1	25.5	53.1
A. Number	**18**	**38**	11.0	61.1	10.9	60.6	9.8	54.4
B. Data	**10**	**21**	5.3	53.0	5.4	54.0	5.2	52.0
C. Geometry	**10**	**21**	5.4	54.0	5.4	54.0	4.7	47.0
D. Algebra	**10**	**21**	6.2	62.0	6.2	62.0	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: Westbrook School Department
School: Congin 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	113	24	21	63	56	18	16	8	7	551	187	21	53	19	6	551	13996	15	50	23	12	547
Ethnicity																						
African American/Black	3										7	0	71	29	0	543	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										5	20	40	20	20	545	257	19	50	20	12	548
Hispanic	3										5	0	40	40	20	541	166	9	43	31	17	543
Caucasian/White	106	24	23	59	56	15	14	8	8	551	170	23	54	18	5	552	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	15	1	7	6	40	4	27	4	27	539	29	10	34	38	17	541	2307	3	32	32	33	536
No	98	23	23	57	58	14	14	4	4	552	158	23	57	16	4	552	11689	17	54	21	8	549
Current LEP																						
Yes	3										6	17	50	33	0	548	365	5	33	30	32	536
No	110	23	21	62	56	17	15	8	7	551	181	22	54	19	6	551	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	47	7	15	23	49	13	28	4	9	547	91	15	48	31	5	547	5731	7	46	29	18	542
No	66	17	26	40	61	5	8	4	6	553	96	27	58	8	6	554	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	113	24	21	63	56	18	16	8	7	551	187	21	53	19	6	551	13988	15	50	23	12	547
Gender																						
Female	50	12	24	26	52	8	16	4	8	551	81	19	53	21	7	549	6889	14	51	23	12	546
Male	63	12	19	37	59	10	16	4	6	551	106	24	54	18	5	552	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	3	16	7	37	6	32	3	16	543	37	14	46	32	8	545	1918	3	39	36	22	539
No	94	21	22	56	60	12	13	5	5	552	150	23	55	16	5	552	12078	17	52	21	10	548
Gifted/talented program																						
Yes	8	5	63	3	38	0	0	0	0	564	16	69	31	0	0	568	450	64	34	2	0	564
No	105	19	18	60	57	18	17	8	8	550	171	17	56	21	6	549	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: Westbrook School Department
School: Congin 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	6	1	17	4	67	1	17	0	0	555	3	17	67	17	0	555	4	8	38	26	28	539
B. less than one hour	85	21	23	50	55	13	14	7	8	551	82	22	55	17	6	551	70	15	52	23	10	547
C. one to two hours	8	1	11	5	56	2	22	1	11	547	14	21	54	17	8	550	24	15	51	23	11	547
D. more than two hours	1	0	0	1	100	0	0	0	0	542	1	0	100	0	0	542	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	19	49	13	33	6	15	1	3	558	40	41	43	14	1	557	34	28	50	14	8	552
B. good	43	4	9	34	74	4	9	4	9	548	39	12	74	9	6	550	45	11	54	24	10	546
C. fair	17	0	0	11	61	5	28	2	11	544	18	3	48	32	16	543	18	3	45	33	19	540
D. poor	3	0	0	1	33	1	33	1	33	535	3	17	17	50	17	542	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.	49	17	33	22	42	10	19	3	6	553	54	30	47	18	5	553	38	22	52	19	7	550
B. They match some of what I have learned.	40	5	12	34	81	2	5	1	2	552	36	13	71	13	3	551	48	12	53	24	11	546
C. They match just a little of what I have learned.	8	1	11	3	33	2	22	3	33	541	7	15	46	15	23	546	11	6	40	30	24	540
D. There is no match.	3	0	0	0	0	2	67	1	33	531	2	0	25	50	25	536	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	6	43	6	43	2	14	542	13	0	43	48	9	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	65	14	20	45	65	6	9	4	6	552	66	22	62	10	6	552	64	15	53	23	10	547
C. easier than my regular schoolwork	22	9	39	8	35	4	17	2	9	554	21	33	42	19	6	553	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	4	0	0	1	25	1	25	2	50	533	3	0	40	20	40	537	7	6	39	27	27	539
B. 30–45 minutes	7	0	0	4	57	2	29	1	14	542	12	5	52	29	14	545	28	9	49	28	15	544
C. 45–60 minutes	11	3	25	7	58	1	8	1	8	554	22	18	61	16	5	551	41	17	53	21	9	548
D. more than 60 minutes	79	20	24	48	57	12	14	4	5	552	63	27	55	14	4	553	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	12	5	38	6	46	1	8	1	8	554	11	26	53	16	5	550	6	14	43	24	20	543
B. two or three days a week	39	6	14	21	50	11	26	4	10	547	42	18	53	22	7	549	24	17	52	21	10	548
C. two or three times each month	31	7	21	23	70	3	9	0	0	555	33	25	60	12	4	554	33	17	52	21	9	548
D. never or almost never	18	5	26	10	53	1	5	3	16	551	15	23	54	12	12	551	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	48	9	18	31	61	6	12	5	10	550	42	16	59	18	7	549	23	13	47	26	15	545
B. two or three days a week	20	2	10	12	57	5	24	2	10	548	26	20	54	20	7	551	31	17	52	21	10	548
C. two or three times each month	19	6	30	10	50	4	20	0	0	554	18	32	48	16	3	554	27	17	52	21	10	548
D. never or almost never	14	6	40	7	47	1	7	1	7	555	14	28	56	8	8	553	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	33	0	0	0	0	0	0	1	100	526	33	0	0	0	100	526						
D.	67	0	0	1	50	1	50	0	0	542	67	0	50	50	0	542						

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:	Westbrook School Department
School:	Congin 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*	6	5	9	5	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*	57	50	99	53	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*	37	33	60	32	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*	13	12	19	10	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**	29.7	61.9	29.8	62.1	29.2	60.8
D. The Physical Setting	**24**	**50**	13.0	54.2	12.9	53.8	12.9	53.8
E. The Living Environment	**24**	**50**	16.7	69.6	16.9	70.4	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: Westbrook School Department
School: Congin 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	113	6	5	57	50	37	33	13	12	544	187	5	53	32	10	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	3										7	0	43	57	0	542	382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										5	0	60	0	40	542	256	5	51	27	17	542
Hispanic	3										5	0	60	20	20	541	167	1	40	37	22	539
Caucasian/White	106	6	6	55	52	33	31	12	11	544	170	5	53	32	9	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	4	27	6	40	5	33	534	29	0	28	48	24	537	2309	2	29	39	29	536
No	98	6	6	53	54	31	32	8	8	546	158	6	58	29	8	546	11686	5	56	30	10	545
Current LEP																						
Yes	3										6	0	33	50	17	538	361	1	23	32	44	533
No	110	6	5	56	51	35	32	13	12	544	181	5	54	31	10	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	47	0	0	17	36	21	45	9	19	538	91	1	44	40	15	540	5729	2	42	37	20	539
No	66	6	9	40	61	16	24	4	6	548	96	8	61	25	5	548	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	113	6	5	57	50	37	33	13	12	544	187	5	53	32	10	544	13987	4	51	31	13	543
Gender																						
Female	50	2	4	21	42	21	42	6	12	542	81	2	42	43	12	542	6886	4	49	33	14	542
Male	63	4	6	36	57	16	25	7	11	545	106	7	61	24	8	546	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	6	32	7	37	6	32	535	37	0	46	32	22	539	1917	1	31	41	28	536
No	94	6	6	51	54	30	32	7	7	546	150	6	55	32	7	545	12078	5	55	30	11	544
Gifted/talented program																						
Yes	8	2	25	6	75	0	0	0	0	558	16	25	75	0	0	557	450	25	72	2	1	557
No	105	4	4	51	49	37	35	13	12	543	171	3	51	35	11	543	13545	4	51	32	13	543

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

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Westbrook School Department
School: Congin 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	6	0	0	1	17	3	50	2	33	538	3	0	17	50	33	538	4	2	37	35	25	538
B. less than one hour	85	6	7	48	53	28	31	9	10	545	82	5	54	33	8	545	70	4	53	31	12	544
C. one to two hours	8	0	0	6	67	2	22	1	11	540	14	8	67	13	13	545	24	5	51	31	12	544
D. more than two hours	1	0	0	0	0	1	100	0	0	532	1	0	0	100	0	532	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	2	9	12	52	6	26	3	13	546	20	9	60	20	11	547	26	7	56	26	11	545
B. good	57	4	7	30	50	20	33	6	10	545	54	6	52	34	7	545	53	4	53	31	11	544
C. fair	22	0	0	13	57	8	35	2	9	542	24	0	55	36	10	542	18	2	41	39	17	540
D. poor	0										2	0	67	33	0	545	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.	23	1	4	11	44	9	36	4	16	543	25	7	51	33	9	545	23	5	56	28	11	544
B. They match some of what I have learned.	43	2	4	28	61	10	22	6	13	545	47	4	62	23	11	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	24	3	12	12	46	10	38	1	4	546	21	8	47	39	6	545	23	4	49	33	14	543
D. There is no match.	9	0	0	4	40	5	50	1	10	542	8	0	36	57	7	541	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	26	2	7	11	39	11	39	4	14	543	25	5	42	44	9	543	23	5	48	31	16	543
B. about the same as my regular schoolwork	54	3	5	32	55	18	31	5	9	545	54	4	61	27	7	546	58	4	52	32	12	543
C. easier than my regular schoolwork	20	1	5	12	57	5	24	3	14	544	21	8	51	27	14	544	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	11	1	8	3	25	3	25	5	42	535	9	6	25	31	38	536	33	5	51	31	14	543
B. a few times a week	45	2	4	22	46	19	40	5	10	543	63	5	54	34	7	544	45	4	52	32	11	544
C. once a week	16	2	12	10	59	4	24	1	6	546	10	11	61	22	6	546	8	4	50	30	16	542
D. a few times a month	28	1	3	20	67	8	27	1	3	548	17	3	67	27	3	548	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	50	4	8	27	51	15	28	7	13	543	57	6	55	30	9	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	10	1	9	4	36	3	27	3	27	541	6	9	36	27	27	541	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	29	0	0	19	61	10	32	2	6	547	26	2	59	30	9	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	11	1	8	5	42	6	50	0	0	545	11	5	53	42	0	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	38	2	5	17	41	18	44	4	10	543	45	5	50	36	9	544	47	4	51	32	12	543
B. a few times a month	31	4	12	15	45	10	30	4	12	546	26	9	46	37	9	545	27	5	54	30	11	544
C. once a month	21	0	0	14	64	5	23	3	14	544	15	4	63	22	11	546	10	5	49	30	15	543
D. never or almost never	10	0	0	9	82	1	9	1	9	547	14	0	75	17	8	546	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	40	2	5	17	40	16	38	7	17	541	43	5	47	38	9	543	46	4	52	32	12	543
B. a few times a month	35	4	11	23	62	7	19	3	8	548	31	7	59	22	11	546	28	5	53	30	12	544
C. once a month	15	0	0	9	56	7	44	0	0	544	13	0	65	35	0	545	11	4	47	34	15	542
D. never or almost never	10	0	0	6	55	3	27	2	18	543	13	4	57	26	13	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	33	0	0	0	0	0	0	1	100	516	33	0	0	0	100	516						
D.	67	0	0	0	0	1	50	1	50	530	67	0	0	50	50	530						

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N = Number