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:	11911458
SAU:	York School Department
School:	York Middle 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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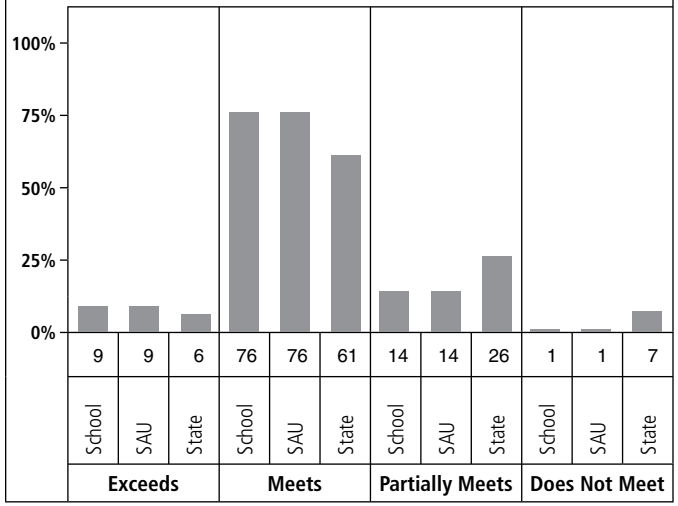
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: York School Department
School: York Middle School

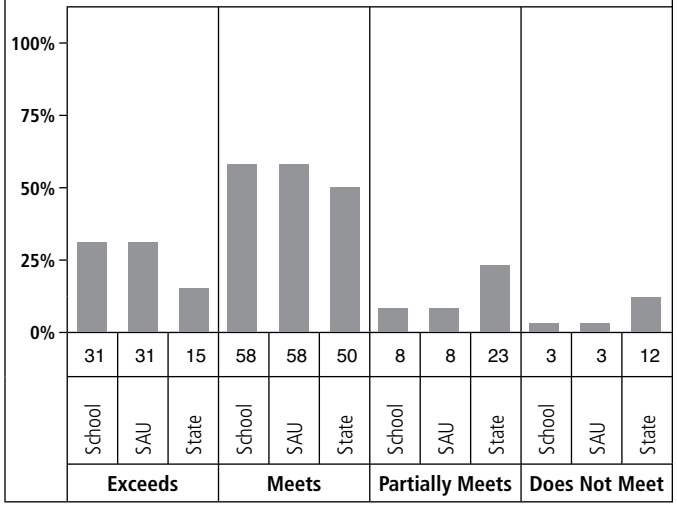
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	545	545	544
2007–2008	546	546	545
2008–2009	**550**	**550**	**546**
Cum. Avg.*	547	547	545
Mathematics			
2006–2007	551	551	546
2007–2008	552	552	546
2008–2009	**556**	**556**	**547**
Cum. Avg.*	553	553	546
Science			
2008-2009 **	**547**	**547**	**543**

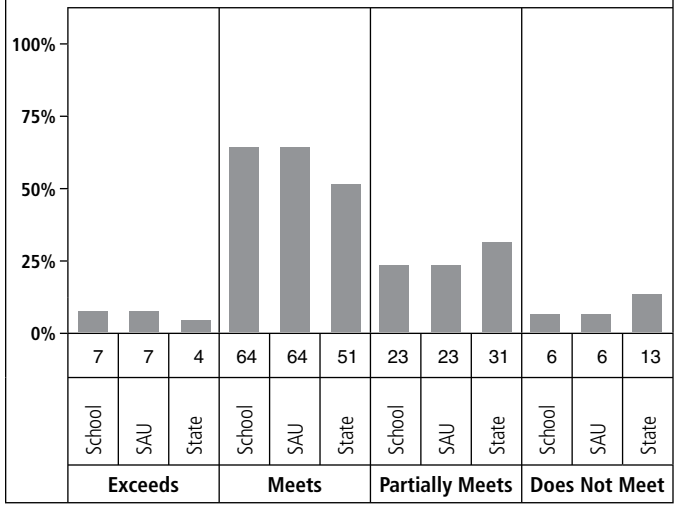
ELA – READING



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: York School Department
School: York Middle 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	160	100	160	100	14212	100	159	99	159	99	14135	100	160	100	160	100	14144	100	160	100	160	100	14137	100
Ethnicity African American/Black	2	1	2	1	397	3	2	100	2	100	388	98	2	100	2	100	393	99	2	100	2	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	2	1	2	1	259	2	1	50	1	50	253	98	2	100	2	100	258	100	2	100	2	100	257	99
Hispanic	1	1	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	155	97	155	97	13271	93	155	100	155	100	13212	100	155	100	155	100	13211	100	155	100	155	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	21	13	21	13	2479	17	21	100	21	100	2454	100	21	100	21	100	2455	100	21	100	21	100	2451	99
Current LEP	1	1	1	1	374	3	0	0	0	0	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	11	7	11	7	5848	41	11	100	11	100	5815	100	11	100	11	100	5819	100	11	100	11	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	139	87	139	87	10849	76	140	88	140	88	10872	76	140	88	140	88	10976	77
Identified disability (PET/IEP)	2	1	2	1	298	3	2	1	2	1	307	3	2	1	2	1	338	3
LEP	0	0	0	0	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	4	3	4	3	123	1	4	3	4	3	121	1	4	3	4	3	126	1
Participation with accommodations	20	13	20	13	3122	22	20	13	20	13	3124	22	20	13	20	13	3019	21
Identified disability (PET/IEP)	19	95	19	95	1992	64	19	95	19	95	2000	64	19	95	19	95	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	1	5	1	5	84	3	1	5	1	5	86	3	1	5	1	5	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)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	1	1	1	1	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: York School Department
School: York Middle 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	5	4	5	4	702	5
	2007-2008	5	3	5	3	659	5
	2008-2009	**15**	**9**	**15**	**9**	**836**	**6**
	Cum. Total*	25	6	25	6	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	82	61	82	60	7730	55
	2007-2008	105	68	105	68	8195	58
	2008-2009	**121**	**76**	**121**	**76**	**8495**	**61**
	Cum. Total*	308	69	308	69	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	38	28	39	29	4182	30
	2007-2008	37	24	37	24	3800	27
	2008-2009	**22**	**14**	**22**	**14**	**3667**	**26**
	Cum. Total*	97	22	98	22	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	10	7	10	7	1419	10
	2007-2008	7	5	7	5	1362	10
	2008-2009	**1**	**1**	**1**	**1**	**973**	**7**
	Cum. Total*	18	4	18	4	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**	33.9	70.6	33.9	70.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.5	68.8	16.5	68.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	17.4	72.5	17.4	72.5	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: York School Department
School: York Middle 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	159	15	9	121	76	22	14	1	1	550	159	9	76	14	1	550	13971	6	61	26	7	546
Ethnicity																						
African American/Black	2										2						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	155	15	10	119	77	20	13	1	1	550	155	10	77	13	1	550	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	10	48	10	48	1	5	542	21	0	48	48	5	542	2290	0	29	47	23	537
No	138	15	11	111	80	12	9	0	0	551	138	11	80	9	0	551	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	159	15	9	121	76	22	14	1	1	550	159	9	76	14	1	550	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	11	1	9	7	64	3	27	0	0	551	11	9	64	27	0	551	5716	2	51	35	12	542
No	148	14	9	114	77	19	13	1	1	550	148	9	77	13	1	550	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	159	15	9	121	76	22	14	1	1	550	159	9	76	14	1	550	13963	6	61	26	7	546
Gender																						
Female	88	10	11	68	77	9	10	1	1	551	88	11	77	10	1	551	6882	8	62	24	6	547
Male	71	5	7	53	75	13	18	0	0	549	71	7	75	18	0	549	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	159	15	9	121	76	22	14	1	1	550	159	9	76	14	1	550	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	159	15	9	121	76	22	14	1	1	550	159	9	76	14	1	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: York School Department
School: York Middle 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	0										0						70	6	63	26	6	546
C. one to two hours	0										0						24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	0										0						36	10	67	18	5	549
B. good	0										0						47	5	62	27	6	546
C. fair	0										0						15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	0										0						31	9	65	20	5	548
B. They match some of what I have learned.	0										0						55	5	63	27	5	546
C. They match just a little of what I have learned.	0										0						10	3	45	38	14	542
D. There is no match.	0										0						3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	0										0						16	3	49	32	15	542
B. about the same as my regular schoolwork	0										0						64	7	63	25	5	547
C. easier than my regular schoolwork	0										0						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.	0										0						10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	0										0						52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	0										0						38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	0										0						20	10	64	21	5	548
B. 20 minutes to an hour	0										0						56	7	65	24	5	547
C. less than 20 minutes	0										0						10	3	52	33	12	543
D. I rarely read at home.	0										0						14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	0										0						25	3	53	33	11	543
B. six to ten pages	0										0						26	6	61	26	7	546
C. eleven or more pages	0										0						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: York School Department
School: York Middle 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	31	23	31	23	1711	12
	2007-2008	24	15	24	15	1617	12
	2008-2009	**50**	**31**	**50**	**31**	**2119**	**15**
	Cum. Total*	105	23	105	23	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	65	48	66	49	6778	48
	2007-2008	101	65	101	65	7284	52
	2008-2009	**93**	**58**	**93**	**58**	**7046**	**50**
	Cum. Total*	259	58	260	58	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	33	24	33	24	3884	28
	2007-2008	22	14	22	14	3341	24
	2008-2009	**13**	**8**	**13**	**8**	**3193**	**23**
	Cum. Total*	68	15	68	15	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	6	4	6	4	1683	12
	2007-2008	8	5	8	5	1778	13
	2008-2009	**4**	**3**	**4**	**3**	**1638**	**12**
	Cum. Total*	18	4	18	4	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**	31.3	65.2	31.3	65.2	25.5	53.1
A. Number	**18**	**38**	12.1	67.2	12.1	67.2	9.8	54.4
B. Data	**10**	**21**	6.2	62.0	6.2	62.0	5.2	52.0
C. Geometry	**10**	**21**	5.9	59.0	5.9	59.0	4.7	47.0
D. Algebra	**10**	**21**	7.0	70.0	7.0	70.0	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: York School Department
School: York Middle 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	160	50	31	93	58	13	8	4	3	556	160	31	58	8	3	556	13996	15	50	23	12	547
Ethnicity																						
African American/Black	2										2						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	2										2						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	155	49	32	89	57	13	8	4	3	556	155	32	57	8	3	556	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	21	2	10	10	48	6	29	3	14	545	21	10	48	29	14	545	2307	3	32	32	33	536
No	139	48	35	83	60	7	5	1	1	558	139	35	60	5	1	558	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	159	50	31	92	58	13	8	4	3	556	159	31	58	8	3	556	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	11	3	27	6	55	1	9	1	9	552	11	27	55	9	9	552	5731	7	46	29	18	542
No	149	47	32	87	58	12	8	3	2	556	149	32	58	8	2	556	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	160	50	31	93	58	13	8	4	3	556	160	31	58	8	3	556	13988	15	50	23	12	547
Gender																						
Female	89	24	27	55	62	6	7	4	4	555	89	27	62	7	4	555	6889	14	51	23	12	546
Male	71	26	37	38	54	7	10	0	0	557	71	37	54	10	0	557	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	160	50	31	93	58	13	8	4	3	556	160	31	58	8	3	556	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	160	50	31	93	58	13	8	4	3	556	160	31	58	8	3	556	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: York School Department
School: York Middle 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	0										0						70	15	52	23	10	547
C. one to two hours	0										0						24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	0										0						34	28	50	14	8	552
B. good	0										0						45	11	54	24	10	546
C. fair	0										0						18	3	45	33	19	540
D. poor	0										0						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.	0										0						38	22	52	19	7	550
B. They match some of what I have learned.	0										0						48	12	53	24	11	546
C. They match just a little of what I have learned.	0										0						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	0										0						17	7	42	30	21	540
B. about the same as my regular schoolwork	0										0						64	15	53	23	10	547
C. easier than my regular schoolwork	0										0						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	0										0						7	6	39	27	27	539
B. 30–45 minutes	0										0						28	9	49	28	15	544
C. 45–60 minutes	0										0						41	17	53	21	9	548
D. more than 60 minutes	0										0						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	0										0						24	17	52	21	10	548
C. two or three times each month	0										0						33	17	52	21	9	548
D. never or almost never	0										0						38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										0						23	13	47	26	15	545
B. two or three days a week	0										0						31	17	52	21	10	548
C. two or three times each month	0										0						27	17	52	21	10	548
D. never or almost never	0										0						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:	York School Department
School:	York Middle 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*	11	7	11	7	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*	102	64	102	64	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	23	37	23	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*	10	6	10	6	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**	31.4	65.4	31.4	65.4	29.2	60.8
D. The Physical Setting	**24**	**50**	14.0	58.3	14.0	58.3	12.9	53.8
E. The Living Environment	**24**	**50**	17.4	72.5	17.4	72.5	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: York School Department
School: York Middle 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	160	11	7	102	64	37	23	10	6	547	160	7	64	23	6	547	13995	4	51	31	13	543
Ethnicity																						
African American/Black	2										2						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	2										2						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	155	11	7	100	65	34	22	10	6	547	155	7	65	22	6	547	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	8	38	9	43	4	19	539	21	0	38	43	19	539	2309	2	29	39	29	536
No	139	11	8	94	68	28	20	6	4	548	139	8	68	20	4	548	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	159	11	7	101	64	37	23	10	6	547	159	7	64	23	6	547	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	11	1	9	6	55	4	36	0	0	544	11	9	55	36	0	544	5729	2	42	37	20	539
No	149	10	7	96	64	33	22	10	7	547	149	7	64	22	7	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	160	11	7	102	64	37	23	10	6	547	160	7	64	23	6	547	13987	4	51	31	13	543
Gender																						
Female	89	7	8	55	62	18	20	9	10	546	89	8	62	20	10	546	6886	4	49	33	14	542
Male	71	4	6	47	66	19	27	1	1	548	71	6	66	27	1	548	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	160	11	7	102	64	37	23	10	6	547	160	7	64	23	6	547	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	160	11	7	102	64	37	23	10	6	547	160	7	64	23	6	547	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: York School Department
School: York Middle 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	0										0						70	4	53	31	12	544
C. one to two hours	0										0						24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	0										0						26	7	56	26	11	545
B. good	0										0						53	4	53	31	11	544
C. fair	0										0						18	2	41	39	17	540
D. poor	0										0						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.	0										0						23	5	56	28	11	544
B. They match some of what I have learned.	0										0						48	5	52	31	12	544
C. They match just a little of what I have learned.	0										0						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	0										0						23	5	48	31	16	543
B. about the same as my regular schoolwork	0										0						58	4	52	32	12	543
C. easier than my regular schoolwork	0										0						19	6	53	29	11	544
How often do you have science classes?																						
A. every day	0										0						33	5	51	31	14	543
B. a few times a week	0										0						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.	0										0						30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	0										0						23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	0										0						27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	0										0						21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	0										0						47	4	51	32	12	543
B. a few times a month	0										0						27	5	54	30	11	544
C. once a month	0										0						10	5	49	30	15	543
D. never or almost never	0										0						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	0										0						46	4	52	32	12	543
B. a few times a month	0										0						28	5	53	30	12	544
C. once a month	0										0						11	4	47	34	15	542
D. never or almost never	0										0						15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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