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:	12001492
SAU:	MSAD 06
School:	Frank Jewett 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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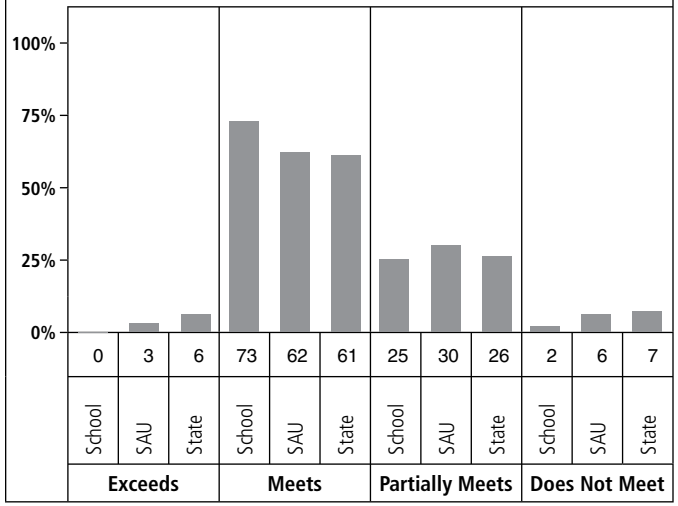
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 06
School: Frank Jewett School

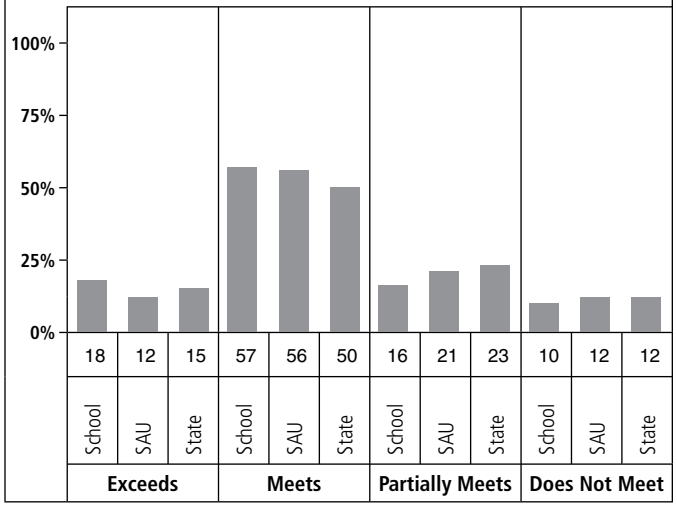
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	544	543	544
2007–2008	545	543	545
2008–2009	**546**	**544**	**546**
Cum. Avg.*	545	543	545
Mathematics			
2006–2007	542	541	546
2007–2008	545	543	546
2008–2009	**548**	**546**	**547**
Cum. Avg.*	545	543	546
Science 2008-2009 **	**546**	**543**	**543**

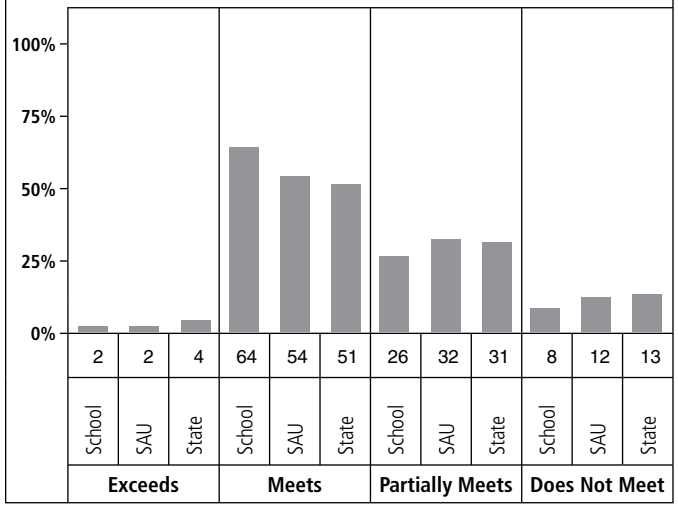
ELA – READING



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: MSAD 06
School: Frank Jewett 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	51	100	303	100	14212	100	51	100	302	100	14135	100	51	100	302	100	14144	100	50	98	301	99	14137	100
Ethnicity African American/Black	1	2	2	1	397	3	1	100	2	100	388	98	1	100	2	100	393	99	1	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	0	0	3	1	259	2	0	0	3	100	253	98	0	0	3	100	258	100	0	0	3	100	257	99
Hispanic	1	2	1	0	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	49	96	297	98	13271	93	49	100	296	100	13212	100	49	100	296	100	13211	100	48	98	295	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	8	16	48	16	2479	17	8	100	48	100	2454	100	8	100	48	100	2455	100	7	88	47	98	2451	99
Current LEP	0	0	2	1	374	3	0	0	2	100	359	96	0	0	2	100	370	99	0	0	2	100	366	98
Economically disadvantaged	19	37	121	40	5848	41	19	100	120	99	5815	100	19	100	120	99	5819	100	18	95	119	98	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	43	84	245	81	10849	76	43	84	245	81	10872	76	43	84	245	81	10976	77
Identified disability (PET/IEP)	0	0	2	1	298	3	0	0	2	1	307	3	0	0	2	1	338	3
LEP	0	0	2	1	170	2	0	0	2	1	169	2	0	0	2	1	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	8	16	55	18	3122	22	8	16	56	18	3124	22	7	14	55	18	3019	21
Identified disability (PET/IEP)	8	100	44	80	1992	64	8	100	45	80	2000	64	7	100	44	80	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	11	20	907	29	0	0	11	20	886	28	0	0	11	20	826	27
Participation through alternate assessment (PAAP)	0	0	2	1	164	1	0	0	1	0	148	1	0	0	1	0	142	1
Identified disability (PET/IEP)	0	0	2	100	164	100	0	0	1	100	148	100	0	0	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	1	0	58	0	0	0	1	0	49	0	1	2	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:	MSAD 06
School:	Frank Jewett 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	3	8	3	702	5
	2007-2008	1	2	4	1	659	5
	2008-2009	**0**	**0**	**8**	**3**	**836**	**6**
	Cum. Total*	3	2	20	2	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	32	52	145	53	7730	55
	2007-2008	41	66	175	55	8195	58
	2008-2009	**37**	**73**	**186**	**62**	**8495**	**61**
	Cum. Total*	110	63	506	57	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	22	36	89	32	4182	30
	2007-2008	14	23	94	30	3800	27
	2008-2009	**13**	**25**	**89**	**30**	**3667**	**26**
	Cum. Total*	49	28	272	31	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	5	8	33	12	1419	10
	2007-2008	6	10	43	14	1362	10
	2008-2009	**1**	**2**	**17**	**6**	**973**	**7**
	Cum. Total*	12	7	93	10	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	29.8	62.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.2	63.3	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.0	66.7	15.2	63.3	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: MSAD 06
School: Frank Jewett 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	51	0	0	37	73	13	25	1	2	546	300	3	62	30	6	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										2						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										3						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	49	0	0	36	73	12	24	1	2	546	294	3	62	29	6	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	4	50	3	38	1	13	540	46	0	33	52	15	537	2290	0	29	47	23	537
No	43	0	0	33	77	10	23	0	0	547	254	3	67	26	4	546	11681	7	67	22	4	548
Current LEP																						
Yes	0										2						354	1	35	34	30	538
No	51	0	0	37	73	13	25	1	2	546	298	3	62	29	6	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	19	0	0	16	84	2	11	1	5	546	119	2	64	28	7	544	5716	2	51	35	12	542
No	32	0	0	21	66	11	34	0	0	545	181	3	61	31	5	545	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	51	0	0	37	73	13	25	1	2	546	300	3	62	30	6	544	13963	6	61	26	7	546
Gender																						
Female	22	0	0	14	64	7	32	1	5	545	139	3	68	25	4	545	6882	8	62	24	6	547
Male	29	0	0	23	79	6	21	0	0	546	161	2	57	34	7	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	8	62	5	38	0	0	542	103	1	47	44	9	541	1914	1	41	44	14	540
No	38	0	0	29	76	8	21	1	3	547	197	4	70	22	4	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	3										16	25	69	6	0	556	450	26	72	2	0	557
No	48	0	0	34	71	13	27	1	2	545	284	1	62	31	6	544	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: MSAD 06
School: Frank Jewett 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	8	0	0	2	50	2	50	0	0	545	3	0	44	56	0	543	4	2	40	34	24	540
B. less than one hour	69	0	0	26	76	7	21	1	3	546	81	3	62	30	5	544	70	6	63	26	6	546
C. one to two hours	20	0	0	7	70	3	30	0	0	545	15	2	67	23	7	545	24	7	61	26	6	546
D. more than two hours	2	0	0	1	100	0	0	0	0	550	1	0	25	25	50	532	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	0	0	13	81	3	19	0	0	548	30	4	70	22	3	547	36	10	67	18	5	549
B. good	38	0	0	13	68	5	26	1	5	544	49	2	62	30	6	544	47	5	62	27	6	546
C. fair	28	0	0	10	71	4	29	0	0	546	18	2	56	35	8	542	15	2	47	40	12	541
D. poor	2	0	0	1	100	0	0	0	0	544	3	0	13	75	13	537	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	0	0	10	77	3	23	0	0	546	23	3	60	30	7	544	31	9	65	20	5	548
B. They match some of what I have learned.	60	0	0	23	77	6	20	1	3	546	61	3	66	28	3	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	4	80	1	20	0	0	547	13	0	56	33	10	542	10	3	45	38	14	542
D. There is no match.	4	0	0	0	0	2	100	0	0	536	3	0	30	60	10	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	17	0	0	7	88	1	13	0	0	547	18	0	55	34	11	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	71	0	0	26	76	8	24	0	0	547	63	4	66	28	3	545	64	7	63	25	5	547
C. easier than my regular schoolwork	13	0	0	4	67	1	17	1	17	542	18	2	57	30	11	543	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.	2	0	0	1	100	0	0	0	0	544	10	0	36	43	21	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	48	0	0	16	70	7	30	0	0	545	55	1	64	32	3	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	50	0	0	19	79	4	17	1	4	547	35	7	65	22	6	547	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	24	0	0	11	92	1	8	0	0	548	18	4	74	21	2	547	20	10	64	21	5	548
B. 20 minutes to an hour	44	0	0	17	77	5	23	0	0	546	44	3	67	26	5	545	56	7	65	24	5	547
C. less than 20 minutes	20	0	0	5	50	4	40	1	10	542	17	2	53	35	10	542	10	3	52	33	12	543
D. I rarely read at home.	12	0	0	4	67	2	33	0	0	545	21	2	50	40	8	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	34	0	0	15	88	2	12	0	0	548	39	1	55	33	11	542	25	3	53	33	11	543
B. six to ten pages	38	0	0	12	63	6	32	1	5	544	31	2	71	24	2	546	26	6	61	26	7	546
C. eleven or more pages	28	0	0	10	71	4	29	0	0	546	30	6	62	29	2	546	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										33	0	50	0	50	535						
B.	0										50	0	0	100	0	535						
C.	0										0											
D.	0										17	0	0	100	0	536						

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:	MSAD 06
School:	Frank Jewett School

ACHIEVEMENT LEVEL DEFINITIONS

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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	2	3	15	5	1711	12
	2007-2008	4	6	27	9	1617	12
	2008-2009	**9**	**18**	**36**	**12**	**2119**	**15**
	Cum. Total*	15	9	78	9	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	30	49	123	45	6778	48
	2007-2008	33	53	144	46	7284	52
	2008-2009	**29**	**57**	**168**	**56**	**7046**	**50**
	Cum. Total*	92	53	435	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	17	28	93	34	3884	28
	2007-2008	16	26	98	31	3341	24
	2008-2009	**8**	**16**	**62**	**21**	**3193**	**23**
	Cum. Total*	41	24	253	28	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	12	20	45	16	1683	12
	2007-2008	9	15	47	15	1778	13
	2008-2009	**5**	**10**	**35**	**12**	**1638**	**12**
	Cum. Total*	26	15	127	14	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**	26.6	55.4	25.2	52.5	25.5	53.1
A. Number	**18**	**38**	10.4	57.8	9.8	54.4	9.8	54.4
B. Data	**10**	**21**	5.1	51.0	5.2	52.0	5.2	52.0
C. Geometry	**10**	**21**	4.8	48.0	4.4	44.0	4.7	47.0
D. Algebra	**10**	**21**	6.3	63.0	5.8	58.0	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: MSAD 06
School: Frank Jewett 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	51	9	18	29	57	8	16	5	10	548	301	12	56	21	12	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										2						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										3						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	49	9	18	28	57	8	16	4	8	549	295	12	55	21	12	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	3	38	2	25	3	38	531	47	0	32	36	32	533	2307	3	32	32	33	536
No	43	9	21	26	60	6	14	2	5	551	254	14	60	18	8	549	11689	17	54	21	8	549
Current LEP																						
Yes	0										2						365	5	33	30	32	536
No	51	9	18	29	57	8	16	5	10	548	299	12	56	21	12	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	19	1	5	13	68	2	11	3	16	545	119	8	58	21	13	545	5731	7	46	29	18	542
No	32	8	25	16	50	6	19	2	6	550	182	15	54	20	10	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	51	9	18	29	57	8	16	5	10	548	301	12	56	21	12	546	13988	15	50	23	12	547
Gender																						
Female	22	3	14	11	50	5	23	3	14	546	140	10	56	19	15	545	6889	14	51	23	12	546
Male	29	6	21	18	62	3	10	2	7	550	161	14	55	22	9	547	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	8	62	3	23	2	15	541	103	0	46	33	21	538	1918	3	39	36	22	539
No	38	9	24	21	55	5	13	3	8	551	198	18	61	14	7	550	12078	17	52	21	10	548
Gifted/talented program																						
Yes	3										16	63	31	6	0	566	450	64	34	2	0	564
No	48	6	13	29	60	8	17	5	10	547	285	9	57	21	12	545	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: MSAD 06
School: Frank Jewett 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	8	0	0	2	50	2	50	0	0	546	3	0	67	22	11	545	4	8	38	26	28	539
B. less than one hour	69	8	24	19	56	5	15	2	6	551	81	13	56	22	10	547	70	15	52	23	10	547
C. one to two hours	20	0	0	7	70	1	10	2	20	544	15	12	56	14	19	545	24	15	51	23	11	547
D. more than two hours	2	0	0	1	100	0	0	0	0	550	1	0	25	25	50	526	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	4	27	8	53	3	20	0	0	554	30	25	54	13	8	552	34	28	50	14	8	552
B. good	37	3	17	11	61	2	11	2	11	548	41	10	64	16	10	547	45	11	54	24	10	546
C. fair	29	2	14	10	71	2	14	0	0	550	24	3	54	30	13	542	18	3	45	33	19	540
D. poor	4	0	0	0	0	1	50	1	50	530	5	0	25	50	25	535	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.	40	4	20	11	55	5	25	0	0	552	41	17	54	22	7	549	38	22	52	19	7	550
B. They match some of what I have learned.	46	5	22	13	57	2	9	3	13	549	46	11	57	18	14	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	14	0	0	5	71	1	14	1	14	543	11	0	62	18	21	540	11	6	40	30	24	540
D. There is no match.	0										2	0	40	60	0	540	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	16	2	25	3	38	2	25	1	13	549	17	8	50	24	18	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	64	6	19	18	56	6	19	2	6	549	63	12	56	20	11	547	64	15	53	23	10	547
C. easier than my regular schoolwork	20	1	10	8	80	0	0	1	10	551	20	16	60	17	7	550	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	12	0	0	3	50	2	33	1	17	540	5	0	33	33	33	535	7	6	39	27	27	539
B. 30–45 minutes	30	4	27	8	53	2	13	1	7	552	27	9	59	19	14	545	28	9	49	28	15	544
C. 45–60 minutes	38	4	21	11	58	2	11	2	11	551	29	11	60	16	13	547	41	17	53	21	9	548
D. more than 60 minutes	20	1	10	7	70	2	20	0	0	548	39	17	54	23	6	548	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	2	50	1	25	1	25	537	13	3	61	21	16	543	6	14	43	24	20	543
B. two or three days a week	30	3	20	10	67	2	13	0	0	551	37	12	61	17	10	547	24	17	52	21	10	548
C. two or three times each month	44	4	18	12	55	3	14	3	14	549	37	16	53	20	11	548	33	17	52	21	9	548
D. never or almost never	18	2	22	5	56	2	22	0	0	552	13	11	45	32	13	543	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	22	4	36	5	45	1	9	1	9	552	27	15	49	22	14	546	23	13	47	26	15	545
B. two or three days a week	35	1	6	11	65	3	18	2	12	548	33	9	60	19	11	547	31	17	52	21	10	548
C. two or three times each month	22	3	27	6	55	1	9	1	9	551	27	18	49	21	13	547	27	17	52	21	10	548
D. never or almost never	20	1	10	7	70	2	20	0	0	548	13	3	74	18	5	545	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										33	0	0	50	50	525						
B.	0										50	0	33	33	33	528						
C.	0										0											
D.	0										17	0	100	0	0	548						

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:	MSAD 06
School:	Frank Jewett School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	2	5	2	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*	32	64	163	54	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*	13	26	96	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*	4	8	36	12	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**	31.0	64.6	29.3	61.0	29.2	60.8
D. The Physical Setting	**24**	**50**	13.5	56.3	12.7	52.9	12.9	53.8
E. The Living Environment	**24**	**50**	17.5	72.9	16.5	68.8	16.3	67.9

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

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

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

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

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 06
School: Frank Jewett 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	50	1	2	32	64	13	26	4	8	546	300	2	54	32	12	543	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										2						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										3						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	48	1	2	32	67	13	27	2	4	547	294	2	55	32	11	543	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	2	29	2	29	540	46	0	24	43	33	535	2309	2	29	39	29	536
No	43	1	2	29	67	11	26	2	5	547	254	2	60	30	8	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										2						361	1	23	32	44	533
No	50	1	2	32	64	13	26	4	8	546	298	2	54	32	12	543	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	18	0	0	12	67	4	22	2	11	544	118	2	50	31	18	542	5729	2	42	37	20	539
No	32	1	3	20	63	9	28	2	6	547	182	2	57	33	8	544	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	50	1	2	32	64	13	26	4	8	546	300	2	54	32	12	543	13987	4	51	31	13	543
Gender																						
Female	22	0	0	11	50	7	32	4	18	543	140	0	51	37	11	542	6886	4	49	33	14	542
Male	28	1	4	21	75	6	21	0	0	549	160	3	57	28	13	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	9	69	4	31	0	0	544	103	0	32	50	17	538	1917	1	31	41	28	536
No	37	1	3	23	62	9	24	4	11	547	197	3	66	22	9	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	3										16	19	81	0	0	559	450	25	72	2	1	557
No	47	0	0	30	64	13	28	4	9	545	284	1	53	34	13	542	13545	4	51	32	13	543

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

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 06
School: Frank Jewett 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	8	0	0	3	75	1	25	0	0	549	3	0	33	67	0	542	4	2	37	35	25	538
B. less than one hour	69	1	3	22	65	10	29	1	3	547	81	1	57	30	12	543	70	4	53	31	12	544
C. one to two hours	20	0	0	6	60	1	10	3	30	541	15	5	49	37	9	544	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	1	100	0	0	538	1	0	0	25	75	527	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	28	0	0	9	64	3	21	2	14	545	24	3	57	21	19	543	26	7	56	26	11	545
B. good	44	1	5	15	68	4	18	2	9	548	52	2	58	32	8	544	53	4	53	31	11	544
C. fair	28	0	0	8	57	6	43	0	0	544	21	0	46	44	10	542	18	2	41	39	17	540
D. poor	0										4	0	27	45	27	537	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	12	0	0	4	67	2	33	0	0	548	17	0	54	32	14	542	23	5	56	28	11	544
B. They match some of what I have learned.	54	1	4	16	59	7	26	3	11	546	52	3	59	27	10	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	30	0	0	11	73	3	20	1	7	546	26	0	49	38	13	542	23	4	49	33	14	543
D. There is no match.	4	0	0	1	50	1	50	0	0	543	5	0	33	53	13	539	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	24	1	8	7	58	4	33	0	0	551	25	3	53	36	8	545	23	5	48	31	16	543
B. about the same as my regular schoolwork	54	0	0	18	67	5	19	4	15	544	56	1	53	32	14	543	58	4	52	32	12	543
C. easier than my regular schoolwork	22	0	0	7	64	4	36	0	0	546	19	2	61	27	11	544	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	34	1	6	13	76	1	6	2	12	548	8	4	67	8	21	544	33	5	51	31	14	543
B. a few times a week	24	0	0	7	58	3	25	2	17	544	57	1	52	34	13	543	45	4	52	32	11	544
C. once a week	10	0	0	3	60	2	40	0	0	545	15	2	56	35	7	544	8	4	50	30	16	542
D. a few times a month	32	0	0	9	56	7	44	0	0	546	20	2	54	36	8	543	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.	66	1	3	22	67	7	21	3	9	547	53	2	55	30	13	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	2	0	0	0	0	0	0	1	100	524	6	0	22	50	28	535	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	26	0	0	9	69	4	31	0	0	546	32	2	65	27	5	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	6	0	0	1	33	2	67	0	0	544	9	0	36	48	16	539	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	28	0	0	10	71	1	7	3	21	544	33	1	43	35	21	540	47	4	51	32	12	543
B. a few times a month	22	1	9	7	64	3	27	0	0	552	29	1	61	30	8	545	27	5	54	30	11	544
C. once a month	12	0	0	2	33	3	50	1	17	541	15	4	56	33	7	544	10	5	49	30	15	543
D. never or almost never	38	0	0	13	68	6	32	0	0	547	23	1	61	30	7	545	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	14	0	0	4	57	1	14	2	29	540	33	2	45	36	17	541	46	4	52	32	12	543
B. a few times a month	28	1	7	7	50	4	29	2	14	547	34	2	61	28	9	545	28	5	53	30	12	544
C. once a month	20	0	0	7	70	3	30	0	0	547	12	3	57	29	11	545	11	4	47	34	15	542
D. never or almost never	38	0	0	14	74	5	26	0	0	547	22	0	59	32	10	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										33	0	50	0	50	534						
B.	0										50	0	0	67	33	533						
C.	0										0											
D.	0										17	0	0	100	0	540						

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