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:	12031508
SAU:	MSAD 09
School:	Cascade Brook 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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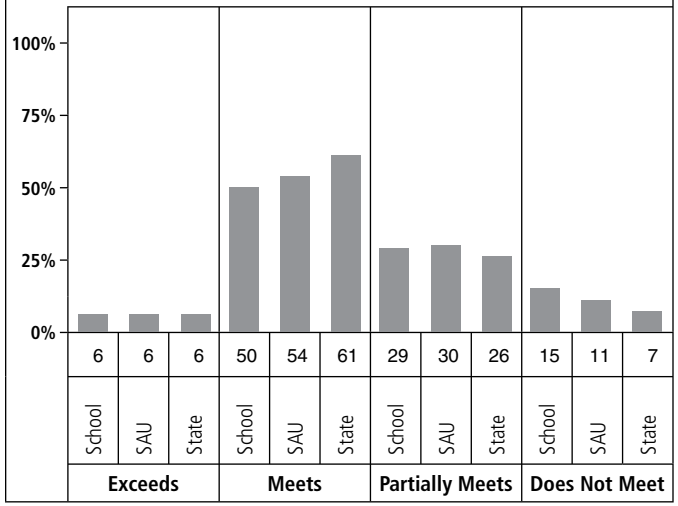
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 09
School: Cascade Brook School

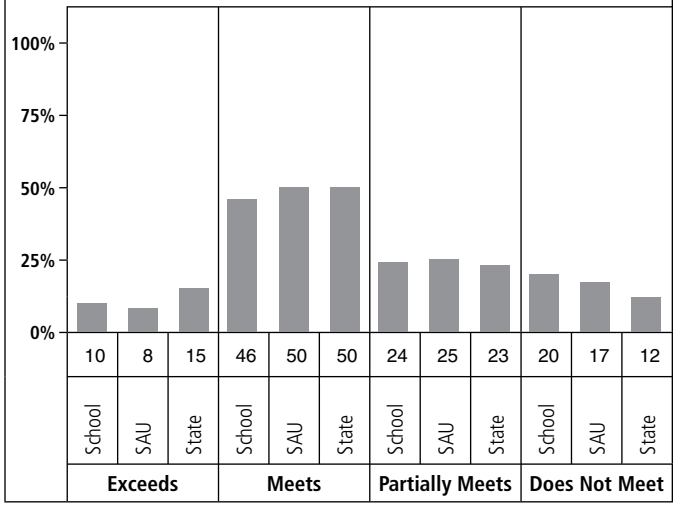
Summary of School, SAU, and State Scores

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

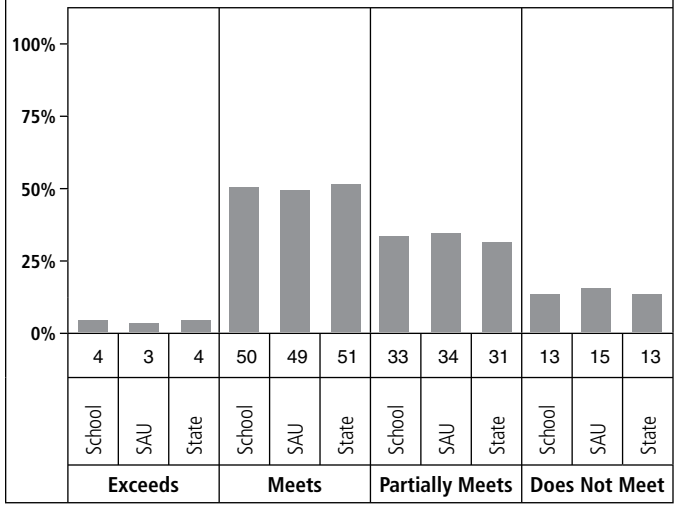
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.
**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 09
School: Cascade Brook 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	88	100	185	100	14212	100	86	98	183	99	14135	100	86	98	183	99	14144	100	86	98	183	99	14137	100
Ethnicity African American/Black	1	1	1	1	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	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	2	259	2	0	0	3	100	253	98	0	0	3	100	258	100	0	0	3	100	257	99
Hispanic	1	1	4	2	175	1	1	100	4	100	172	99	1	100	4	100	172	99	1	100	4	100	173	99
Caucasian/White	86	98	177	96	13271	93	84	98	175	99	13212	100	84	98	175	99	13211	100	84	98	175	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	15	17	24	13	2479	17	15	100	24	100	2454	100	15	100	24	100	2455	100	15	100	24	100	2451	99
Current LEP	0	0	1	1	374	3	0	0	1	100	359	96	0	0	1	100	370	99	0	0	1	100	366	98
Economically disadvantaged	35	40	91	49	5848	41	35	100	91	100	5815	100	35	100	91	100	5819	100	35	100	91	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	66	75	117	63	10849	76	65	74	116	63	10872	76	66	75	117	63	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	1	1	123	1	0	0	1	1	121	1	0	0	1	1	126	1
Participation with accommodations	16	18	62	34	3122	22	17	19	63	34	3124	22	16	18	62	34	3019	21
Identified disability (PET/IEP)	11	69	20	32	1992	64	11	65	20	32	2000	64	11	69	20	32	1971	65
LEP	0	0	1	2	184	6	0	0	1	2	196	6	0	0	1	2	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	5	31	41	66	907	29	6	35	42	67	886	28	5	31	41	66	826	27
Participation through alternate assessment (PAAP)	4	5	4	2	164	1	4	5	4	2	148	1	4	5	4	2	142	1
Identified disability (PET/IEP)	4	100	4	100	164	100	4	100	4	100	148	100	4	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	2	2	2	1	58	0	2	2	2	1	49	0	2	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 09
School: Cascade Brook 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	5	13	7	702	5
	2007-2008	5	6	6	3	659	5
	2008-2009	**5**	**6**	**10**	**6**	**836**	**6**
	Cum. Total*	15	6	29	5	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	46	46	85	48	7730	55
	2007-2008	42	47	107	59	8195	58
	2008-2009	**41**	**50**	**96**	**54**	**8495**	**61**
	Cum. Total*	129	47	288	54	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	36	36	57	32	4182	30
	2007-2008	20	22	38	21	3800	27
	2008-2009	**24**	**29**	**53**	**30**	**3667**	**26**
	Cum. Total*	80	29	148	28	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	13	13	23	13	1419	10
	2007-2008	23	26	29	16	1362	10
	2008-2009	**12**	**15**	**20**	**11**	**973**	**7**
	Cum. Total*	48	18	72	13	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**	29.1	60.6	29.6	61.7	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	13.7	57.1	14.5	60.4	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.3	63.8	15.1	62.9	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 09
School: Cascade Brook 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	82	5	6	41	50	24	29	12	15	544	179	6	54	30	11	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						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										4						166	4	54	32	10	543
Caucasian/White	80	5	6	40	50	24	30	11	14	544	171	5	54	31	11	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	2	18	4	36	5	45	535	20	0	20	40	40	536	2290	0	29	47	23	537
No	71	5	7	39	55	20	28	7	10	545	159	6	58	28	8	546	11681	7	67	22	4	548
Current LEP																						
Yes	0										1						354	1	35	34	30	538
No	82	5	6	41	50	24	29	12	15	544	178	6	53	30	11	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	34	0	0	10	29	13	38	11	32	537	90	1	40	39	20	540	5716	2	51	35	12	542
No	48	5	10	31	65	11	23	1	2	549	89	10	67	20	2	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	82	5	6	41	50	24	29	12	15	544	179	6	54	30	11	544	13963	6	61	26	7	546
Gender																						
Female	38	4	11	21	55	11	29	2	5	547	83	10	53	30	7	546	6882	8	62	24	6	547
Male	44	1	2	20	45	13	30	10	23	541	96	2	54	29	15	543	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										13	0	62	23	15	541	1914	1	41	44	14	540
No	79	5	6	40	51	23	29	11	14	544	166	6	53	30	11	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	1										2						450	26	72	2	0	557
No	81	5	6	40	49	24	30	12	15	544	177	5	54	30	11	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 09
School: Cascade Brook 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	20	0	0	4	80	531	6	0	27	36	36	536	4	2	40	34	24	540
B. less than one hour	76	3	5	33	53	20	32	6	10	545	74	6	53	30	11	545	70	6	63	26	6	546
C. one to two hours	15	2	17	5	42	3	25	2	17	544	18	6	63	25	6	545	24	7	61	26	6	546
D. more than two hours	4	0	0	2	67	1	33	0	0	541	2	0	75	25	0	543	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	4	15	19	73	2	8	1	4	552	29	13	62	21	4	550	36	10	67	18	5	549
B. good	45	1	3	18	49	13	35	5	14	542	44	4	58	31	8	545	47	5	62	27	6	546
C. fair	20	0	0	4	25	8	50	4	25	538	21	0	45	39	16	540	15	2	47	40	12	541
D. poor	4	0	0	0	0	1	33	2	67	528	6	0	18	27	55	533	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	3	14	10	48	6	29	2	10	546	19	12	53	29	6	546	31	9	65	20	5	548
B. They match some of what I have learned.	63	2	4	26	50	15	29	9	17	544	61	5	57	28	11	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	7	0	0	4	67	1	17	1	17	540	14	4	48	32	16	541	10	3	45	38	14	542
D. There is no match.	4	0	0	1	33	2	67	0	0	540	6	0	30	50	20	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	25	0	0	9	45	7	35	4	20	541	26	2	43	35	20	541	16	3	49	32	15	542
B. about the same as my regular schoolwork	58	5	11	21	45	13	28	8	17	544	58	7	53	31	9	545	64	7	63	25	5	547
C. easier than my regular schoolwork	17	0	0	10	71	4	29	0	0	547	16	7	69	17	7	548	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	1	13	4	50	3	38	536	13	4	22	52	22	539	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	53	1	2	19	44	15	35	8	19	541	50	2	51	35	12	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	37	4	13	20	67	5	17	1	3	550	37	11	68	15	6	549	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	23	3	16	11	58	4	21	1	5	549	22	13	55	28	5	547	20	10	64	21	5	548
B. 20 minutes to an hour	45	2	5	22	59	9	24	4	11	545	49	6	66	22	7	546	56	7	65	24	5	547
C. less than 20 minutes	21	0	0	6	35	7	41	4	24	539	13	0	38	42	21	540	10	3	52	33	12	543
D. I rarely read at home.	11	0	0	2	22	4	44	3	33	537	16	0	29	46	25	539	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	24	0	0	6	32	9	47	4	21	539	28	0	50	38	13	542	25	3	53	33	11	543
B. six to ten pages	38	3	10	14	47	9	30	4	13	544	29	6	55	27	12	544	26	6	61	26	7	546
C. eleven or more pages	38	2	7	20	67	6	20	2	7	548	43	8	56	28	8	546	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	100	0	0	547						
C.	0										0											
D.	0										33	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 09
School:	Cascade Brook 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	9	9	20	11	1711	12
	2007-2008	5	6	7	4	1617	12
	2008-2009	**8**	**10**	**14**	**8**	**2119**	**15**
	Cum. Total*	22	8	41	8	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	49	49	80	45	6778	48
	2007-2008	40	44	97	54	7284	52
	2008-2009	**38**	**46**	**90**	**50**	**7046**	**50**
	Cum. Total*	127	47	267	50	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	26	26	53	30	3884	28
	2007-2008	27	30	55	31	3341	24
	2008-2009	**20**	**24**	**44**	**25**	**3193**	**23**
	Cum. Total*	73	27	152	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	17	17	26	15	1683	12
	2007-2008	18	20	21	12	1778	13
	2008-2009	**16**	**20**	**31**	**17**	**1638**	**12**
	Cum. Total*	51	19	78	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**	23.5	49.0	23.2	48.3	25.5	53.1
A. Number	**18**	**38**	9.1	50.6	9.0	50.0	9.8	54.4
B. Data	**10**	**21**	4.7	47.0	4.9	49.0	5.2	52.0
C. Geometry	**10**	**21**	4.5	45.0	4.2	42.0	4.7	47.0
D. Algebra	**10**	**21**	5.1	51.0	5.2	52.0	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 09
School: Cascade Brook 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	82	8	10	38	46	20	24	16	20	543	179	8	50	25	17	543	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						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										4						166	9	43	31	17	543
Caucasian/White	80	8	10	38	48	18	23	16	20	543	171	7	50	25	18	542	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	4	36	3	27	537	20	0	35	35	30	536	2307	3	32	32	33	536
No	71	8	11	34	48	16	23	13	18	544	159	9	52	23	16	544	11689	17	54	21	8	549
Current LEP																						
Yes	0										1						365	5	33	30	32	536
No	82	8	10	38	46	20	24	16	20	543	178	8	50	25	17	543	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	34	2	6	10	29	13	38	9	26	537	90	3	41	33	22	539	5731	7	46	29	18	542
No	48	6	13	28	58	7	15	7	15	547	89	12	60	16	12	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	82	8	10	38	46	20	24	16	20	543	179	8	50	25	17	543	13988	15	50	23	12	547
Gender																						
Female	38	3	8	20	53	10	26	5	13	543	83	6	53	25	16	542	6889	14	51	23	12	546
Male	44	5	11	18	41	10	23	11	25	543	96	9	48	24	19	544	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										13	0	31	38	31	535	1918	3	39	36	22	539
No	79	8	10	38	48	18	23	15	19	544	166	8	52	23	16	544	12078	17	52	21	10	548
Gifted/talented program																						
Yes	1										2						450	64	34	2	0	564
No	81	7	9	38	47	20	25	16	20	543	177	7	51	25	18	543	13546	14	51	23	12	546

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

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

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 09
School: Cascade Brook 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	20	2	40	2	40	530	6	0	36	36	27	535	4	8	38	26	28	539
B. less than one hour	76	8	13	30	48	14	23	10	16	546	74	11	48	26	16	544	70	15	52	23	10	547
C. one to two hours	15	0	0	6	50	3	25	3	25	538	18	0	66	16	19	542	24	15	51	23	11	547
D. more than two hours	4	0	0	1	33	1	33	1	33	527	2	0	50	25	25	532	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	45	6	16	16	43	7	19	8	22	546	38	15	51	19	15	547	34	28	50	14	8	552
B. good	41	2	6	17	50	9	26	6	18	542	44	4	53	29	14	542	45	11	54	24	10	546
C. fair	12	0	0	5	50	4	40	1	10	538	14	4	40	28	28	538	18	3	45	33	19	540
D. poor	1	0	0	0	0	0	0	1	100	500	4	0	43	14	43	530	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.	30	6	24	10	40	6	24	3	12	548	30	17	48	24	11	548	38	22	52	19	7	550
B. They match some of what I have learned.	57	2	4	25	53	12	26	8	17	544	55	5	58	22	14	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	9	0	0	2	29	2	29	3	43	529	12	0	24	43	33	532	11	6	40	30	24	540
D. There is no match.	4	0	0	1	33	0	0	2	67	520	3	0	33	0	67	525	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	12	0	0	6	60	2	20	2	20	537	19	3	52	18	27	538	17	7	42	30	21	540
B. about the same as my regular schoolwork	69	5	9	26	46	14	25	11	20	543	66	8	50	26	15	543	64	15	53	23	10	547
C. easier than my regular schoolwork	19	3	20	5	33	4	27	3	20	547	16	14	46	25	14	547	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	33	0	0	2	67	529	6	0	60	10	30	540	7	6	39	27	27	539
B. 30–45 minutes	32	1	4	8	31	10	38	7	27	537	42	5	45	29	20	541	28	9	49	28	15	544
C. 45–60 minutes	50	4	10	26	63	6	15	5	12	547	44	9	58	19	14	545	41	17	53	21	9	548
D. more than 60 minutes	15	3	25	3	25	4	33	2	17	548	8	20	27	40	13	546	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	33	0	0	1	33	1	33	540	2	25	0	25	50	532	6	14	43	24	20	543
B. two or three days a week	20	1	6	7	44	2	13	6	38	538	13	4	42	25	29	538	24	17	52	21	10	548
C. two or three times each month	51	6	14	21	50	10	24	5	12	547	45	9	57	22	12	545	33	17	52	21	9	548
D. never or almost never	26	0	0	10	48	7	33	4	19	539	39	7	49	27	17	543	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	1	14	2	29	0	0	4	57	531	14	4	40	24	32	536	23	13	47	26	15	545
B. two or three days a week	40	5	15	13	39	8	24	7	21	545	29	10	46	21	23	542	31	17	52	21	10	548
C. two or three times each month	26	2	10	12	57	4	19	3	14	543	24	10	60	19	12	544	27	17	52	21	10	548
D. never or almost never	26	0	0	11	52	8	38	2	10	545	33	7	53	31	10	546	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	100	0	0	542						
C.	0										0											
D.	0										33	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

SCIENCE RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 09
School:	Cascade Brook 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*	3	4	5	3	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*	41	50	87	49	7187	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	27	33	60	34	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*	11	13	27	15	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**	29.0	60.4	28.6	59.6	29.2	60.8
D. The Physical Setting	**24**	**50**	12.6	52.5	12.3	51.3	12.9	53.8
E. The Living Environment	**24**	**50**	16.4	68.3	16.3	67.9	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 09
School: Cascade Brook 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	82	3	4	41	50	27	33	11	13	543	179	3	49	34	15	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						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										4						167	1	40	37	22	539
Caucasian/White	80	3	4	40	50	26	33	11	14	543	171	2	49	34	16	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	5	45	2	18	538	20	0	30	55	15	539	2309	2	29	39	29	536
No	71	3	4	37	52	22	31	9	13	544	159	3	51	31	15	543	11686	5	56	30	10	545
Current LEP																						
Yes	0										1						361	1	23	32	44	533
No	82	3	4	41	50	27	33	11	13	543	178	3	48	34	15	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	34	0	0	9	26	18	53	7	21	536	90	0	30	48	22	537	5729	2	42	37	20	539
No	48	3	6	32	67	9	19	4	8	548	89	6	67	19	8	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	82	3	4	41	50	27	33	11	13	543	179	3	49	34	15	542	13987	4	51	31	13	543
Gender																						
Female	38	1	3	21	55	13	34	3	8	544	83	1	49	33	17	541	6886	4	49	33	14	542
Male	44	2	5	20	45	14	32	8	18	542	96	4	48	34	14	543	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										13	0	31	46	23	538	1917	1	31	41	28	536
No	79	3	4	41	52	25	32	10	13	543	166	3	50	33	14	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	1										2						450	25	72	2	1	557
No	81	2	2	41	51	27	33	11	14	542	177	2	49	34	15	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 09
School: Cascade Brook 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	20	3	60	1	20	534	6	0	27	64	9	538	4	2	37	35	25	538
B. less than one hour	76	3	5	32	52	19	31	8	13	544	74	3	48	30	18	542	70	4	53	31	12	544
C. one to two hours	15	0	0	6	50	5	42	1	8	542	18	3	53	41	3	544	24	5	51	31	12	544
D. more than two hours	4	0	0	2	67	0	0	1	33	541	2	0	75	0	25	543	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	20	1	6	11	69	2	13	2	13	545	21	8	59	24	8	547	26	7	56	26	11	545
B. good	63	1	2	25	48	20	38	6	12	542	58	1	50	34	15	542	53	4	53	31	11	544
C. fair	16	1	8	5	38	5	38	2	15	543	17	3	39	42	16	541	18	2	41	39	17	540
D. poor	1	0	0	0	0	0	0	1	100	526	4	0	13	38	50	530	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	40	5	50	1	10	542	15	4	44	41	11	543	23	5	56	28	11	544
B. They match some of what I have learned.	56	2	4	21	46	16	35	7	15	542	48	2	49	31	17	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	27	1	5	15	68	4	18	2	9	547	28	4	55	29	12	544	23	4	49	33	14	543
D. There is no match.	5	0	0	1	25	2	50	1	25	535	8	0	33	47	20	536	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	24	2	10	9	45	6	30	3	15	545	24	5	35	37	23	539	23	5	48	31	16	543
B. about the same as my regular schoolwork	62	1	2	24	47	20	39	6	12	542	61	1	48	39	12	542	58	4	52	32	12	543
C. easier than my regular schoolwork	13	0	0	8	73	1	9	2	18	545	15	7	74	7	11	549	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	5	0	0	2	50	1	25	1	25	537	9	0	19	56	25	535	33	5	51	31	14	543
B. a few times a week	68	3	5	27	48	19	34	7	13	543	71	4	50	33	13	543	45	4	52	32	11	544
C. once a week	11	0	0	4	44	5	56	0	0	544	8	0	43	43	14	540	8	4	50	30	16	542
D. a few times a month	16	0	0	8	62	2	15	3	23	541	12	0	68	14	18	542	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.	12	0	0	5	50	2	20	3	30	538	12	0	33	33	33	537	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	43	2	6	12	34	16	46	5	14	541	40	3	40	42	15	540	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	18	0	0	8	53	5	33	2	13	541	17	3	48	35	13	542	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	27	1	5	16	73	4	18	1	5	550	31	4	65	22	9	547	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	6	15	48	9	29	5	16	543	48	5	51	33	12	544	47	4	51	32	12	543
B. a few times a month	37	1	3	13	43	12	40	4	13	541	30	2	46	37	15	541	27	5	54	30	11	544
C. once a month	12	0	0	7	70	2	20	1	10	546	8	0	53	27	20	542	10	5	49	30	15	543
D. never or almost never	12	0	0	6	60	3	30	1	10	543	13	0	43	30	26	538	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	33	1	4	11	41	14	52	1	4	542	43	4	43	44	9	542	46	4	52	32	12	543
B. a few times a month	34	2	7	13	46	8	29	5	18	543	32	4	53	28	16	543	28	5	53	30	12	544
C. once a month	10	0	0	5	63	2	25	1	13	545	9	0	50	25	25	540	11	4	47	34	15	542
D. never or almost never	23	0	0	12	63	3	16	4	21	543	16	0	57	21	21	542	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										67	0	50	50	0	540						
C.	0										0											
D.	0										33	0	0	0	100	528						

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