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:	12111936
SAU:	MSAD 17
School:	Paris Elementary 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9
Science Results 10-12

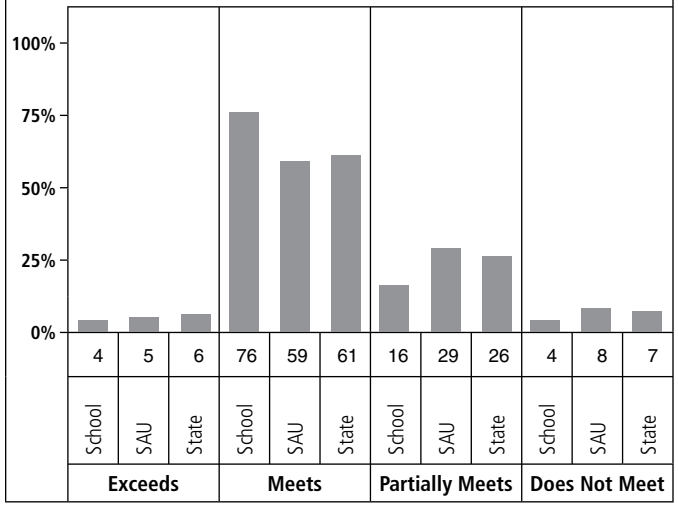
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Paris Elementary School

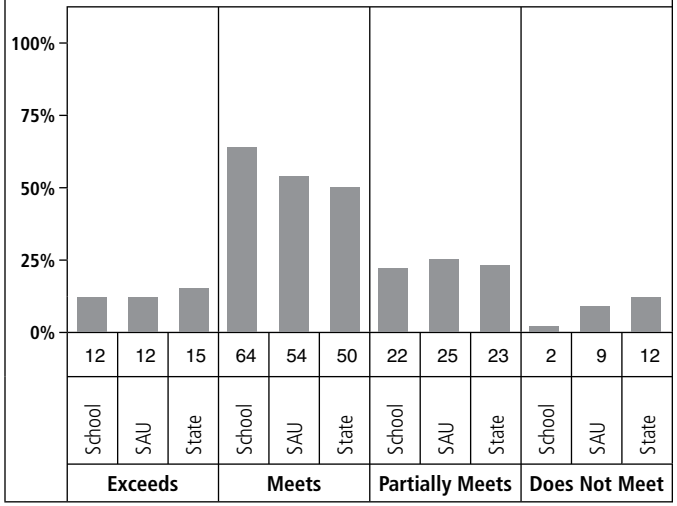
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	546	542	544
2007–2008	547	543	545
2008–2009	**548**	**545**	**546**
Cum. Avg.*	547	543	545
Mathematics			
2006–2007	545	543	546
2007–2008	545	542	546
2008–2009	**549**	**546**	**547**
Cum. Avg.*	546	544	546
Science			
2008-2009 **	**543**	**541**	**543**

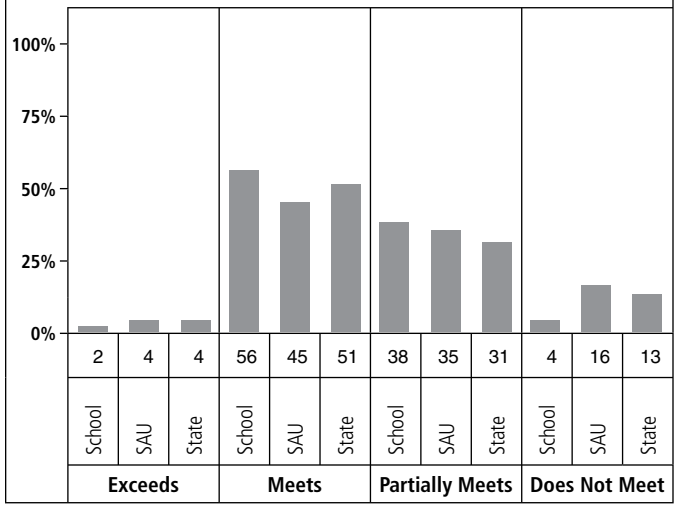
ELA – READING



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 17
School: Paris Elementary 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	287	100	14212	100	51	100	286	100	14135	100	51	100	286	100	14144	100	51	100	286	100	14137	100
Ethnicity African American/Black	1	2	5	2	397	3	1	100	5	100	388	98	1	100	5	100	393	99	1	100	5	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	2	4	1	259	2	1	100	4	100	253	98	1	100	4	100	258	100	1	100	4	100	257	99
Hispanic	2	4	4	1	175	1	2	100	4	100	172	99	2	100	4	100	172	99	2	100	4	100	173	99
Caucasian/White	47	92	274	95	13271	93	47	100	273	100	13212	100	47	100	273	100	13211	100	47	100	273	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	8	16	46	16	2479	17	8	100	45	98	2454	100	8	100	45	98	2455	100	8	100	45	98	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	33	65	182	63	5848	41	33	100	181	99	5815	100	33	100	181	99	5819	100	33	100	181	99	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	42	82	209	73	10849	76	42	82	210	73	10872	76	42	82	212	74	10976	77
Identified disability (PET/IEP)	1	2	3	1	298	3	1	2	3	1	307	3	1	2	4	2	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	2	1	123	1	0	0	2	1	121	1	0	0	2	1	126	1
Participation with accommodations	8	16	68	24	3122	22	8	16	69	24	3124	22	8	16	67	23	3019	21
Identified disability (PET/IEP)	6	75	33	49	1992	64	6	75	35	51	2000	64	6	75	34	51	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	2	3	84	3	0	0	2	3	86	3	0	0	2	3	81	3
Other	2	25	34	50	907	29	2	25	33	48	886	28	2	25	32	48	826	27
Participation through alternate assessment (PAAP)	1	2	9	3	164	1	1	2	7	2	148	1	1	2	7	2	142	1
Identified disability (PET/IEP)	1	100	9	100	164	100	1	100	7	100	148	100	1	100	7	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	0	0	1	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:	MSAD 17
School:	Paris Elementary 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	4	8	9	3	702	5
	2007-2008	2	4	7	3	659	5
	2008-2009	**2**	**4**	**13**	**5**	**836**	**6**
	Cum. Total*	8	5	29	4	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	29	58	143	51	7730	55
	2007-2008	33	70	122	52	8195	58
	2008-2009	**38**	**76**	**163**	**59**	**8495**	**61**
	Cum. Total*	100	68	428	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	13	26	96	35	4182	30
	2007-2008	12	26	80	34	3800	27
	2008-2009	**8**	**16**	**80**	**29**	**3667**	**26**
	Cum. Total*	33	22	256	32	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	8	30	11	1419	10
	2007-2008	0	0	27	11	1362	10
	2008-2009	**2**	**4**	**21**	**8**	**973**	**7**
	Cum. Total*	6	4	78	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**	32.6	67.9	30.3	63.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.3	63.8	14.8	61.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	17.3	72.1	15.6	65.0	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 17
School: Paris Elementary 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	2	4	38	76	8	16	2	4	548	277	5	59	29	8	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										5	20	60	20	0	550	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										4						252	11	58	21	11	547
Hispanic	2										4						166	4	54	32	10	543
Caucasian/White	46	2	4	35	76	7	15	2	4	548	264	5	58	30	8	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	3	43	2	29	2	29	538	36	0	22	39	39	534	2290	0	29	47	23	537
No	43	2	5	35	81	6	14	0	0	550	241	5	64	27	3	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	50	2	4	38	76	8	16	2	4	548	277	5	59	29	8	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	32	0	0	22	69	8	25	2	6	546	172	3	50	36	11	543	5716	2	51	35	12	542
No	18	2	11	16	89	0	0	0	0	553	105	8	73	17	2	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	50	2	4	38	76	8	16	2	4	548	277	5	59	29	8	545	13963	6	61	26	7	546
Gender																						
Female	24	2	8	17	71	4	17	1	4	549	116	7	54	34	5	546	6882	8	62	24	6	547
Male	26	0	0	21	81	4	15	1	4	548	161	3	62	25	9	545	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	50	2	4	38	76	8	16	2	4	548	277	5	59	29	8	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	1										17	24	76	0	0	556	450	26	72	2	0	557
No	49	2	4	37	76	8	16	2	4	548	260	3	58	31	8	545	13521	5	60	27	7	545

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

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

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Paris Elementary 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	2	0	0	1	100	0	0	0	0	554	3	0	38	25	38	538	4	2	40	34	24	540
B. less than one hour	76	0	0	27	73	8	22	2	5	547	74	4	58	32	6	545	70	6	63	26	6	546
C. one to two hours	18	2	22	7	78	0	0	0	0	553	21	8	66	19	7	547	24	7	61	26	6	546
D. more than two hours	4	0	0	2	100	0	0	0	0	552	2	0	50	33	17	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	37	1	6	15	83	1	6	1	6	550	39	7	71	15	6	548	36	10	67	18	5	549
B. good	47	1	4	18	78	4	17	0	0	549	41	4	58	34	4	545	47	5	62	27	6	546
C. fair	14	0	0	3	43	3	43	1	14	540	18	2	35	49	14	540	15	2	47	40	12	541
D. poor	2	0	0	1	100	0	0	0	0	546	3	0	43	29	29	540	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.	39	2	11	14	74	3	16	0	0	551	37	10	61	23	6	548	31	9	65	20	5	548
B. They match some of what I have learned.	51	0	0	20	80	4	16	1	4	547	49	2	60	31	6	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	8	0	0	2	50	1	25	1	25	540	11	0	48	39	13	541	10	3	45	38	14	542
D. There is no match.	2	0	0	1	100	0	0	0	0	558	3	0	38	25	38	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	8	1	25	2	50	0	0	1	25	552	9	12	36	36	16	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	57	0	0	22	79	6	21	0	0	547	67	4	59	32	5	545	64	7	63	25	5	547
C. easier than my regular schoolwork	35	1	6	13	76	2	12	1	6	549	24	3	68	18	11	546	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	1	50	1	50	0	0	539	8	0	27	50	23	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	44	0	0	14	67	6	29	1	5	544	49	1	55	36	8	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	52	2	8	21	84	1	4	1	4	552	42	10	69	17	4	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	20	0	0	9	90	0	0	1	10	549	24	6	67	19	7	547	20	10	64	21	5	548
B. 20 minutes to an hour	51	2	8	19	76	4	16	0	0	550	61	5	57	31	7	545	56	7	65	24	5	547
C. less than 20 minutes	8	0	0	2	50	1	25	1	25	541	8	0	57	33	10	543	10	3	52	33	12	543
D. I rarely read at home.	20	0	0	7	70	3	30	0	0	546	8	0	43	43	14	541	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	0	0	7	58	5	42	0	0	545	18	0	50	38	13	543	25	3	53	33	11	543
B. six to ten pages	26	1	8	9	75	1	8	1	8	551	23	3	53	30	13	544	26	6	61	26	7	546
C. eleven or more pages	49	1	4	20	87	1	4	1	4	549	59	7	63	25	4	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	558	50	0	100	0	0	555						
B.	0										17	0	100	0	0	544						
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 17
School:	Paris Elementary 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	7	14	23	8	1711	12
	2007-2008	1	2	7	3	1617	12
	2008-2009	**6**	**12**	**34**	**12**	**2119**	**15**
	Cum. Total*	14	10	64	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	21	42	122	44	6778	48
	2007-2008	29	62	120	51	7284	52
	2008-2009	**32**	**64**	**151**	**54**	**7046**	**50**
	Cum. Total*	82	56	393	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	17	34	93	33	3884	28
	2007-2008	13	28	68	29	3341	24
	2008-2009	**11**	**22**	**69**	**25**	**3193**	**23**
	Cum. Total*	41	28	230	29	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	5	10	40	14	1683	12
	2007-2008	4	9	41	17	1778	13
	2008-2009	**1**	**2**	**25**	**9**	**1638**	**12**
	Cum. Total*	10	7	106	13	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**	27.0	56.3	25.2	52.5	25.5	53.1
A. Number	**18**	**38**	10.3	57.2	9.6	53.3	9.8	54.4
B. Data	**10**	**21**	5.1	51.0	5.1	51.0	5.2	52.0
C. Geometry	**10**	**21**	5.6	56.0	5.1	51.0	4.7	47.0
D. Algebra	**10**	**21**	6.0	60.0	5.5	55.0	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 17
School: Paris Elementary 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	6	12	32	64	11	22	1	2	549	279	12	54	25	9	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										5	20	60	20	0	552	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										4						257	19	50	20	12	548
Hispanic	2										4						166	9	43	31	17	543
Caucasian/White	46	6	13	29	63	11	24	0	0	550	266	12	53	25	9	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	7	100	0	0	0	0	550	38	0	39	42	18	536	2307	3	32	32	33	536
No	43	6	14	25	58	11	26	1	2	549	241	14	56	22	7	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	50	6	12	32	64	11	22	1	2	549	279	12	54	25	9	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	32	2	6	20	63	9	28	1	3	546	174	8	52	26	13	544	5731	7	46	29	18	542
No	18	4	22	12	67	2	11	0	0	554	105	19	57	22	2	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	50	6	12	32	64	11	22	1	2	549	279	12	54	25	9	546	13988	15	50	23	12	547
Gender																						
Female	24	4	17	12	50	8	33	0	0	549	116	9	55	27	9	545	6889	14	51	23	12	546
Male	26	2	8	20	77	3	12	1	4	550	163	15	53	23	9	547	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	50	6	12	32	64	11	22	1	2	549	279	12	54	25	9	546	12078	17	52	21	10	548
Gifted/talented program																						
Yes	1										17	76	24	0	0	566	450	64	34	2	0	564
No	49	5	10	32	65	11	22	1	2	549	262	8	56	26	10	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 17
School: Paris Elementary 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	2	0	0	1	100	0	0	0	0	560	3	13	25	13	50	535	4	8	38	26	28	539
B. less than one hour	76	4	11	22	59	10	27	1	3	548	74	13	52	28	7	547	70	15	52	23	10	547
C. one to two hours	18	2	22	6	67	1	11	0	0	552	21	10	66	15	8	548	24	15	51	23	11	547
D. more than two hours	4	0	0	2	100	0	0	0	0	555	2	0	50	17	33	542	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	4	27	11	73	0	0	0	0	557	29	30	49	15	6	553	34	28	50	14	8	552
B. good	57	2	7	16	57	9	32	1	4	546	46	6	62	25	6	546	45	11	54	24	10	546
C. fair	8	0	0	2	50	2	50	0	0	543	21	2	46	40	12	540	18	3	45	33	19	540
D. poor	4	0	0	2	100	0	0	0	0	547	4	0	50	8	42	537	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.	45	4	18	14	64	4	18	0	0	553	47	16	55	21	8	549	38	22	52	19	7	550
B. They match some of what I have learned.	43	1	5	12	57	7	33	1	5	546	38	10	56	28	6	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	12	1	17	5	83	0	0	0	0	550	14	5	47	29	18	539	11	6	40	30	24	540
D. There is no match.	0										1	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	11	2	40	2	40	1	20	0	0	554	16	9	45	23	23	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	66	2	6	20	65	8	26	1	3	547	66	10	56	27	7	546	64	15	53	23	10	547
C. easier than my regular schoolwork	23	2	18	8	73	1	9	0	0	555	18	24	53	16	6	552	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	2	0	0	1	100	0	0	0	0	548	3	0	56	22	22	540	7	6	39	27	27	539
B. 30–45 minutes	20	1	10	7	70	2	20	0	0	549	18	10	51	29	10	544	28	9	49	28	15	544
C. 45–60 minutes	37	3	17	9	50	5	28	1	6	551	32	10	56	25	8	547	41	17	53	21	9	548
D. more than 60 minutes	41	2	10	14	70	4	20	0	0	548	47	15	53	24	8	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										5	7	36	21	36	537	6	14	43	24	20	543
B. two or three days a week	18	1	11	6	67	2	22	0	0	548	17	15	55	26	4	547	24	17	52	21	10	548
C. two or three times each month	27	1	8	8	62	4	31	0	0	547	29	11	48	32	9	545	33	17	52	21	9	548
D. never or almost never	55	4	15	17	63	5	19	1	4	551	49	13	58	21	8	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	0	0	5	71	2	29	0	0	547	32	9	47	32	11	544	23	13	47	26	15	545
B. two or three days a week	51	3	12	16	64	5	20	1	4	549	32	11	61	22	6	548	31	17	52	21	10	548
C. two or three times each month	24	1	8	8	67	3	25	0	0	548	24	13	57	21	9	547	27	17	52	21	10	548
D. never or almost never	10	2	40	2	40	1	20	0	0	556	12	21	44	24	12	547	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	546	50	0	100	0	0	547						
B.	0										17	0	0	0	100	528						
C.	0										0											
D.	0										33	0	0	50	50	529						

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 17
School:	Paris Elementary 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	10	4	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*	28	56	125	45	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*	19	38	99	35	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*	2	4	45	16	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**	29.5	61.5	28.1	58.5	29.2	60.8
D. The Physical Setting	**24**	**50**	13.2	55.0	12.6	52.5	12.9	53.8
E. The Living Environment	**24**	**50**	16.3	67.9	15.5	64.6	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 17
School: Paris Elementary 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	28	56	19	38	2	4	543	279	4	45	35	16	541	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										5	20	40	40	0	546	382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										4						256	5	51	27	17	542
Hispanic	2										4						167	1	40	37	22	539
Caucasian/White	46	1	2	26	57	18	39	1	2	545	266	3	44	36	17	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	4	57	2	29	1	14	537	38	0	29	34	37	532	2309	2	29	39	29	536
No	43	1	2	24	56	17	40	1	2	544	241	4	47	36	13	543	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	50	1	2	28	56	19	38	2	4	543	279	4	45	35	16	541	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	32	1	3	15	47	14	44	2	6	542	174	2	36	39	23	538	5729	2	42	37	20	539
No	18	0	0	13	72	5	28	0	0	547	105	7	59	30	5	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	50	1	2	28	56	19	38	2	4	543	279	4	45	35	16	541	13987	4	51	31	13	543
Gender																						
Female	24	0	0	14	58	9	38	1	4	542	116	2	43	36	19	540	6886	4	49	33	14	542
Male	26	1	4	14	54	10	38	1	4	545	163	5	46	35	14	543	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	50	1	2	28	56	19	38	2	4	543	279	4	45	35	16	541	12078	5	55	30	11	544
Gifted/talented program																						
Yes	1										17	18	82	0	0	558	450	25	72	2	1	557
No	49	1	2	27	55	19	39	2	4	543	262	3	42	38	17	540	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 17
School: Paris Elementary 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	2	0	0	1	100	0	0	0	0	554	3	0	25	13	63	532	4	2	37	35	25	538
B. less than one hour	76	1	3	20	54	14	38	2	5	542	74	3	45	37	15	541	70	4	53	31	12	544
C. one to two hours	18	0	0	5	56	4	44	0	0	546	21	7	46	32	15	544	24	5	51	31	12	544
D. more than two hours	4	0	0	2	100	0	0	0	0	551	2	0	50	33	17	539	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	39	1	5	10	53	7	37	1	5	545	27	7	51	26	16	544	26	7	56	26	11	545
B. good	47	0	0	13	57	10	43	0	0	543	44	3	47	38	12	542	53	4	53	31	11	544
C. fair	12	0	0	5	83	1	17	0	0	546	24	2	39	38	21	539	18	2	41	39	17	540
D. poor	2	0	0	0	0	0	0	1	100	514	6	0	25	44	31	535	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.	10	0	0	4	80	1	20	0	0	546	18	2	54	20	24	542	23	5	56	28	11	544
B. They match some of what I have learned.	35	0	0	6	35	10	59	1	6	539	41	4	40	43	12	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	41	0	0	13	65	6	30	1	5	544	30	2	52	34	11	542	23	4	49	33	14	543
D. There is no match.	14	1	14	5	71	1	14	0	0	552	11	7	30	30	33	538	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	20	0	0	7	70	2	20	1	10	546	23	8	39	34	19	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	49	1	4	13	54	9	38	1	4	543	58	3	47	35	15	542	58	4	52	32	12	543
C. easier than my regular schoolwork	31	0	0	8	53	7	47	0	0	544	20	2	46	35	17	541	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	8	0	0	2	50	1	25	1	25	533	12	3	36	30	30	537	33	5	51	31	14	543
B. a few times a week	88	1	2	25	58	16	37	1	2	545	54	5	55	31	9	544	45	4	52	32	11	544
C. once a week	4	0	0	1	50	1	50	0	0	541	6	0	41	29	29	538	8	4	50	30	16	542
D. a few times a month	0										28	3	32	45	19	539	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.	2	0	0	0	0	1	100	0	0	536	23	3	47	41	9	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	61	0	0	16	53	12	40	2	7	541	31	0	39	37	24	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	16	1	13	6	75	1	13	0	0	549	28	9	49	31	12	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	20	0	0	6	60	4	40	0	0	546	18	2	49	29	20	542	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	78	0	0	23	61	14	37	1	3	544	43	3	52	34	12	543	47	4	51	32	12	543
B. a few times a month	6	0	0	1	33	2	67	0	0	540	27	7	37	34	22	541	27	5	54	30	11	544
C. once a month	4	0	0	2	100	0	0	0	0	546	10	0	33	41	26	537	10	5	49	30	15	543
D. never or almost never	12	1	17	2	33	2	33	1	17	544	20	4	48	34	14	542	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	75	0	0	21	58	14	39	1	3	543	43	3	53	35	9	543	46	4	52	32	12	543
B. a few times a month	10	0	0	2	40	3	60	0	0	540	25	4	43	32	20	542	28	5	53	30	12	544
C. once a month	2	0	0	0	0	0	0	1	100	500	11	0	20	50	30	533	11	4	47	34	15	542
D. never or almost never	13	1	17	5	83	0	0	0	0	556	21	7	47	26	19	543	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	550	50	0	67	33	0	545						
B.	0										17	0	0	100	0	538						
C.	0										0											
D.	0										33	0	0	50	50	525						

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