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:	12341626
SAU:	MSAD 40
School:	Miller 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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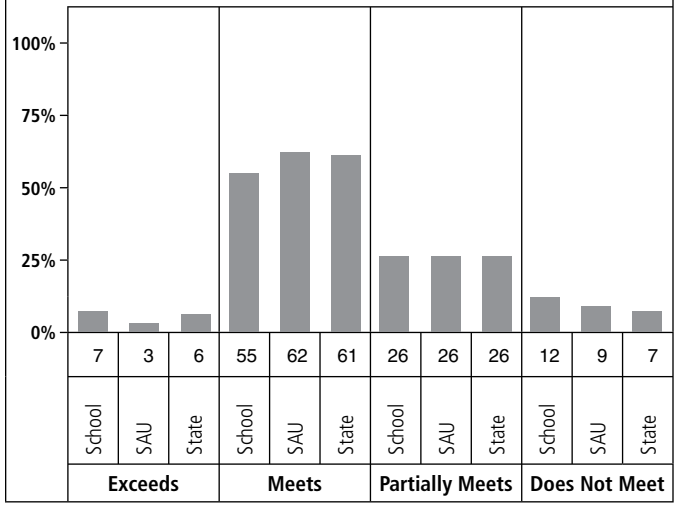
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 40
School: Miller School

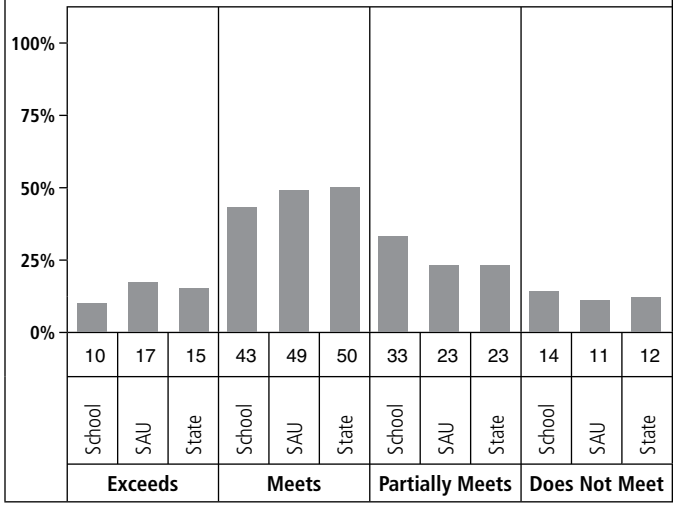
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	541	541	544
2007–2008	541	541	545
2008–2009	**544**	**544**	**546**
Cum. Avg.*	542	542	545
Mathematics			
2006–2007	541	544	546
2007–2008	542	544	546
2008–2009	**544**	**547**	**547**
Cum. Avg.*	542	545	546
Science			
2008-2009 **	**540**	**542**	**543**

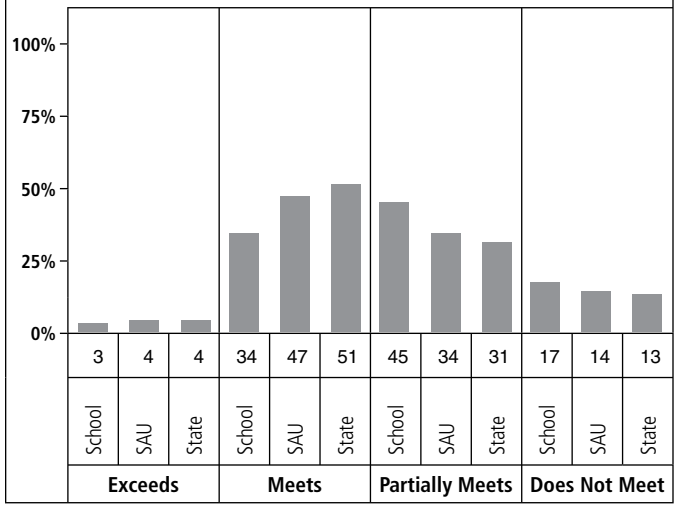
ELA – READING



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 40
School: Miller 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	58	100	167	100	14212	100	58	100	167	100	14135	100	58	100	167	100	14144	100	58	100	167	100	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	1	2	3	2	110	1	1	100	3	100	110	100	1	100	3	100	110	100	1	100	3	100	110	100
Asian or Pacific Islander	1	2	2	1	259	2	1	100	2	100	253	98	1	100	2	100	258	100	1	100	2	100	257	99
Hispanic	2	3	3	2	175	1	2	100	3	100	172	99	2	100	3	100	172	99	2	100	3	100	173	99
Caucasian/White	53	91	157	94	13271	93	53	100	157	100	13212	100	53	100	157	100	13211	100	53	100	157	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	9	16	31	19	2479	17	9	100	31	100	2454	100	9	100	31	100	2455	100	9	100	31	100	2451	99
Current LEP	1	2	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	37	64	87	52	5848	41	37	100	87	100	5815	100	37	100	87	100	5819	100	37	100	87	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	38	66	125	75	10849	76	36	62	123	74	10872	76	39	67	126	75	10976	77
Identified disability (PET/IEP)	1	3	2	2	298	3	1	3	2	2	307	3	2	5	3	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	2	123	1	0	0	2	2	121	1	0	0	2	2	126	1
Participation with accommodations	20	34	41	25	3122	22	22	38	43	26	3124	22	19	33	40	24	3019	21
Identified disability (PET/IEP)	8	40	28	68	1992	64	8	36	28	65	2000	64	7	37	27	68	1971	65
LEP	1	5	1	2	184	6	1	5	1	2	196	6	1	5	1	3	184	6
504 plan	1	5	2	5	84	3	1	5	2	5	86	3	1	5	2	5	81	3
Other	10	50	10	24	907	29	12	55	12	28	886	28	10	53	10	25	826	27
Participation through alternate assessment (PAAP)	0	0	1	1	164	1	0	0	1	1	148	1	0	0	1	1	142	1
Identified disability (PET/IEP)	0	0	1	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	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 40
School:	Miller 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	4	3	2	702	5
	2007-2008	0	0	1	1	659	5
	2008-2009	**4**	**7**	**5**	**3**	**836**	**6**
	Cum. Total*	6	4	9	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	18	38	62	45	7730	55
	2007-2008	23	56	68	53	8195	58
	2008-2009	**32**	**55**	**103**	**62**	**8495**	**61**
	Cum. Total*	73	50	233	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	19	40	56	41	4182	30
	2007-2008	12	29	38	29	3800	27
	2008-2009	**15**	**26**	**43**	**26**	**3667**	**26**
	Cum. Total*	46	32	137	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	8	17	16	12	1419	10
	2007-2008	6	15	22	17	1362	10
	2008-2009	**7**	**12**	**15**	**9**	**973**	**7**
	Cum. Total*	21	14	53	12	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**	29.3	61.0	29.8	62.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.5	60.4	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.8	61.7	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 40
School: Miller 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	58	4	7	32	55	15	26	7	12	544	166	3	62	26	9	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										2						381	2	44	31	23	540
American Indian or Native Alaskan	1										3						110	0	48	38	14	541
Asian or Pacific Islander	1										2						252	11	58	21	11	547
Hispanic	2										3						166	4	54	32	10	543
Caucasian/White	53	4	8	28	53	14	26	7	13	544	156	3	62	26	10	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	3	33	4	44	534	30	0	23	43	33	535	2290	0	29	47	23	537
No	49	4	8	30	61	12	24	3	6	546	136	4	71	22	4	546	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	57	4	7	31	54	15	26	7	12	544	165	3	62	26	9	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	37	1	3	21	57	9	24	6	16	543	86	1	55	28	16	542	5716	2	51	35	12	542
No	21	3	14	11	52	6	29	1	5	547	80	5	70	24	1	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	58	4	7	32	55	15	26	7	12	544	166	3	62	26	9	544	13963	6	61	26	7	546
Gender																						
Female	28	2	7	13	46	9	32	4	14	543	89	3	60	28	9	544	6882	8	62	24	6	547
Male	30	2	7	19	63	6	20	3	10	546	77	3	65	23	9	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	3	27	4	36	4	36	535	28	0	32	50	18	537	1914	1	41	44	14	540
No	47	4	9	29	62	11	23	3	6	546	138	4	68	21	7	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	58	4	7	32	55	15	26	7	12	544	166	3	62	26	9	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 40
School: Miller 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	0	0	0	0	1	100	526	4	0	14	29	57	531	4	2	40	34	24	540
B. less than one hour	67	4	11	18	47	11	29	5	13	544	71	4	62	26	8	545	70	6	63	26	6	546
C. one to two hours	32	0	0	13	72	4	22	1	6	546	24	0	70	25	5	545	24	7	61	26	6	546
D. more than two hours	0										1	0	100	0	0	544	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	3	17	9	50	4	22	2	11	547	32	8	57	26	9	545	36	10	67	18	5	549
B. good	44	0	0	15	60	8	32	2	8	544	48	0	73	22	5	546	47	5	62	27	6	546
C. fair	23	1	8	7	54	2	15	3	23	542	18	3	45	34	17	540	15	2	47	40	12	541
D. poor	2	0	0	0	0	1	100	0	0	534	2	0	25	50	25	535	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.	18	0	0	6	60	3	30	1	10	545	21	3	63	26	9	546	31	9	65	20	5	548
B. They match some of what I have learned.	56	3	9	21	66	7	22	1	3	547	61	3	68	25	4	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	16	1	11	2	22	4	44	2	22	541	10	6	35	41	18	542	10	3	45	38	14	542
D. There is no match.	11	0	0	2	33	1	17	3	50	535	7	0	42	17	42	536	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	16	1	11	2	22	5	56	1	11	542	15	4	44	40	12	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	60	2	6	23	68	8	24	1	3	547	62	3	68	25	4	546	64	7	63	25	5	547
C. easier than my regular schoolwork	25	1	7	6	43	2	14	5	36	539	23	3	59	19	19	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.	18	0	0	3	30	5	50	2	20	537	15	0	32	52	16	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	44	0	0	16	64	6	24	3	12	544	47	0	66	26	8	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	39	4	18	12	55	4	18	2	9	548	37	8	69	16	7	548	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	19	4	36	6	55	1	9	0	0	553	19	16	61	16	6	547	20	10	64	21	5	548
B. 20 minutes to an hour	51	0	0	19	66	8	28	2	7	545	56	0	72	25	3	546	56	7	65	24	5	547
C. less than 20 minutes	12	0	0	5	71	1	14	1	14	542	9	0	53	33	13	540	10	3	52	33	12	543
D. I rarely read at home.	18	0	0	1	10	5	50	4	40	534	16	0	35	38	27	538	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	0	0	6	55	3	27	2	18	541	20	0	48	27	24	541	25	3	53	33	11	543
B. six to ten pages	20	0	0	5	45	4	36	2	18	541	24	0	64	28	8	543	26	6	61	26	7	546
C. eleven or more pages	59	3	9	19	59	8	25	2	6	546	56	4	67	26	3	546	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	50	1	50	531	75	0	33	33	33	535						
C.	0										25	0	0	0	100	522						
D.	0										0											

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

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 40
School:	Miller 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	4	9	7	1711	12
	2007-2008	0	0	11	9	1617	12
	2008-2009	**6**	**10**	**28**	**17**	**2119**	**15**
	Cum. Total*	8	5	48	11	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	20	42	68	49	6778	48
	2007-2008	26	65	70	55	7284	52
	2008-2009	**25**	**43**	**82**	**49**	**7046**	**50**
	Cum. Total*	71	49	220	51	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	35	42	30	3884	28
	2007-2008	7	18	29	23	3341	24
	2008-2009	**19**	**33**	**38**	**23**	**3193**	**23**
	Cum. Total*	43	29	109	25	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	9	19	19	14	1683	12
	2007-2008	7	18	18	14	1778	13
	2008-2009	**8**	**14**	**18**	**11**	**1638**	**12**
	Cum. Total*	24	16	55	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**	23.8	49.6	25.8	53.8	25.5	53.1
A. Number	**18**	**38**	9.4	52.2	10.3	57.2	9.8	54.4
B. Data	**10**	**21**	5.1	51.0	5.2	52.0	5.2	52.0
C. Geometry	**10**	**21**	4.6	46.0	4.9	49.0	4.7	47.0
D. Algebra	**10**	**21**	4.7	47.0	5.4	54.0	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 40
School: Miller 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	58	6	10	25	43	19	33	8	14	544	166	17	49	23	11	547	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										2						385	6	35	28	30	537
American Indian or Native Alaskan	1										3						110	5	42	34	20	540
Asian or Pacific Islander	1										2						257	19	50	20	12	548
Hispanic	2										3						166	9	43	31	17	543
Caucasian/White	53	6	11	22	42	17	32	8	15	544	156	18	48	22	12	547	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	3	33	3	33	536	30	7	27	23	43	534	2307	3	32	32	33	536
No	49	6	12	22	45	16	33	5	10	546	136	19	54	23	4	550	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	57	6	11	25	44	18	32	8	14	544	165	17	50	22	11	547	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	37	2	5	17	46	12	32	6	16	543	86	10	45	27	17	543	5731	7	46	29	18	542
No	21	4	19	8	38	7	33	2	10	546	80	24	54	19	4	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	58	6	10	25	43	19	33	8	14	544	166	17	49	23	11	547	13988	15	50	23	12	547
Gender																						
Female	28	3	11	10	36	10	36	5	18	543	89	16	47	25	12	546	6889	14	51	23	12	546
Male	30	3	10	15	50	9	30	3	10	545	77	18	52	21	9	548	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	1	9	6	55	4	36	533	28	0	43	43	14	540	1918	3	39	36	22	539
No	47	6	13	24	51	13	28	4	9	547	138	20	51	19	10	548	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	58	6	10	25	43	19	33	8	14	544	166	17	49	23	11	547	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 40
School: Miller 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	0	0	0	0	1	100	508	4	14	14	0	71	524	4	8	38	26	28	539
B. less than one hour	67	3	8	17	45	13	34	5	13	544	71	16	49	26	9	547	70	15	52	23	10	547
C. one to two hours	32	3	17	8	44	5	28	2	11	546	24	20	58	18	5	550	24	15	51	23	11	547
D. more than two hours	0										1	0	100	0	0	550	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	4	31	6	46	1	8	2	15	553	28	39	46	7	9	554	34	28	50	14	8	552
B. good	43	2	8	12	50	8	33	2	8	545	50	11	55	24	10	546	45	11	54	24	10	546
C. fair	21	0	0	3	25	6	50	3	25	536	15	4	40	40	16	541	18	3	45	33	19	540
D. poor	13	0	0	3	43	3	43	1	14	539	6	0	40	40	20	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.	35	2	10	11	55	6	30	1	5	548	39	17	61	14	8	550	38	22	52	19	7	550
B. They match some of what I have learned.	46	4	15	9	35	8	31	5	19	543	45	19	45	27	9	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	12	0	0	3	43	3	43	1	14	542	10	18	29	29	24	542	11	6	40	30	24	540
D. There is no match.	7	0	0	2	50	1	25	1	25	538	5	0	44	33	22	538	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	16	0	0	5	56	1	11	3	33	541	14	0	52	22	26	539	17	7	42	30	21	540
B. about the same as my regular schoolwork	73	5	12	18	44	16	39	2	5	546	65	16	50	29	6	548	64	15	53	23	10	547
C. easier than my regular schoolwork	11	1	17	2	33	0	0	3	50	539	21	32	50	0	18	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	2	0	0	1	100	0	0	0	0	542	4	0	29	43	29	530	7	6	39	27	27	539
B. 30–45 minutes	14	0	0	4	50	3	38	1	13	543	24	10	58	18	15	546	28	9	49	28	15	544
C. 45–60 minutes	49	2	7	10	36	9	32	7	25	541	45	16	49	23	12	547	41	17	53	21	9	548
D. more than 60 minutes	35	4	20	10	50	6	30	0	0	550	27	27	48	23	2	551	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	9	1	20	0	0	2	40	2	40	538	5	13	25	25	38	537	6	14	43	24	20	543
B. two or three days a week	47	1	4	11	41	11	41	4	15	540	34	5	54	30	11	544	24	17	52	21	10	548
C. two or three times each month	30	3	18	9	53	4	24	1	6	551	37	23	57	16	3	552	33	17	52	21	9	548
D. never or almost never	14	1	13	5	63	1	13	1	13	548	24	25	38	20	18	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	1	8	7	54	4	31	1	8	546	20	15	48	27	9	546	23	13	47	26	15	545
B. two or three days a week	32	3	17	4	22	7	39	4	22	542	34	20	45	20	16	546	31	17	52	21	10	548
C. two or three times each month	21	1	8	7	58	3	25	1	8	547	24	13	59	26	3	549	27	17	52	21	10	548
D. never or almost never	25	1	7	7	50	4	29	2	14	544	22	19	49	19	14	547	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	50	1	50	0	0	543	75	0	67	33	0	545						
C.	0										25	0	0	100	0	534						
D.	0										0											

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

SCIENCE RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 40
School:	Miller 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*	2	3	7	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*	20	34	78	47	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*	26	45	57	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*	10	17	24	14	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**	26.9	56.0	28.3	59.0	29.2	60.8
D. The Physical Setting	**24**	**50**	11.6	48.3	12.5	52.1	12.9	53.8
E. The Living Environment	**24**	**50**	15.3	63.8	15.8	65.8	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 40
School: Miller 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	58	2	3	20	34	26	45	10	17	540	166	4	47	34	14	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										2						382	2	31	32	35	535
American Indian or Native Alaskan	1										3						110	3	36	35	26	538
Asian or Pacific Islander	1										2						256	5	51	27	17	542
Hispanic	2										3						167	1	40	37	22	539
Caucasian/White	53	2	4	17	32	24	45	10	19	539	156	4	46	35	15	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	5	56	3	33	534	30	3	30	33	33	536	2309	2	29	39	29	536
No	49	2	4	19	39	21	43	7	14	541	136	4	51	35	10	543	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	57	2	4	20	35	25	44	10	18	540	165	4	47	34	15	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	37	0	0	13	35	18	49	6	16	538	86	1	38	41	20	538	5729	2	42	37	20	539
No	21	2	10	7	33	8	38	4	19	542	80	8	56	28	9	546	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	58	2	3	20	34	26	45	10	17	540	166	4	47	34	14	542	13987	4	51	31	13	543
Gender																						
Female	28	1	4	6	21	14	50	7	25	537	89	3	42	39	16	540	6886	4	49	33	14	542
Male	30	1	3	14	47	12	40	3	10	542	77	5	53	29	13	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	1	9	4	36	6	55	529	28	0	25	43	32	534	1917	1	31	41	28	536
No	47	2	4	19	40	22	47	4	9	542	138	5	51	33	11	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	58	2	3	20	34	26	45	10	17	540	166	4	47	34	14	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 40
School: Miller 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	0	0	1	100	0	0	538	4	0	14	29	57	528	4	2	37	35	25	538
B. less than one hour	67	2	5	14	37	15	39	7	18	540	71	4	50	33	13	542	70	4	53	31	12	544
C. one to two hours	32	0	0	6	33	10	56	2	11	539	24	5	45	40	10	543	24	5	51	31	12	544
D. more than two hours	0										1	0	100	0	0	554	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	6	38	8	50	2	13	540	28	2	52	33	13	542	26	7	56	26	11	545
B. good	58	2	6	10	30	16	48	5	15	540	55	7	44	36	13	543	53	4	53	31	11	544
C. fair	12	0	0	4	57	2	29	1	14	542	16	0	52	33	15	540	18	2	41	39	17	540
D. poor	2	0	0	0	0	0	0	1	100	516	1	0	0	50	50	525	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	57	2	29	1	14	540	18	3	67	17	13	544	23	5	56	28	11	544
B. They match some of what I have learned.	44	0	0	7	28	13	52	5	20	537	45	4	43	39	14	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	30	1	6	5	29	10	59	1	6	541	30	4	44	42	10	541	23	4	49	33	14	543
D. There is no match.	14	1	13	4	50	1	13	2	25	548	7	9	36	18	36	541	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	28	1	6	5	31	7	44	3	19	538	23	5	37	37	21	539	23	5	48	31	16	543
B. about the same as my regular schoolwork	56	1	3	12	38	16	50	3	9	542	58	4	48	37	11	543	58	4	52	32	12	543
C. easier than my regular schoolwork	16	0	0	3	33	3	33	3	33	538	19	3	58	26	13	544	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	57	1	3	10	31	14	44	7	22	539	25	2	29	41	27	538	33	5	51	31	14	543
B. a few times a week	36	1	5	9	45	10	50	0	0	543	49	5	57	33	5	545	45	4	52	32	11	544
C. once a week	5	0	0	0	0	1	33	2	67	523	16	0	44	33	22	538	8	4	50	30	16	542
D. a few times a month	2	0	0	1	100	0	0	0	0	554	9	13	53	20	13	546	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.	21	0	0	3	25	8	67	1	8	539	24	5	45	43	8	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	28	0	0	9	56	5	31	2	13	541	27	2	49	31	18	540	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	19	1	9	3	27	4	36	3	27	538	22	6	53	28	14	544	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	32	1	6	5	28	9	50	3	17	541	27	5	43	36	16	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	63	1	3	14	39	16	44	5	14	540	44	3	44	40	13	541	47	4	51	32	12	543
B. a few times a month	25	1	7	4	29	6	43	3	21	539	32	4	50	29	17	542	27	5	54	30	11	544
C. once a month	5	0	0	2	67	1	33	0	0	551	8	7	43	29	21	540	10	5	49	30	15	543
D. never or almost never	7	0	0	0	0	3	75	1	25	532	16	7	52	33	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	54	1	3	13	42	13	42	4	13	542	43	4	49	35	11	543	46	4	52	32	12	543
B. a few times a month	28	1	6	5	31	8	50	2	13	540	28	4	46	33	17	541	28	5	53	30	12	544
C. once a month	12	0	0	1	14	4	57	2	29	535	9	0	21	50	29	534	11	4	47	34	15	542
D. never or almost never	5	0	0	1	33	1	33	1	33	535	20	6	55	30	9	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	2	100	0	0	536	75	0	0	67	33	533						
C.	0										25	0	0	0	100	518						
D.	0										0											

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