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:	12411656
SAU:	MSAD 47
School:	Belgrade Central 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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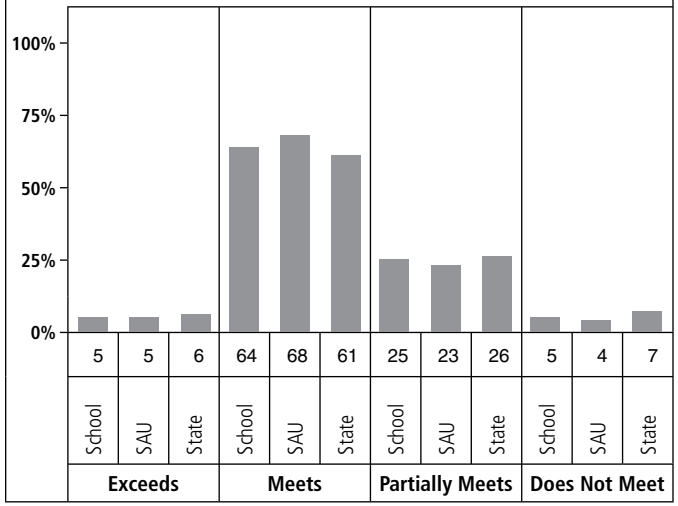
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 47
School: Belgrade Central School

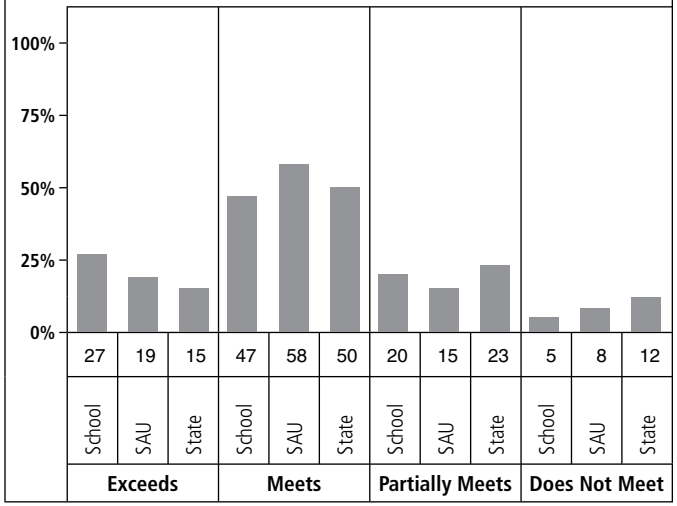
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	548	548	544
2007–2008	547	545	545
2008–2009	**547**	**548**	**546**
Cum. Avg.*	547	547	545
Mathematics			
2006–2007	550	551	546
2007–2008	552	548	546
2008–2009	**552**	**550**	**547**
Cum. Avg.*	551	550	546
Science			
2008-2009 **	**544**	**544**	**543**

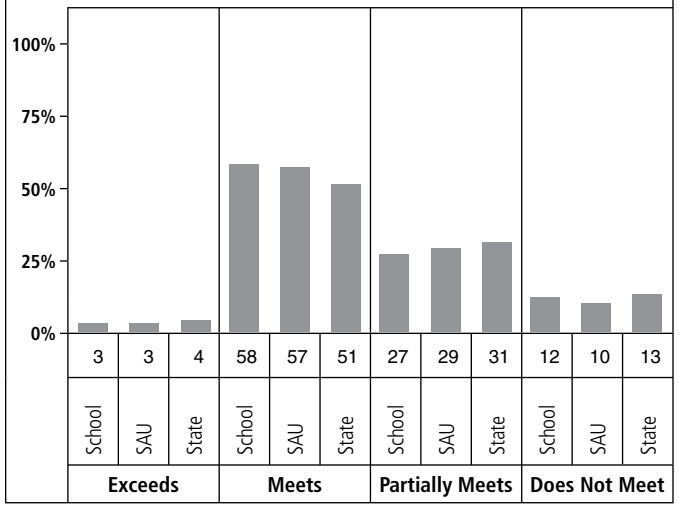
ELA – READING



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 47
School: Belgrade Central 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	61	100	206	100	14212	100	61	100	206	100	14135	100	61	100	206	100	14144	100	61	100	206	100	14137	100
Ethnicity African American/Black	0	0	1	0	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	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	1	2	4	2	259	2	1	100	4	100	253	98	1	100	4	100	258	100	1	100	4	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	60	98	201	98	13271	93	60	100	201	100	13212	100	60	100	201	100	13211	100	60	100	201	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	15	30	15	2479	17	9	100	30	100	2454	100	9	100	30	100	2455	100	9	100	30	100	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	20	33	68	33	5848	41	20	100	68	100	5815	100	20	100	68	100	5819	100	20	100	68	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	47	77	157	76	10849	76	47	77	157	76	10872	76	47	77	157	76	10976	77
Identified disability (PET/IEP)	0	0	1	1	298	3	0	0	1	1	307	3	0	0	1	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	2	2	1	123	1	1	2	2	1	121	1	1	2	2	1	126	1
Participation with accommodations	12	20	46	22	3122	22	12	20	46	22	3124	22	12	20	46	22	3019	21
Identified disability (PET/IEP)	7	58	26	57	1992	64	7	58	26	57	2000	64	7	58	26	57	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	5	42	20	43	907	29	5	42	20	43	886	28	5	42	20	43	826	27
Participation through alternate assessment (PAAP)	2	3	3	1	164	1	2	3	3	1	148	1	2	3	3	1	142	1
Identified disability (PET/IEP)	2	100	3	100	164	100	2	100	3	100	148	100	2	100	3	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 47
School:	Belgrade Central 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	5	12	7	702	5
	2007-2008	5	9	11	6	659	5
	2008-2009	**3**	**5**	**11**	**5**	**836**	**6**
	Cum. Total*	10	6	34	6	2197	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	27	66	110	65	7730	55
	2007-2008	33	61	111	59	8195	58
	2008-2009	**38**	**64**	**138**	**68**	**8495**	**61**
	Cum. Total*	98	64	359	64	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	10	24	38	22	4182	30
	2007-2008	13	24	47	25	3800	27
	2008-2009	**15**	**25**	**46**	**23**	**3667**	**26**
	Cum. Total*	38	25	131	23	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	2	5	10	6	1419	10
	2007-2008	3	6	18	10	1362	10
	2008-2009	**3**	**5**	**8**	**4**	**973**	**7**
	Cum. Total*	8	5	36	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	31.7	66.0	32.2	67.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.8	61.7	15.8	65.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.8	70.0	16.4	68.3	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 47
School: Belgrade Central 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	59	3	5	38	64	15	25	3	5	547	203	5	68	23	4	548	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										1						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	0										0						166	4	54	32	10	543
Caucasian/White	58	3	5	37	64	15	26	3	5	547	198	5	68	23	4	548	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	5	71	1	14	535	27	0	19	63	19	538	2290	0	29	47	23	537
No	52	3	6	37	71	10	19	2	4	549	176	6	76	16	2	549	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	59	3	5	38	64	15	25	3	5	547	203	5	68	23	4	548	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	19	0	0	13	68	5	26	1	5	545	66	2	64	30	5	545	5716	2	51	35	12	542
No	40	3	8	25	63	10	25	2	5	548	137	7	70	19	4	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	59	3	5	38	64	15	25	3	5	547	203	5	68	23	4	548	13963	6	61	26	7	546
Gender																						
Female	26	2	8	19	73	4	15	1	4	551	99	8	70	19	3	550	6882	8	62	24	6	547
Male	33	1	3	19	58	11	33	2	6	544	104	3	66	26	5	546	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	5	31	8	50	3	19	538	36	0	25	64	11	539	1914	1	41	44	14	540
No	43	3	7	33	77	7	16	0	0	551	167	7	77	14	2	550	12057	7	64	23	6	547
Gifted/talented program																						
Yes	3										7	29	71	0	0	561	450	26	72	2	0	557
No	56	2	4	36	64	15	27	3	5	547	196	5	68	23	4	547	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 47
School: Belgrade Central 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	2	0	50	25	25	544	4	2	40	34	24	540
B. less than one hour	75	3	7	26	59	12	27	3	7	547	78	6	68	23	3	548	70	6	63	26	6	546
C. one to two hours	24	0	0	11	79	3	21	0	0	548	20	5	68	22	5	547	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	49	3	10	22	76	4	14	0	0	552	39	9	76	15	0	551	36	10	67	18	5	549
B. good	39	0	0	13	57	8	35	2	9	544	46	3	67	23	7	547	47	5	62	27	6	546
C. fair	10	0	0	3	50	2	33	1	17	539	14	4	50	43	4	543	15	2	47	40	12	541
D. poor	2	0	0	0	0	1	100	0	0	536	1	0	50	50	0	539	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.	24	2	14	12	86	0	0	0	0	554	28	7	79	13	2	550	31	9	65	20	5	548
B. They match some of what I have learned.	58	0	0	23	68	10	29	1	3	547	62	5	69	24	2	548	55	5	63	27	5	546
C. They match just a little of what I have learned.	14	1	13	1	13	4	50	2	25	539	9	6	28	44	22	540	10	3	45	38	14	542
D. There is no match.	5	0	0	2	67	1	33	0	0	544	2	0	67	33	0	544	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	8	0	0	3	60	1	20	1	20	542	13	0	63	22	15	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	68	2	5	26	65	11	28	1	3	548	66	8	68	23	2	549	64	7	63	25	5	547
C. easier than my regular schoolwork	24	1	7	9	64	3	21	1	7	548	20	2	73	22	2	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.	3	0	0	0	0	1	50	1	50	529	5	0	10	70	20	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	56	1	3	19	58	12	36	1	3	545	53	7	66	23	5	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	41	2	8	19	79	2	8	1	4	552	42	5	78	16	1	551	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	7	78	2	22	0	0	549	18	3	76	22	0	549	20	10	64	21	5	548
B. 20 minutes to an hour	76	3	7	28	62	12	27	2	4	547	67	7	68	21	4	548	56	7	65	24	5	547
C. less than 20 minutes	7	0	0	3	75	1	25	0	0	551	5	0	55	27	18	544	10	3	52	33	12	543
D. I rarely read at home.	2	0	0	0	0	0	0	1	100	522	9	6	56	33	6	543	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	12	0	0	5	71	1	14	1	14	546	17	3	69	23	6	547	25	3	53	33	11	543
B. six to ten pages	22	0	0	7	54	5	38	1	8	543	28	5	63	26	5	546	26	6	61	26	7	546
C. eleven or more pages	66	2	5	26	68	9	24	1	3	549	54	6	71	21	3	549	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										8	17	33	50	0	549						
B.	0										38	10	63	27	0	546						
C.	0										29	9	65	17	9	548						
D.	0										24	0	79	21	0	548						

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 47
School:	Belgrade Central 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	17	38	22	1711	12
	2007-2008	8	15	25	13	1617	12
	2008-2009	**16**	**27**	**38**	**19**	**2119**	**15**
	Cum. Total*	31	20	101	18	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	23	56	93	54	6778	48
	2007-2008	40	74	110	59	7284	52
	2008-2009	**28**	**47**	**117**	**58**	**7046**	**50**
	Cum. Total*	91	59	320	57	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	9	22	29	17	3884	28
	2007-2008	4	7	33	18	3341	24
	2008-2009	**12**	**20**	**31**	**15**	**3193**	**23**
	Cum. Total*	25	16	93	17	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	2	5	11	6	1683	12
	2007-2008	2	4	19	10	1778	13
	2008-2009	**3**	**5**	**17**	**8**	**1638**	**12**
	Cum. Total*	7	5	47	8	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**	28.7	59.8	27.5	57.3	25.5	53.1
A. Number	**18**	**38**	11.7	65.0	11.3	62.8	9.8	54.4
B. Data	**10**	**21**	5.5	55.0	5.2	52.0	5.2	52.0
C. Geometry	**10**	**21**	5.5	55.0	5.1	51.0	4.7	47.0
D. Algebra	**10**	**21**	6.0	60.0	5.9	59.0	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 47
School: Belgrade Central 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	59	16	27	28	47	12	20	3	5	552	203	19	58	15	8	550	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										1						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	0										0						166	9	43	31	17	543
Caucasian/White	58	16	28	27	47	12	21	3	5	552	198	19	58	15	9	550	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	2	29	2	29	3	43	531	27	0	37	11	52	532	2307	3	32	32	33	536
No	52	16	31	26	50	10	19	0	0	554	176	22	61	16	2	552	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	59	16	27	28	47	12	20	3	5	552	203	19	58	15	8	550	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	19	3	16	12	63	2	11	2	11	550	66	8	58	20	15	545	5731	7	46	29	18	542
No	40	13	33	16	40	10	25	1	3	553	137	24	58	13	5	552	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	59	16	27	28	47	12	20	3	5	552	203	19	58	15	8	550	13988	15	50	23	12	547
Gender																						
Female	26	8	31	13	50	4	15	1	4	554	99	21	53	19	7	550	6889	14	51	23	12	546
Male	33	8	24	15	45	8	24	2	6	550	104	16	63	12	10	549	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	1	6	7	44	6	38	2	13	541	36	8	36	36	19	541	1918	3	39	36	22	539
No	43	15	35	21	49	6	14	1	2	555	167	21	62	11	6	552	12078	17	52	21	10	548
Gifted/talented program																						
Yes	3										7	86	14	0	0	573	450	64	34	2	0	564
No	56	14	25	27	48	12	21	3	5	551	196	16	59	16	9	549	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 47
School: Belgrade Central 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	558	2	0	50	25	25	540	4	8	38	26	28	539
B. less than one hour	75	12	27	21	48	8	18	3	7	551	78	18	62	13	7	550	70	15	52	23	10	547
C. one to two hours	24	4	29	6	43	4	29	0	0	553	20	24	41	22	12	548	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	7	32	10	45	3	14	2	9	553	30	30	50	10	10	553	34	28	50	14	8	552
B. good	50	9	31	15	52	5	17	0	0	554	53	18	64	11	7	550	45	11	54	24	10	546
C. fair	10	0	0	3	50	3	50	0	0	544	15	3	59	31	7	545	18	3	45	33	19	540
D. poor	2	0	0	0	0	0	0	1	100	508	3	0	20	40	40	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.	42	11	44	11	44	2	8	1	4	558	35	27	58	10	6	553	38	22	52	19	7	550
B. They match some of what I have learned.	44	4	15	14	54	7	27	1	4	549	51	14	63	18	4	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	14	1	13	3	38	3	38	1	13	542	12	13	38	17	33	540	11	6	40	30	24	540
D. There is no match.	0										1	33	0	33	33	547	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	7	0	0	2	50	1	25	1	25	538	12	4	42	25	29	538	17	7	42	30	21	540
B. about the same as my regular schoolwork	59	6	18	21	62	6	18	1	3	551	63	16	68	13	3	551	64	15	53	23	10	547
C. easier than my regular schoolwork	34	10	50	5	25	4	20	1	5	555	25	34	40	14	12	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	5	0	0	1	33	1	33	1	33	533	6	0	17	42	42	531	7	6	39	27	27	539
B. 30–45 minutes	10	2	33	2	33	1	17	1	17	545	13	19	58	15	8	549	28	9	49	28	15	544
C. 45–60 minutes	36	6	29	9	43	6	29	0	0	553	32	17	63	12	8	551	41	17	53	21	9	548
D. more than 60 minutes	49	8	28	16	55	4	14	1	3	554	49	22	58	14	5	551	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	2	100	0	0	540	3	0	33	50	17	537	6	14	43	24	20	543
B. two or three days a week	49	9	31	14	48	4	14	2	7	553	32	20	58	12	9	551	24	17	52	21	10	548
C. two or three times each month	39	7	30	11	48	5	22	0	0	553	47	18	61	17	4	550	33	17	52	21	9	548
D. never or almost never	8	0	0	3	60	1	20	1	20	540	18	22	50	11	17	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	22	3	23	6	46	3	23	1	8	549	32	13	70	13	5	551	23	13	47	26	15	545
B. two or three days a week	36	5	24	13	62	3	14	0	0	553	38	22	53	14	10	549	31	17	52	21	10	548
C. two or three times each month	31	7	39	6	33	4	22	1	6	554	20	24	49	20	7	551	27	17	52	21	10	548
D. never or almost never	12	1	14	3	43	2	29	1	14	545	9	16	53	16	16	547	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										8	0	50	33	17	543						
B.	0										38	7	70	10	13	545						
C.	0										29	22	57	13	9	552						
D.	0										24	26	53	21	0	552						

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 47
School:	Belgrade Central 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	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*	34	58	116	57	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*	16	27	59	29	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*	7	12	21	10	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**	29.7	61.9	29.7	61.9	29.2	60.8
D. The Physical Setting	**24**	**50**	12.9	53.8	12.9	53.8	12.9	53.8
E. The Living Environment	**24**	**50**	16.8	70.0	16.8	70.0	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 47
School: Belgrade Central 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	59	2	3	34	58	16	27	7	12	544	203	3	57	29	10	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										1						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	0										0						167	1	40	37	22	539
Caucasian/White	58	2	3	33	57	16	28	7	12	544	198	4	57	29	11	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	2	29	1	14	4	57	531	27	0	26	26	48	533	2309	2	29	39	29	536
No	52	2	4	32	62	15	29	3	6	546	176	4	62	30	5	546	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	59	2	3	34	58	16	27	7	12	544	203	3	57	29	10	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	19	2	11	10	53	4	21	3	16	545	66	5	45	38	12	541	5729	2	42	37	20	539
No	40	0	0	24	60	12	30	4	10	544	137	3	63	25	9	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	59	2	3	34	58	16	27	7	12	544	203	3	57	29	10	544	13987	4	51	31	13	543
Gender																						
Female	26	2	8	17	65	3	12	4	15	545	99	4	55	28	13	543	6886	4	49	33	14	542
Male	33	0	0	17	52	13	39	3	9	543	104	3	60	30	8	545	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	4	25	7	44	5	31	536	36	0	25	53	22	537	1917	1	31	41	28	536
No	43	2	5	30	70	9	21	2	5	547	167	4	64	24	8	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	3										7	0	100	0	0	555	450	25	72	2	1	557
No	56	2	4	31	55	16	29	7	13	544	196	4	56	30	11	544	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 47
School: Belgrade Central 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	548	2	0	25	50	25	538	4	2	37	35	25	538
B. less than one hour	75	2	5	24	55	12	27	6	14	544	78	4	59	27	9	545	70	4	53	31	12	544
C. one to two hours	24	0	0	9	64	4	29	1	7	545	20	0	54	34	12	542	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	36	1	5	14	67	5	24	1	5	546	37	3	69	23	5	547	26	7	56	26	11	545
B. good	51	1	3	16	53	8	27	5	17	543	49	5	54	32	9	544	53	4	53	31	11	544
C. fair	12	0	0	3	43	3	43	1	14	539	12	0	38	33	29	537	18	2	41	39	17	540
D. poor	2	0	0	1	100	0	0	0	0	554	2	0	40	60	0	541	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.	14	0	0	6	75	2	25	0	0	546	19	3	61	32	5	545	23	5	56	28	11	544
B. They match some of what I have learned.	53	0	0	20	65	8	26	3	10	545	56	3	63	27	8	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	27	1	6	7	44	4	25	4	25	540	21	5	45	33	17	542	23	4	49	33	14	543
D. There is no match.	7	1	25	1	25	2	50	0	0	547	4	11	33	33	22	541	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	3	60	1	20	1	20	542	15	3	53	27	17	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	74	1	2	26	60	11	26	5	12	545	65	4	58	29	9	545	58	4	52	32	12	543
C. easier than my regular schoolwork	17	1	10	4	40	4	40	1	10	543	20	3	60	33	5	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	8	0	0	2	40	1	20	2	40	536	39	3	62	28	8	545	33	5	51	31	14	543
B. a few times a week	83	2	4	29	59	14	29	4	8	545	50	5	56	32	7	545	45	4	52	32	11	544
C. once a week	5	0	0	1	33	1	33	1	33	540	6	0	42	33	25	542	8	4	50	30	16	542
D. a few times a month	3	0	0	2	100	0	0	0	0	545	5	0	50	10	40	537	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.	20	0	0	6	50	1	8	5	42	538	25	0	66	20	14	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	24	0	0	6	43	7	50	1	7	541	24	0	48	46	6	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	37	0	0	14	64	7	32	1	5	545	32	8	55	28	9	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	19	2	18	8	73	1	9	0	0	553	20	5	63	23	10	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	73	2	5	24	56	13	30	4	9	545	56	3	55	32	11	543	47	4	51	32	12	543
B. a few times a month	19	0	0	7	64	1	9	3	27	542	26	6	60	27	8	545	27	5	54	30	11	544
C. once a month	3	0	0	1	50	1	50	0	0	541	6	8	62	15	15	546	10	5	49	30	15	543
D. never or almost never	5	0	0	2	67	1	33	0	0	543	12	0	63	29	8	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	58	2	6	18	53	10	29	4	12	545	51	4	55	31	10	544	46	4	52	32	12	543
B. a few times a month	29	0	0	12	71	4	24	1	6	545	30	3	61	27	8	545	28	5	53	30	12	544
C. once a month	8	0	0	2	40	2	40	1	20	538	12	4	54	33	8	544	11	4	47	34	15	542
D. never or almost never	5	0	0	2	67	0	0	1	33	537	8	0	67	13	20	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										8	0	50	33	17	540						
B.	0										38	3	47	40	10	541						
C.	0										29	9	65	22	4	547						
D.	0										24	0	58	37	5	544						

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