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:	12431674
SAU:	MSAD 49
School:	Benton 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.

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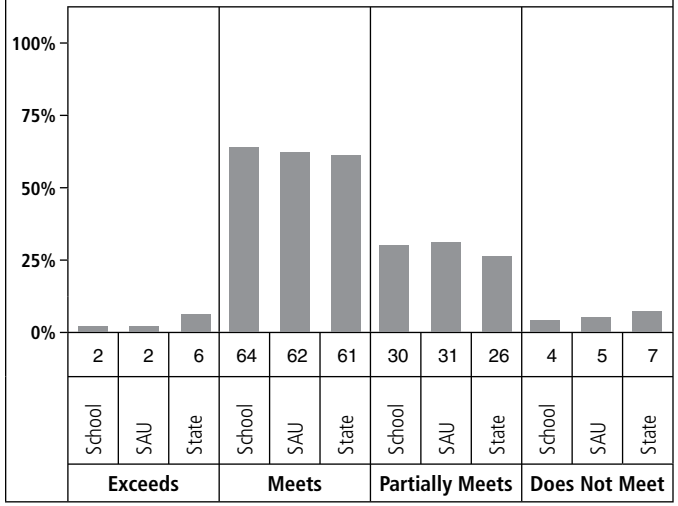
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 49
School: Benton Elementary School

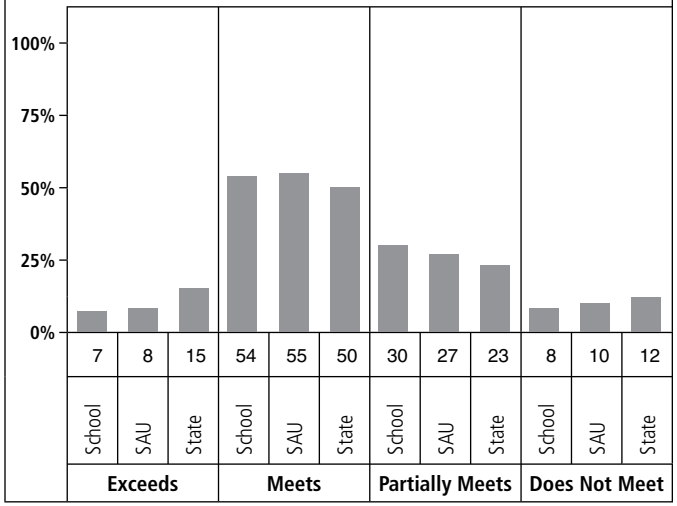
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	551	546	544
2007–2008	548	547	545
2008–2009	**546**	**545**	**546**
Cum. Avg.*	548	546	545
Mathematics			
2006–2007	552	547	546
2007–2008	544	545	546
2008–2009	**545**	**545**	**547**
Cum. Avg.*	547	546	546
Science			
2008-2009 **	**542**	**542**	**543**

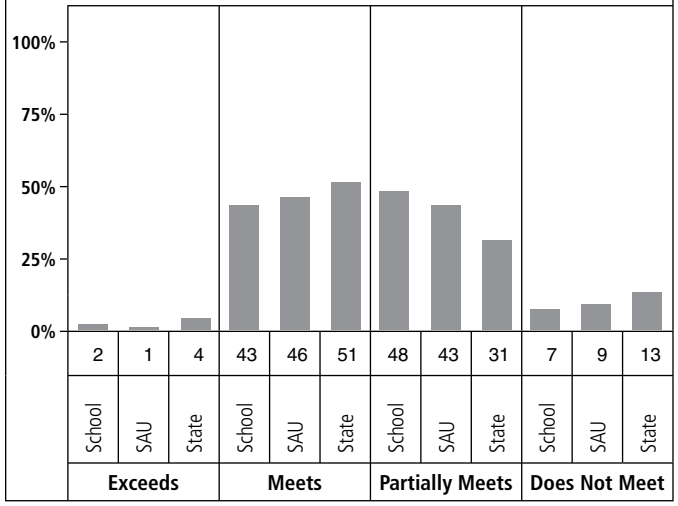
ELA – READING



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 49
School: Benton 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	110	100	176	100	14212	100	110	100	174	99	14135	100	110	100	174	99	14144	100	110	100	174	99	14137	100
Ethnicity African American/Black	1	1	1	1	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	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	109	99	175	99	13271	93	109	100	173	99	13212	100	109	100	173	99	13211	100	109	100	173	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	20	18	33	19	2479	17	20	100	32	97	2454	100	20	100	32	97	2455	100	20	100	32	97	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	53	48	90	51	5848	41	53	100	88	98	5815	100	53	100	88	98	5819	100	53	100	88	98	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	92	84	143	81	10849	76	92	84	144	82	10872	76	92	84	144	82	10976	77
Identified disability (PET/IEP)	2	2	3	2	298	3	2	2	4	3	307	3	2	2	4	3	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	1	3	2	123	1	1	1	3	2	121	1	1	1	3	2	126	1
Participation with accommodations	17	15	30	17	3122	22	17	15	29	16	3124	22	17	15	29	16	3019	21
Identified disability (PET/IEP)	17	100	28	93	1992	64	17	100	27	93	2000	64	17	100	27	93	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	2	7	907	29	0	0	2	7	886	28	0	0	2	7	826	27
Participation through alternate assessment (PAAP)	1	1	1	1	164	1	1	1	1	1	148	1	1	1	1	1	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	1	100	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	2	1	58	0	0	0	2	1	49	0	0	0	2	1	55	0

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

ELA–READING RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 49
School:	Benton 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	18	18	19	11	702	5
	2007-2008	7	6	10	6	659	5
	2008-2009	**2**	**2**	**3**	**2**	**836**	**6**
	Cum. Total*	27	8	32	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	63	62	84	51	7730	55
	2007-2008	73	66	108	64	8195	58
	2008-2009	**70**	**64**	**108**	**62**	**8495**	**61**
	Cum. Total*	206	64	300	59	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	15	15	47	28	4182	30
	2007-2008	25	23	40	24	3800	27
	2008-2009	**33**	**30**	**54**	**31**	**3667**	**26**
	Cum. Total*	73	23	141	28	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	6	6	16	10	1419	10
	2007-2008	5	5	11	7	1362	10
	2008-2009	**4**	**4**	**8**	**5**	**973**	**7**
	Cum. Total*	15	5	35	7	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**	30.8	64.2	30.4	63.3	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.3	63.8	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.5	64.6	15.4	64.2	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 49
School: Benton 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	109	2	2	70	64	33	30	4	4	546	173	2	62	31	5	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	108	2	2	69	64	33	31	4	4	546	172	2	62	31	5	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	5	26	11	58	3	16	537	31	0	29	52	19	537	2290	0	29	47	23	537
No	90	2	2	65	72	22	24	1	1	547	142	2	70	27	1	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	109	2	2	70	64	33	30	4	4	546	173	2	62	31	5	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	52	0	0	32	62	19	37	1	2	545	87	1	57	37	5	544	5716	2	51	35	12	542
No	57	2	4	38	67	14	25	3	5	546	86	2	67	26	5	546	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	109	2	2	70	64	33	30	4	4	546	173	2	62	31	5	545	13963	6	61	26	7	546
Gender																						
Female	49	1	2	35	71	12	24	1	2	547	81	1	67	28	4	546	6882	8	62	24	6	547
Male	60	1	2	35	58	21	35	3	5	545	92	2	59	34	5	544	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	109	2	2	70	64	33	30	4	4	546	173	2	62	31	5	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	109	2	2	70	64	33	30	4	4	546	173	2	62	31	5	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 49
School: Benton 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	23	0	0	18	72	6	24	1	4	545	20	0	63	31	6	544	4	2	40	34	24	540
B. less than one hour	73	2	3	51	64	25	31	2	3	546	69	3	63	30	4	546	70	6	63	26	6	546
C. one to two hours	4	0	0	1	25	2	50	1	25	535	10	0	59	35	6	542	24	7	61	26	6	546
D. more than two hours	0										1	0	0	100	0	540	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	1	3	29	83	4	11	1	3	550	37	2	78	16	5	548	36	10	67	18	5	549
B. good	48	1	2	29	56	22	42	0	0	545	45	3	56	40	1	544	47	5	62	27	6	546
C. fair	19	0	0	12	57	6	29	3	14	540	17	0	48	38	14	540	15	2	47	40	12	541
D. poor	1	0	0	0	0	1	100	0	0	534	1	0	0	100	0	534	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.	42	1	2	34	74	10	22	1	2	548	40	3	67	26	4	547	31	9	65	20	5	548
B. They match some of what I have learned.	49	1	2	30	57	20	38	2	4	545	49	1	60	35	5	544	55	5	63	27	5	546
C. They match just a little of what I have learned.	8	0	0	5	56	3	33	1	11	541	9	0	56	38	6	542	10	3	45	38	14	542
D. There is no match.	1	0	0	1	100	0	0	0	0	544	2	0	67	33	0	542	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	6	0	0	4	57	1	14	2	29	539	9	0	60	20	20	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	76	2	2	50	61	28	34	2	2	546	71	2	59	36	3	545	64	7	63	25	5	547
C. easier than my regular schoolwork	18	0	0	16	84	3	16	0	0	548	20	0	77	20	3	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.	9	0	0	3	33	5	56	1	11	537	7	0	45	45	9	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	48	1	2	29	58	17	34	3	6	545	52	2	61	30	7	545	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	44	1	2	36	78	9	20	0	0	549	41	1	67	30	1	547	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	23	1	4	18	72	6	24	0	0	548	20	3	71	23	3	548	20	10	64	21	5	548
B. 20 minutes to an hour	29	1	3	22	69	9	28	0	0	548	33	4	63	32	2	547	56	7	65	24	5	547
C. less than 20 minutes	17	0	0	11	61	6	33	1	6	545	16	0	64	32	4	544	10	3	52	33	12	543
D. I rarely read at home.	31	0	0	19	56	12	35	3	9	541	31	0	55	36	9	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	33	0	0	18	51	14	40	3	9	542	32	0	56	35	9	542	25	3	53	33	11	543
B. six to ten pages	23	1	4	18	75	5	21	0	0	549	25	5	61	32	2	546	26	6	61	26	7	546
C. eleven or more pages	44	1	2	32	70	12	26	1	2	547	43	1	71	25	3	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										50	0	0	100	0	536						
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	546	50	0	100	0	0	546						

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 49
School:	Benton 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	25	25	29	17	1711	12
	2007-2008	6	5	14	8	1617	12
	2008-2009	**8**	**7**	**13**	**8**	**2119**	**15**
	Cum. Total*	39	12	56	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	47	46	65	39	6778	48
	2007-2008	60	55	90	53	7284	52
	2008-2009	**59**	**54**	**95**	**55**	**7046**	**50**
	Cum. Total*	166	52	250	49	21108	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	26	25	54	33	3884	28
	2007-2008	30	27	43	25	3341	24
	2008-2009	**33**	**30**	**47**	**27**	**3193**	**23**
	Cum. Total*	89	28	144	28	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	4	4	18	11	1683	12
	2007-2008	14	13	22	13	1778	13
	2008-2009	**9**	**8**	**18**	**10**	**1638**	**12**
	Cum. Total*	27	8	58	11	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**	24.2	50.4	24.4	50.8	25.5	53.1
A. Number	**18**	**38**	8.8	48.9	8.8	48.9	9.8	54.4
B. Data	**10**	**21**	5.3	53.0	5.4	54.0	5.2	52.0
C. Geometry	**10**	**21**	4.7	47.0	4.8	48.0	4.7	47.0
D. Algebra	**10**	**21**	5.4	54.0	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 49
School: Benton 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	109	8	7	59	54	33	30	9	8	545	173	8	55	27	10	545	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	108	8	7	59	55	32	30	9	8	545	172	8	55	27	10	545	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	6	32	9	47	4	21	537	31	3	32	42	23	538	2307	3	32	32	33	536
No	90	8	9	53	59	24	27	5	6	547	142	8	60	24	8	547	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	109	8	7	59	54	33	30	9	8	545	173	8	55	27	10	545	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	52	1	2	27	52	20	38	4	8	542	87	5	49	37	9	543	5731	7	46	29	18	542
No	57	7	12	32	56	13	23	5	9	547	86	10	60	17	12	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	109	8	7	59	54	33	30	9	8	545	173	8	55	27	10	545	13988	15	50	23	12	547
Gender																						
Female	49	2	4	26	53	16	33	5	10	544	81	4	56	27	14	543	6889	14	51	23	12	546
Male	60	6	10	33	55	17	28	4	7	546	92	11	54	27	8	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	109	8	7	59	54	33	30	9	8	545	173	8	55	27	10	545	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	109	8	7	59	54	33	30	9	8	545	173	8	55	27	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 49
School: Benton 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	23	2	8	10	40	11	44	2	8	542	20	6	51	34	9	544	4	8	38	26	28	539
B. less than one hour	73	6	8	48	60	19	24	7	9	546	69	9	54	24	13	546	70	15	52	23	10	547
C. one to two hours	4	0	0	1	25	3	75	0	0	539	10	0	65	35	0	545	24	15	51	23	11	547
D. more than two hours	0										1	0	100	0	0	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	44	7	15	25	52	12	25	4	8	547	42	14	60	18	8	549	34	28	50	14	8	552
B. good	43	1	2	27	59	15	33	3	7	543	43	3	55	34	8	543	45	11	54	24	10	546
C. fair	11	0	0	5	42	5	42	2	17	541	13	0	41	36	23	539	18	3	45	33	19	540
D. poor	2	0	0	1	50	1	50	0	0	539	2	0	33	33	33	533	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.	47	6	12	27	53	15	29	3	6	547	46	10	58	27	5	548	38	22	52	19	7	550
B. They match some of what I have learned.	40	2	5	26	59	13	30	3	7	544	41	7	52	27	14	543	48	12	53	24	11	546
C. They match just a little of what I have learned.	12	0	0	6	46	4	31	3	23	541	11	0	53	26	21	541	11	6	40	30	24	540
D. There is no match.	1	0	0	0	0	1	100	0	0	532	2	0	50	50	0	542	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	11	1	8	6	50	3	25	2	17	543	12	10	35	25	30	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	74	5	6	42	53	26	33	7	9	545	73	6	57	29	8	545	64	15	53	23	10	547
C. easier than my regular schoolwork	15	2	13	11	69	3	19	0	0	549	15	12	65	19	4	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	8	0	0	5	56	2	22	2	22	543	8	0	50	29	21	542	7	6	39	27	27	539
B. 30–45 minutes	46	5	10	25	50	18	36	2	4	545	43	9	49	34	8	545	28	9	49	28	15	544
C. 45–60 minutes	29	2	6	20	63	6	19	4	13	546	26	7	62	16	16	545	41	17	53	21	9	548
D. more than 60 minutes	17	1	6	9	50	7	39	1	6	544	23	8	60	28	5	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	14	43	24	20	543
B. two or three days a week	6	0	0	3	43	4	57	0	0	541	5	0	33	44	22	537	24	17	52	21	10	548
C. two or three times each month	30	1	3	20	61	9	27	3	9	545	30	8	60	23	10	546	33	17	52	21	9	548
D. never or almost never	63	7	10	36	52	20	29	6	9	545	65	8	54	28	10	545	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	1	5	9	43	7	33	4	19	540	17	3	41	31	24	539	23	13	47	26	15	545
B. two or three days a week	22	1	4	16	67	6	25	1	4	547	23	10	58	25	8	547	31	17	52	21	10	548
C. two or three times each month	30	0	0	15	45	16	48	2	6	541	29	4	56	36	4	544	27	17	52	21	10	548
D. never or almost never	28	6	19	19	61	4	13	2	6	551	31	11	59	19	11	548	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										50	0	0	0	100	528						
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542						

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 49
School:	Benton 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*	2	2	2	1	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*	47	43	80	46	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*	52	48	75	43	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*	8	7	16	9	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**	28.5	59.4	28.3	59.0	29.2	60.8
D. The Physical Setting	**24**	**50**	12.6	52.5	12.7	52.9	12.9	53.8
E. The Living Environment	**24**	**50**	15.8	65.8	15.6	65.0	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 49
School: Benton 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	109	2	2	47	43	52	48	8	7	542	173	1	46	43	9	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	108	2	2	46	43	52	48	8	7	542	172	1	46	44	9	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	5	26	10	53	4	21	538	31	0	32	48	19	538	2309	2	29	39	29	536
No	90	2	2	42	47	42	47	4	4	543	142	1	49	42	7	543	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	109	2	2	47	43	52	48	8	7	542	173	1	46	43	9	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	52	0	0	22	42	24	46	6	12	541	87	0	46	40	14	541	5729	2	42	37	20	539
No	57	2	4	25	44	28	49	2	4	543	86	2	47	47	5	543	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	109	2	2	47	43	52	48	8	7	542	173	1	46	43	9	542	13987	4	51	31	13	543
Gender																						
Female	49	1	2	21	43	23	47	4	8	541	81	1	43	44	11	541	6886	4	49	33	14	542
Male	60	1	2	26	43	29	48	4	7	543	92	1	49	42	8	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	109	2	2	47	43	52	48	8	7	542	173	1	46	43	9	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	109	2	2	47	43	52	48	8	7	542	173	1	46	43	9	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 49
School: Benton 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	23	0	0	10	40	13	52	2	8	541	20	0	37	51	11	539	4	2	37	35	25	538
B. less than one hour	73	2	3	37	46	36	45	5	6	543	69	2	48	42	8	542	70	4	53	31	12	544
C. one to two hours	4	0	0	0	0	3	75	1	25	536	10	0	53	35	12	543	24	5	51	31	12	544
D. more than two hours	0										1	0	0	100	0	532	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	1	3	13	43	15	50	1	3	542	27	2	48	43	7	542	26	7	56	26	11	545
B. good	56	1	2	30	49	26	43	4	7	543	57	1	51	39	9	543	53	4	53	31	11	544
C. fair	16	0	0	4	24	10	59	3	18	538	16	0	29	57	14	538	18	2	41	39	17	540
D. poor	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	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.	20	0	0	12	55	10	45	0	0	544	20	0	60	34	6	543	23	5	56	28	11	544
B. They match some of what I have learned.	50	1	2	21	39	27	50	5	9	541	51	1	41	48	10	541	48	5	52	31	12	544
C. They match just a little of what I have learned.	27	0	0	12	41	14	48	3	10	541	26	0	48	41	11	541	23	4	49	33	14	543
D. There is no match.	4	1	25	2	50	1	25	0	0	551	3	20	40	40	0	547	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	22	0	0	9	38	13	54	2	8	540	19	0	47	47	6	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	65	1	1	29	41	34	49	6	9	541	67	1	44	44	11	541	58	4	52	32	12	543
C. easier than my regular schoolwork	12	1	8	8	62	4	31	0	0	547	14	4	58	33	4	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	29	0	0	15	47	15	47	2	6	543	20	0	49	46	6	543	33	5	51	31	14	543
B. a few times a week	45	0	0	19	39	26	53	4	8	541	49	0	46	45	9	541	45	4	52	32	11	544
C. once a week	6	1	14	3	43	3	43	0	0	546	10	6	41	41	12	542	8	4	50	30	16	542
D. a few times a month	19	1	5	10	48	8	38	2	10	543	21	3	47	39	11	541	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.	37	1	3	13	33	24	60	2	5	541	46	1	41	52	6	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	20	0	0	8	36	11	50	3	14	539	17	0	41	41	17	539	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	20	0	0	14	64	6	27	2	9	544	21	0	58	28	14	543	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	23	1	4	12	48	11	44	1	4	544	17	3	52	41	3	544	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	58	1	2	26	41	31	49	5	8	541	51	1	43	47	9	541	47	4	51	32	12	543
B. a few times a month	21	1	4	9	39	11	48	2	9	542	23	3	53	30	15	542	27	5	54	30	11	544
C. once a month	7	0	0	5	63	3	38	0	0	546	7	0	50	42	8	542	10	5	49	30	15	543
D. never or almost never	14	0	0	7	47	7	47	1	7	544	19	0	45	52	3	543	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	51	2	4	23	42	26	47	4	7	542	49	2	41	46	11	541	46	4	52	32	12	543
B. a few times a month	26	0	0	10	36	16	57	2	7	540	26	0	52	41	7	542	28	5	53	30	12	544
C. once a month	7	0	0	3	38	5	63	0	0	541	8	0	36	57	7	539	11	4	47	34	15	542
D. never or almost never	15	0	0	10	63	4	25	2	13	546	18	0	57	33	10	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										50	0	0	100	0	532						
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	536	50	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