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:	12441683
SAU:	MSAD 50
School:	Thomaston Grammar 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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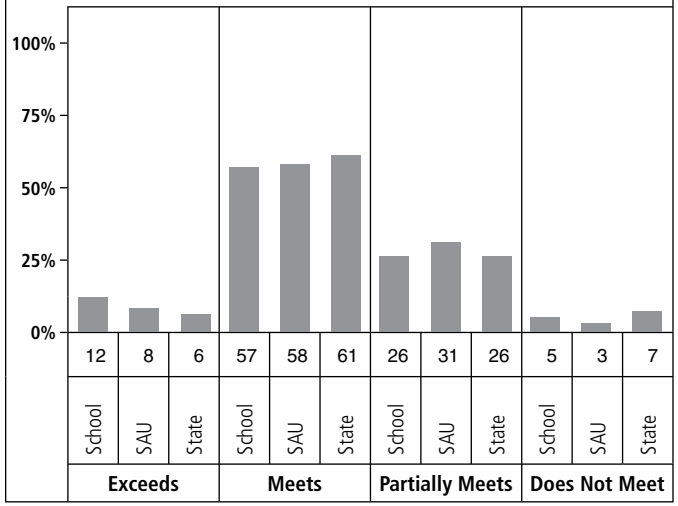
SUMMARY OF SCORES

Test Date:	March 2009
Grade:	5
SAU:	MSAD 50
School:	Thomaston Grammar School

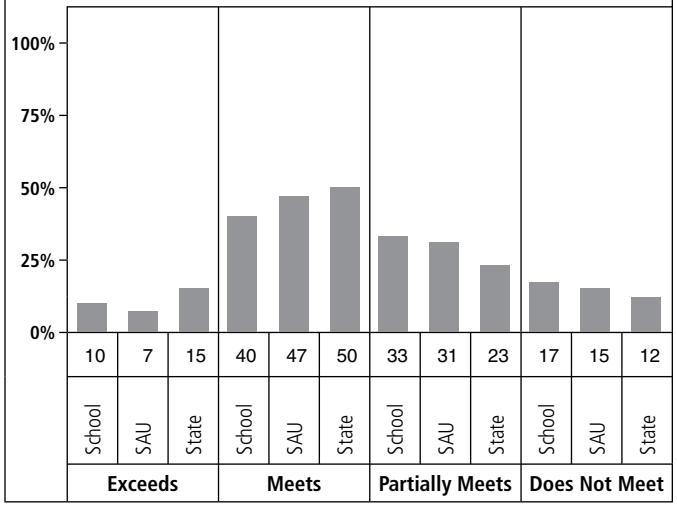
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	543	543	544
2007–2008	546	545	545
2008–2009	**547**	**546**	**546**
Cum. Avg.*	545	545	545
Mathematics			
2006–2007	536	536	546
2007–2008	544	544	546
2008–2009	**542**	**542**	**547**
Cum. Avg.*	541	541	546
Science			
2008-2009 **	**541**	**542**	**543**

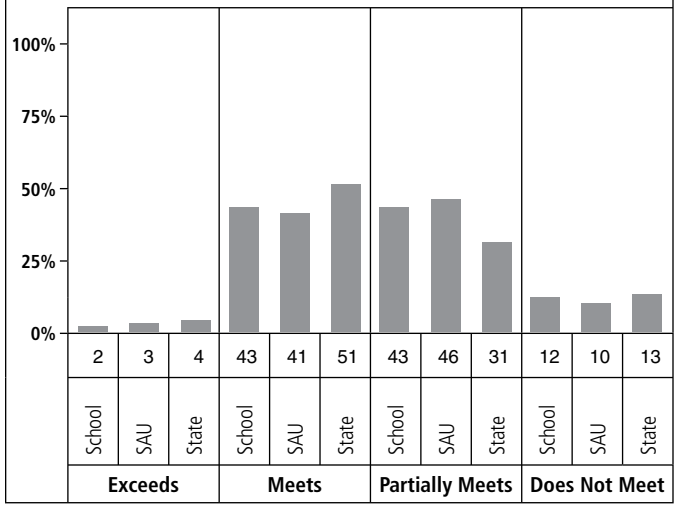
ELA – READING



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 50
School: Thomaston Grammar 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	44	100	61	100	14212	100	43	98	60	98	14135	100	43	98	60	98	14144	100	43	98	60	98	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	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	1	2	259	2	0	0	1	100	253	98	0	0	1	100	258	100	0	0	1	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	44	100	60	98	13271	93	43	98	59	98	13212	100	43	98	59	98	13211	100	43	98	59	98	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	10	23	14	23	2479	17	10	100	14	100	2454	100	10	100	14	100	2455	100	10	100	14	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	45	29	48	5848	41	20	100	29	100	5815	100	20	100	29	100	5819	100	20	100	29	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	34	77	45	74	10849	76	34	77	45	74	10872	76	34	77	45	74	10976	77
Identified disability (PET/IEP)	2	6	3	7	298	3	2	6	3	7	307	3	2	6	3	7	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	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	8	18	14	23	3122	22	8	18	14	23	3124	22	8	18	14	23	3019	21
Identified disability (PET/IEP)	7	88	10	71	1992	64	7	88	10	71	2000	64	7	88	10	71	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	1	13	4	29	907	29	1	13	4	29	886	28	1	13	4	29	826	27
Participation through alternate assessment (PAAP)	1	2	1	2	164	1	1	2	1	2	148	1	1	2	1	2	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	1	2	1	2	58	0	1	2	1	2	49	0	1	2	1	2	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 50
School:	Thomaston Grammar 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	1	2	1	2	702	5
	2007-2008	1	2	1	1	659	5
	2008-2009	**5**	**12**	**5**	**8**	**836**	**6**
	Cum. Total*	7	5	7	3	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	61	37	61	7730	55
	2007-2008	39	70	56	66	8195	58
	2008-2009	**24**	**57**	**34**	**58**	**8495**	**61**
	Cum. Total*	90	63	127	62	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	23	16	26	4182	30
	2007-2008	12	21	23	27	3800	27
	2008-2009	**11**	**26**	**18**	**31**	**3667**	**26**
	Cum. Total*	33	23	57	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	14	7	11	1419	10
	2007-2008	4	7	5	6	1362	10
	2008-2009	**2**	**5**	**2**	**3**	**973**	**7**
	Cum. Total*	12	8	14	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**	31.3	65.2	30.9	64.4	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.1	62.9	15.1	62.9	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.2	67.5	15.9	66.3	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 50
School: Thomaston Grammar 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	42	5	12	24	57	11	26	2	5	547	59	8	58	31	3	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										1						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	42	5	12	24	57	11	26	2	5	547	58	9	57	31	3	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	6	67	2	22	532	13	0	23	62	15	535	2290	0	29	47	23	537
No	33	5	15	23	70	5	15	0	0	551	46	11	67	22	0	549	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	42	5	12	24	57	11	26	2	5	547	59	8	58	31	3	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	20	1	5	10	50	7	35	2	10	542	29	3	48	41	7	543	5716	2	51	35	12	542
No	22	4	18	14	64	4	18	0	0	551	30	13	67	20	0	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	42	5	12	24	57	11	26	2	5	547	59	8	58	31	3	546	13963	6	61	26	7	546
Gender																						
Female	25	5	20	14	56	5	20	1	4	550	33	15	58	24	3	549	6882	8	62	24	6	547
Male	17	0	0	10	59	6	35	1	6	541	26	0	58	38	4	542	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	1	11	4	44	4	44	0	0	546	10	10	40	50	0	545	1914	1	41	44	14	540
No	33	4	12	20	61	7	21	2	6	547	49	8	61	27	4	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	42	5	12	24	57	11	26	2	5	547	59	8	58	31	3	546	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 50
School: Thomaston Grammar 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	5	0	0	1	50	1	50	0	0	542	3	0	50	50	0	542	4	2	40	34	24	540
B. less than one hour	83	5	15	22	65	6	18	1	3	549	76	11	61	25	2	548	70	6	63	26	6	546
C. one to two hours	10	0	0	1	25	3	75	0	0	542	19	0	55	45	0	545	24	7	61	26	6	546
D. more than two hours	2	0	0	0	0	1	100	0	0	536	2	0	0	100	0	536	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	4	21	10	53	5	26	0	0	551	38	18	59	23	0	551	36	10	67	18	5	549
B. good	41	1	6	11	65	4	24	1	6	546	50	3	62	31	3	545	47	5	62	27	6	546
C. fair	7	0	0	2	67	1	33	0	0	543	9	0	40	60	0	541	15	2	47	40	12	541
D. poor	5	0	0	1	50	1	50	0	0	545	3	0	50	50	0	545	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.	25	2	20	7	70	1	10	0	0	553	23	15	62	23	0	551	31	9	65	20	5	548
B. They match some of what I have learned.	63	3	12	13	52	9	36	0	0	547	67	8	55	37	0	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	13	0	0	4	80	0	0	1	20	542	11	0	83	0	17	542	10	3	45	38	14	542
D. There is no match.	0										0						3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	22	2	22	6	67	1	11	0	0	551	19	18	64	18	0	550	16	3	49	32	15	542
B. about the same as my regular schoolwork	59	3	13	12	50	8	33	1	4	546	60	9	53	35	3	546	64	7	63	25	5	547
C. easier than my regular schoolwork	20	0	0	6	75	2	25	0	0	549	21	0	67	33	0	547	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.	13	0	0	2	40	3	60	0	0	540	9	0	40	60	0	540	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	58	3	13	13	57	7	30	0	0	548	59	9	58	33	0	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	30	2	17	9	75	1	8	0	0	553	32	11	67	22	0	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	25	3	30	6	60	1	10	0	0	554	26	20	67	13	0	552	20	10	64	21	5	548
B. 20 minutes to an hour	60	2	8	15	63	7	29	0	0	548	60	6	59	35	0	546	56	7	65	24	5	547
C. less than 20 minutes	3	0	0	0	0	0	0	1	100	528	2	0	0	0	100	528	10	3	52	33	12	543
D. I rarely read at home.	13	0	0	2	40	3	60	0	0	540	12	0	43	57	0	540	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	34	1	7	7	50	5	36	1	7	543	38	5	45	45	5	543	25	3	53	33	11	543
B. six to ten pages	41	2	12	11	65	4	24	0	0	548	34	10	60	30	0	547	26	6	61	26	7	546
C. eleven or more pages	24	2	20	6	60	2	20	0	0	553	28	13	75	13	0	553	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	0	0	1	50	1	50	530	100	0	0	50	50	530						
B.	0										0											
C.	0										0											
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 50
School:	Thomaston Grammar 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	1	2	1	2	1711	12
	2007-2008	6	11	8	9	1617	12
	2008-2009	**4**	**10**	**4**	**7**	**2119**	**15**
	Cum. Total*	11	8	13	6	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	10	23	14	23	6778	48
	2007-2008	25	45	42	49	7284	52
	2008-2009	**17**	**40**	**28**	**47**	**7046**	**50**
	Cum. Total*	52	37	84	41	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	21	48	32	52	3884	28
	2007-2008	17	30	25	29	3341	24
	2008-2009	**14**	**33**	**18**	**31**	**3193**	**23**
	Cum. Total*	52	37	75	37	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	12	27	14	23	1683	12
	2007-2008	8	14	10	12	1778	13
	2008-2009	**7**	**17**	**9**	**15**	**1638**	**12**
	Cum. Total*	27	19	33	16	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**	22.7	47.3	22.8	47.5	25.5	53.1
A. Number	**18**	**38**	8.5	47.2	8.7	48.3	9.8	54.4
B. Data	**10**	**21**	4.6	46.0	4.6	46.0	5.2	52.0
C. Geometry	**10**	**21**	4.5	45.0	4.4	44.0	4.7	47.0
D. Algebra	**10**	**21**	5.0	50.0	5.1	51.0	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 50
School: Thomaston Grammar 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	42	4	10	17	40	14	33	7	17	542	59	7	47	31	15	542	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										1						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	42	4	10	17	40	14	33	7	17	542	58	7	48	29	16	542	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	2	22	5	56	525	13	0	31	31	38	530	2307	3	32	32	33	536
No	33	4	12	15	45	12	36	2	6	547	46	9	52	30	9	546	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	42	4	10	17	40	14	33	7	17	542	59	7	47	31	15	542	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	20	0	0	7	35	8	40	5	25	536	29	0	45	34	21	538	5731	7	46	29	18	542
No	22	4	18	10	45	6	27	2	9	548	30	13	50	27	10	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	42	4	10	17	40	14	33	7	17	542	59	7	47	31	15	542	13988	15	50	23	12	547
Gender																						
Female	25	4	16	7	28	10	40	4	16	543	33	12	36	33	18	543	6889	14	51	23	12	546
Male	17	0	0	10	59	4	24	3	18	541	26	0	62	27	12	542	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	1	11	3	33	4	44	1	11	542	10	10	40	40	10	542	1918	3	39	36	22	539
No	33	3	9	14	42	10	30	6	18	542	49	6	49	29	16	542	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	42	4	10	17	40	14	33	7	17	542	59	7	47	31	15	542	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 50
School: Thomaston Grammar 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	5	0	0	1	50	1	50	0	0	544	3	0	50	50	0	544	4	8	38	26	28	539
B. less than one hour	83	4	12	13	38	12	35	5	15	543	76	9	45	32	14	543	70	15	52	23	10	547
C. one to two hours	10	0	0	3	75	1	25	0	0	545	19	0	64	27	9	543	24	15	51	23	11	547
D. more than two hours	2	0	0	0	0	0	0	1	100	526	2	0	0	0	100	526	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	51	4	19	10	48	6	29	1	5	550	43	16	52	28	4	549	34	28	50	14	8	552
B. good	44	0	0	7	39	6	33	5	28	536	50	0	48	31	21	539	45	11	54	24	10	546
C. fair	5	0	0	0	0	2	100	0	0	538	7	0	25	50	25	538	18	3	45	33	19	540
D. poor	0										0						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	1	7	7	50	5	36	1	7	547	32	6	50	39	6	545	38	22	52	19	7	550
B. They match some of what I have learned.	43	1	6	6	35	8	47	2	12	541	47	4	44	37	15	542	48	12	53	24	11	546
C. They match just a little of what I have learned.	18	2	29	3	43	1	14	1	14	551	18	20	60	10	10	552	11	6	40	30	24	540
D. There is no match.	5	0	0	1	50	0	0	1	50	523	4	0	50	0	50	523	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	23	0	0	2	22	5	56	2	22	535	20	0	36	45	18	537	17	7	42	30	21	540
B. about the same as my regular schoolwork	49	2	11	8	42	5	26	4	21	542	52	7	48	28	17	542	64	15	53	23	10	547
C. easier than my regular schoolwork	28	2	18	7	64	2	18	0	0	552	29	13	63	19	6	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	12	0	0	1	20	1	20	3	60	523	9	0	20	20	60	523	7	6	39	27	27	539
B. 30–45 minutes	15	0	0	2	33	3	50	1	17	540	24	0	36	43	21	538	28	9	49	28	15	544
C. 45–60 minutes	24	1	10	4	40	5	50	0	0	545	28	6	56	38	0	546	41	17	53	21	9	548
D. more than 60 minutes	49	3	15	10	50	5	25	2	10	548	40	13	57	22	9	548	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	1	25	2	50	1	25	534	10	0	33	50	17	538	6	14	43	24	20	543
B. two or three days a week	24	0	0	5	50	4	40	1	10	543	19	0	45	45	9	542	24	17	52	21	10	548
C. two or three times each month	34	2	14	5	36	5	36	2	14	544	34	10	45	35	10	544	33	17	52	21	9	548
D. never or almost never	32	2	15	6	46	3	23	2	15	545	36	10	57	14	19	544	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	0	0	4	40	4	40	2	20	541	36	0	57	29	14	543	23	13	47	26	15	545
B. two or three days a week	34	1	7	6	43	6	43	1	7	542	31	6	39	44	11	542	31	17	52	21	10	548
C. two or three times each month	22	3	33	2	22	3	33	1	11	547	17	30	30	30	10	547	27	17	52	21	10	548
D. never or almost never	20	0	0	5	63	1	13	2	25	543	16	0	67	11	22	543	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	2	100	501	100	0	0	0	100	501						
B.	0										0											
C.	0										0											
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 50
School:	Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	2	2	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*	18	43	24	41	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*	18	43	27	46	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*	5	12	6	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**	27.9	58.1	28.1	58.5	29.2	60.8
D. The Physical Setting	**24**	**50**	12.5	52.1	12.4	51.7	12.9	53.8
E. The Living Environment	**24**	**50**	15.5	64.6	15.7	65.4	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 50
School: Thomaston Grammar 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	42	1	2	18	43	18	43	5	12	541	59	3	41	46	10	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										1						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	42	1	2	18	43	18	43	5	12	541	58	3	41	45	10	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	4	44	3	33	532	13	0	15	62	23	534	2309	2	29	39	29	536
No	33	1	3	16	48	14	42	2	6	544	46	4	48	41	7	544	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	42	1	2	18	43	18	43	5	12	541	59	3	41	46	10	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	20	1	5	7	35	8	40	4	20	539	29	3	38	41	17	540	5729	2	42	37	20	539
No	22	0	0	11	50	10	45	1	5	543	30	3	43	50	3	543	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	42	1	2	18	43	18	43	5	12	541	59	3	41	46	10	542	13987	4	51	31	13	543
Gender																						
Female	25	0	0	12	48	9	36	4	16	541	33	3	42	42	12	542	6886	4	49	33	14	542
Male	17	1	6	6	35	9	53	1	6	541	26	4	38	50	8	541	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	1	11	7	78	1	11	537	10	0	10	70	20	536	1917	1	31	41	28	536
No	33	1	3	17	52	11	33	4	12	542	49	4	47	41	8	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	42	1	2	18	43	18	43	5	12	541	59	3	41	46	10	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 50
School: Thomaston Grammar 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	5	0	0	1	50	1	50	0	0	538	3	0	50	50	0	538	4	2	37	35	25	538
B. less than one hour	83	1	3	16	47	15	44	2	6	543	76	2	45	45	7	542	70	4	53	31	12	544
C. one to two hours	10	0	0	0	0	2	50	2	50	530	19	9	18	55	18	540	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	0	0	1	100	528	2	0	0	0	100	528	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	41	1	6	8	47	6	35	2	12	543	31	6	50	33	11	543	26	7	56	26	11	545
B. good	54	0	0	8	36	12	55	2	9	541	57	3	33	58	6	542	53	4	53	31	11	544
C. fair	0										7	0	25	50	25	539	18	2	41	39	17	540
D. poor	5	0	0	1	50	0	0	1	50	533	5	0	67	0	33	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	1	13	3	38	3	38	1	13	543	17	10	30	50	10	542	23	5	56	28	11	544
B. They match some of what I have learned.	61	0	0	9	36	12	48	4	16	538	59	3	35	50	12	540	48	5	52	31	12	544
C. They match just a little of what I have learned.	20	0	0	5	63	3	38	0	0	548	21	0	58	33	8	546	23	4	49	33	14	543
D. There is no match.	0										3	0	50	50	0	542	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	25	1	10	5	50	3	30	1	10	546	26	7	47	40	7	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	53	0	0	6	29	11	52	4	19	537	51	3	28	55	14	539	58	4	52	32	12	543
C. easier than my regular schoolwork	23	0	0	6	67	3	33	0	0	547	23	0	62	31	8	546	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	17	0	0	3	43	3	43	1	14	536	14	0	50	38	13	539	33	5	51	31	14	543
B. a few times a week	80	1	3	13	39	15	45	4	12	542	71	2	37	51	10	542	45	4	52	32	11	544
C. once a week	2	0	0	1	100	0	0	0	0	542	7	0	75	25	0	542	8	4	50	30	16	542
D. a few times a month	0										9	20	20	40	20	542	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	41	1	6	7	41	8	47	1	6	543	33	5	37	47	11	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	22	0	0	2	22	4	44	3	33	534	26	0	20	60	20	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	22	0	0	5	56	3	33	1	11	546	19	0	55	36	9	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	15	0	0	3	50	3	50	0	0	541	21	8	58	33	0	545	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	80	1	3	12	36	18	55	2	6	541	75	2	40	53	5	542	47	4	51	32	12	543
B. a few times a month	15	0	0	5	83	0	0	1	17	548	14	0	63	25	13	545	27	5	54	30	11	544
C. once a month	2	0	0	0	0	0	0	1	100	520	2	0	0	0	100	520	10	5	49	30	15	543
D. never or almost never	2	0	0	0	0	0	0	1	100	528	9	20	20	20	40	541	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	68	1	4	9	33	14	52	3	11	539	59	3	36	52	9	540	46	4	52	32	12	543
B. a few times a month	30	0	0	8	67	3	25	1	8	547	34	0	53	42	5	544	28	5	53	30	12	544
C. once a month	3	0	0	0	0	1	100	0	0	540	4	0	0	50	50	534	11	4	47	34	15	542
D. never or almost never	0										4	50	50	0	0	557	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	0	0	1	50	1	50	524	100	0	0	50	50	524						
B.	0										0											
C.	0										0											
D.	0										0											

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N = Number