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:	12511730
SAU:	MSAD 57
School:	Waterboro 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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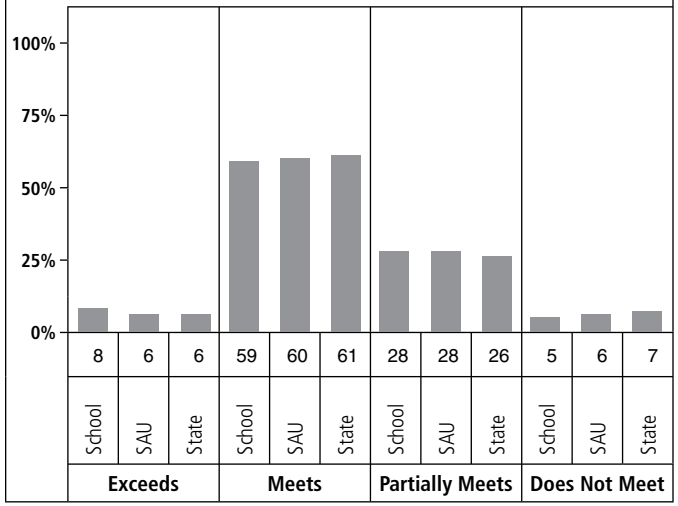
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Waterboro Elementary School

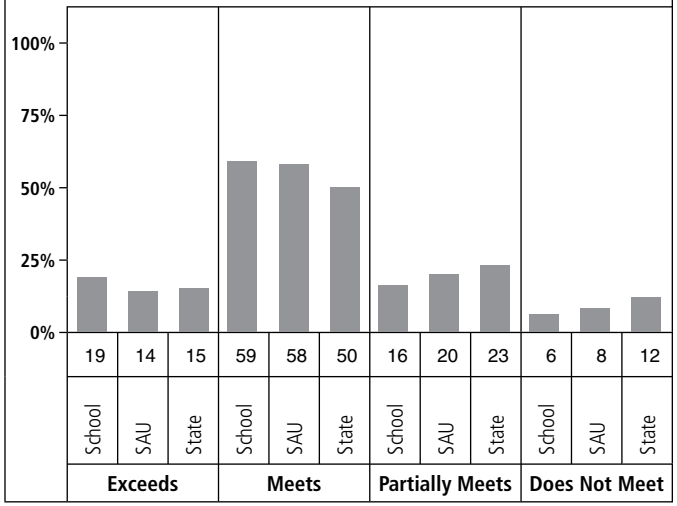
Summary of School, SAU, and State Scores

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

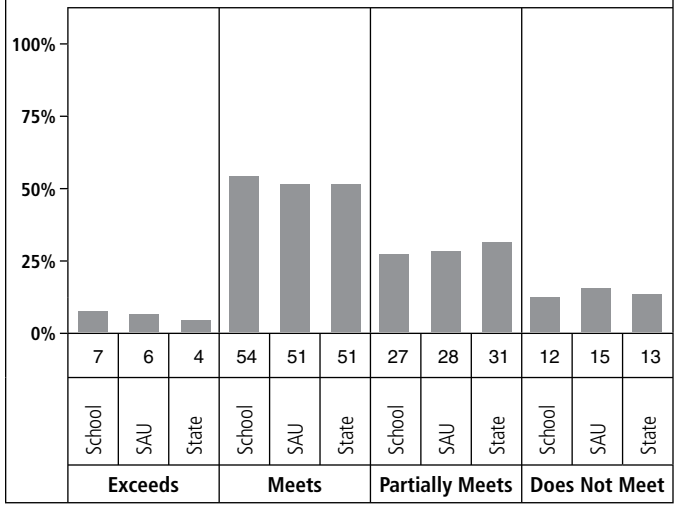
ELA – READING



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 57
School: Waterboro 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	111	100	260	100	14212	100	111	100	260	100	14135	100	111	100	260	100	14144	100	111	100	260	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	1	0	110	1	0	0	1	100	110	100	0	0	1	100	110	100	0	0	1	100	110	100
Asian or Pacific Islander	2	2	4	2	259	2	2	100	4	100	253	98	2	100	4	100	258	100	2	100	4	100	257	99
Hispanic	0	0	3	1	175	1	0	0	3	100	172	99	0	0	3	100	172	99	0	0	3	100	173	99
Caucasian/White	109	98	251	97	13271	93	109	100	251	100	13212	100	109	100	251	100	13211	100	109	100	251	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	19	17	36	14	2479	17	19	100	36	100	2454	100	19	100	36	100	2455	100	19	100	36	100	2451	99
Current LEP	0	0	1	0	374	3	0	0	1	100	359	96	0	0	1	100	370	99	0	0	1	100	366	98
Economically disadvantaged	49	44	103	40	5848	41	49	100	103	100	5815	100	49	100	103	100	5819	100	49	100	103	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	90	81	213	82	10849	76	90	81	213	82	10872	76	90	81	216	83	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	2	1	307	3	0	0	2	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	2	2	7	3	123	1	2	2	7	3	121	1	2	2	7	3	126	1
Participation with accommodations	16	14	41	16	3122	22	16	14	41	16	3124	22	16	14	38	15	3019	21
Identified disability (PET/IEP)	14	88	30	73	1992	64	14	88	28	68	2000	64	14	88	28	74	1971	65
LEP	0	0	1	2	184	6	0	0	1	2	196	6	0	0	1	3	184	6
504 plan	1	6	1	2	84	3	1	6	1	2	86	3	1	6	1	3	81	3
Other	1	6	9	22	907	29	1	6	11	27	886	28	1	6	8	21	826	27
Participation through alternate assessment (PAAP)	5	5	6	2	164	1	5	5	6	2	148	1	5	5	6	2	142	1
Identified disability (PET/IEP)	5	100	6	100	164	100	5	100	6	100	148	100	5	100	6	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 57
School: Waterboro 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	7	6	15	6	702	5
	2007-2008	5	5	14	6	659	5
	2008-2009	**8**	**8**	**15**	**6**	**836**	**6**
	Cum. Total*	20	6	44	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	67	59	143	54	7730	55
	2007-2008	55	60	133	53	8195	58
	2008-2009	**63**	**59**	**152**	**60**	**8495**	**61**
	Cum. Total*	185	59	428	56	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	37	32	87	33	4182	30
	2007-2008	29	32	86	34	3800	27
	2008-2009	**30**	**28**	**71**	**28**	**3667**	**26**
	Cum. Total*	96	31	244	32	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	3	3	21	8	1419	10
	2007-2008	2	2	18	7	1362	10
	2008-2009	**5**	**5**	**16**	**6**	**973**	**7**
	Cum. Total*	10	3	55	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	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.0	62.5	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.3	67.9	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 57
School: Waterboro 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	106	8	8	63	59	30	28	5	5	547	254	6	60	28	6	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										1						110	0	48	38	14	541
Asian or Pacific Islander	2										4						252	11	58	21	11	547
Hispanic	0										2						166	4	54	32	10	543
Caucasian/White	104	8	8	62	60	30	29	4	4	547	246	6	60	28	6	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	3	21	10	71	1	7	538	30	0	13	60	27	535	2290	0	29	47	23	537
No	92	8	9	60	65	20	22	4	4	548	224	7	66	24	4	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										1						354	1	35	34	30	538
No	106	8	8	63	59	30	28	5	5	547	253	6	60	28	6	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	47	1	2	27	57	18	38	1	2	544	100	1	60	31	8	544	5716	2	51	35	12	542
No	59	7	12	36	61	12	20	4	7	549	154	9	60	26	5	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	106	8	8	63	59	30	28	5	5	547	254	6	60	28	6	546	13963	6	61	26	7	546
Gender																						
Female	55	5	9	33	60	15	27	2	4	548	131	7	63	24	7	547	6882	8	62	24	6	547
Male	51	3	6	30	59	15	29	3	6	545	123	5	57	33	6	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	106	8	8	63	59	30	28	5	5	547	254	6	60	28	6	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	7	3	43	4	57	0	0	0	0	562	19	37	58	5	0	558	450	26	72	2	0	557
No	99	5	5	59	60	30	30	5	5	546	235	3	60	30	7	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 57
School: Waterboro 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	5	0	0	2	40	2	40	1	20	538	5	0	50	25	25	541	4	2	40	34	24	540
B. less than one hour	78	8	10	56	67	16	19	3	4	549	72	7	64	23	6	547	70	6	63	26	6	546
C. one to two hours	15	0	0	5	31	10	63	1	6	541	21	4	52	41	4	544	24	7	61	26	6	546
D. more than two hours	2	0	0	0	0	2	100	0	0	538	2	0	17	83	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	41	5	12	27	63	8	19	3	7	549	38	8	71	16	4	549	36	10	67	18	5	549
B. good	48	2	4	29	58	17	34	2	4	546	43	5	58	29	8	545	47	5	62	27	6	546
C. fair	11	1	8	7	58	4	33	0	0	547	15	5	41	46	8	542	15	2	47	40	12	541
D. poor	0										3	0	38	63	0	541	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.	26	4	14	15	54	9	32	0	0	550	30	13	60	27	0	550	31	9	65	20	5	548
B. They match some of what I have learned.	58	4	6	42	68	13	21	3	5	547	54	3	66	26	5	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	12	0	0	5	38	7	54	1	8	540	13	0	41	38	22	539	10	3	45	38	14	542
D. There is no match.	3	0	0	1	33	1	33	1	33	535	4	11	22	44	22	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	16	1	6	9	53	6	35	1	6	545	19	6	48	33	13	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	74	7	9	48	62	20	26	3	4	548	65	7	63	25	4	547	64	7	63	25	5	547
C. easier than my regular schoolwork	10	0	0	6	55	4	36	1	9	542	16	0	59	34	7	543	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	4	29	9	64	1	7	540	12	0	32	42	26	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	64	6	9	44	66	14	21	3	4	549	54	5	61	31	3	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	22	2	9	14	61	6	26	1	4	546	34	10	67	19	5	548	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	25	1	4	16	62	9	35	0	0	546	21	6	65	29	0	548	20	10	64	21	5	548
B. 20 minutes to an hour	40	4	10	27	64	11	26	0	0	549	50	7	64	25	3	547	56	7	65	24	5	547
C. less than 20 minutes	16	2	12	10	59	4	24	1	6	550	11	7	55	24	14	546	10	3	52	33	12	543
D. I rarely read at home.	20	1	5	10	48	6	29	4	19	541	18	2	43	37	17	541	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	1	4	15	58	8	31	2	8	545	26	2	53	34	11	543	25	3	53	33	11	543
B. six to ten pages	15	2	13	10	67	2	13	1	7	548	20	8	67	21	4	546	26	6	61	26	7	546
C. eleven or more pages	59	4	7	36	60	19	32	1	2	548	54	7	61	28	4	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										100	0	0	100	0	536						
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 57
School:	Waterboro 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	10	9	20	7	1711	12
	2007-2008	16	18	23	9	1617	12
	2008-2009	**20**	**19**	**36**	**14**	**2119**	**15**
	Cum. Total*	46	15	79	10	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	60	52	127	48	6778	48
	2007-2008	49	54	129	51	7284	52
	2008-2009	**63**	**59**	**147**	**58**	**7046**	**50**
	Cum. Total*	172	55	403	52	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	37	32	89	33	3884	28
	2007-2008	21	23	67	27	3341	24
	2008-2009	**17**	**16**	**51**	**20**	**3193**	**23**
	Cum. Total*	75	24	207	27	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	8	7	31	12	1683	12
	2007-2008	5	5	32	13	1778	13
	2008-2009	**6**	**6**	**20**	**8**	**1638**	**12**
	Cum. Total*	19	6	83	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**	27.7	57.7	26.2	54.6	25.5	53.1
A. Number	**18**	**38**	10.9	60.6	10.4	57.8	9.8	54.4
B. Data	**10**	**21**	5.6	56.0	5.2	52.0	5.2	52.0
C. Geometry	**10**	**21**	4.9	49.0	4.5	45.0	4.7	47.0
D. Algebra	**10**	**21**	6.3	63.0	6.1	61.0	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 57
School: Waterboro 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	106	20	19	63	59	17	16	6	6	550	254	14	58	20	8	548	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										1						110	5	42	34	20	540
Asian or Pacific Islander	2										4						257	19	50	20	12	548
Hispanic	0										2						166	9	43	31	17	543
Caucasian/White	104	20	19	62	60	16	15	6	6	550	246	15	58	20	8	548	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	9	64	5	36	0	0	543	30	0	37	43	20	536	2307	3	32	32	33	536
No	92	20	22	54	59	12	13	6	7	551	224	16	61	17	6	550	11689	17	54	21	8	549
Current LEP																						
Yes	0										1						365	5	33	30	32	536
No	106	20	19	63	59	17	16	6	6	550	253	14	58	20	8	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	47	4	9	30	64	10	21	3	6	546	100	8	58	23	11	545	5731	7	46	29	18	542
No	59	16	27	33	56	7	12	3	5	553	154	18	58	18	6	550	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	106	20	19	63	59	17	16	6	6	550	254	14	58	20	8	548	13988	15	50	23	12	547
Gender																						
Female	55	11	20	33	60	6	11	5	9	551	131	14	59	18	10	548	6889	14	51	23	12	546
Male	51	9	18	30	59	11	22	1	2	550	123	15	57	23	6	548	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	106	20	19	63	59	17	16	6	6	550	254	14	58	20	8	548	12078	17	52	21	10	548
Gifted/talented program																						
Yes	7	5	71	2	29	0	0	0	0	563	19	63	32	5	0	562	450	64	34	2	0	564
No	99	15	15	61	62	17	17	6	6	549	235	10	60	21	9	547	13546	14	51	23	12	546

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

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

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Waterboro 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	5	0	0	3	60	0	0	2	40	537	5	8	33	25	33	537	4	8	38	26	28	539
B. less than one hour	78	18	22	51	61	12	14	2	2	553	72	17	60	17	6	549	70	15	52	23	10	547
C. one to two hours	15	2	13	9	56	4	25	1	6	546	21	7	61	26	6	547	24	15	51	23	11	547
D. more than two hours	2	0	0	0	0	1	50	1	50	526	2	0	17	50	33	535	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	13	35	22	59	1	3	1	3	555	33	28	58	8	6	553	34	28	50	14	8	552
B. good	45	7	15	33	69	8	17	0	0	552	41	13	63	19	5	549	45	11	54	24	10	546
C. fair	15	0	0	6	38	8	50	2	13	540	20	0	53	37	10	542	18	3	45	33	19	540
D. poor	5	0	0	2	40	0	0	3	60	531	6	0	36	36	29	536	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.	46	13	27	27	55	6	12	3	6	554	42	20	64	11	5	552	38	22	52	19	7	550
B. They match some of what I have learned.	41	7	16	28	65	7	16	1	2	550	46	11	57	23	9	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	10	0	0	6	55	4	36	1	9	540	9	5	45	45	5	541	11	6	40	30	24	540
D. There is no match.	3	0	0	2	67	0	0	1	33	539	4	11	33	22	33	539	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	20	3	14	11	52	4	19	3	14	546	16	8	43	35	15	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	75	17	22	49	62	10	13	3	4	552	69	16	61	16	7	549	64	15	53	23	10	547
C. easier than my regular schoolwork	5	0	0	3	60	2	40	0	0	545	15	14	62	19	5	548	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	3	0	0	2	67	1	33	0	0	542	7	18	35	35	12	543	7	6	39	27	27	539
B. 30–45 minutes	12	0	0	6	46	5	38	2	15	541	25	6	57	29	8	545	28	9	49	28	15	544
C. 45–60 minutes	55	16	28	33	57	8	14	1	2	554	44	20	58	16	6	551	41	17	53	21	9	548
D. more than 60 minutes	30	4	13	22	69	3	9	3	9	547	24	12	65	15	8	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	8	2	25	4	50	1	13	1	13	550	8	16	47	21	16	547	6	14	43	24	20	543
B. two or three days a week	34	7	19	22	61	4	11	3	8	551	37	11	65	18	5	548	24	17	52	21	10	548
C. two or three times each month	47	11	22	28	56	9	18	2	4	551	38	18	57	19	6	550	33	17	52	21	9	548
D. never or almost never	11	0	0	9	75	3	25	0	0	545	18	13	50	26	11	545	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	42	8	18	25	57	8	18	3	7	551	39	12	62	19	7	549	23	13	47	26	15	545
B. two or three days a week	25	8	31	12	46	5	19	1	4	553	26	23	55	20	3	551	31	17	52	21	10	548
C. two or three times each month	22	4	17	16	70	2	9	1	4	550	19	15	58	17	10	548	27	17	52	21	10	548
D. never or almost never	12	0	0	10	77	2	15	1	8	543	15	5	53	29	13	542	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										100	0	0	0	100	528						
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 57
School:	Waterboro 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*	7	7	15	6	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*	57	54	130	51	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*	29	27	71	28	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*	13	12	38	15	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**	29.6	61.7	29.2	60.8	29.2	60.8
D. The Physical Setting	**24**	**50**	13.0	54.2	12.9	53.8	12.9	53.8
E. The Living Environment	**24**	**50**	16.6	69.2	16.3	67.9	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 57
School: Waterboro 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	106	7	7	57	54	29	27	13	12	544	254	6	51	28	15	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										1						110	3	36	35	26	538
Asian or Pacific Islander	2										4						256	5	51	27	17	542
Hispanic	0										2						167	1	40	37	22	539
Caucasian/White	104	7	7	57	55	28	27	12	12	544	246	6	51	28	15	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	4	29	8	57	2	14	537	30	0	23	53	23	535	2309	2	29	39	29	536
No	92	7	8	53	58	21	23	11	12	545	224	7	55	25	14	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										1						361	1	23	32	44	533
No	106	7	7	57	54	29	27	13	12	544	253	6	51	28	15	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	47	1	2	20	43	19	40	7	15	540	100	2	49	32	17	542	5729	2	42	37	20	539
No	59	6	10	37	63	10	17	6	10	547	154	8	53	25	14	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	106	7	7	57	54	29	27	13	12	544	254	6	51	28	15	544	13987	4	51	31	13	543
Gender																						
Female	55	2	4	30	55	15	27	8	15	543	131	5	49	30	17	543	6886	4	49	33	14	542
Male	51	5	10	27	53	14	27	5	10	545	123	7	54	26	13	544	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	106	7	7	57	54	29	27	13	12	544	254	6	51	28	15	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	7	2	29	5	71	0	0	0	0	563	19	37	58	0	5	561	450	25	72	2	1	557
No	99	5	5	52	53	29	29	13	13	543	235	3	51	30	16	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 57
School: Waterboro 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	5	0	0	3	60	1	20	1	20	539	5	0	42	25	33	538	4	2	37	35	25	538
B. less than one hour	78	7	8	46	55	22	27	8	10	546	72	7	54	26	14	544	70	4	53	31	12	544
C. one to two hours	15	0	0	8	50	5	31	3	19	540	21	4	50	35	11	543	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	1	50	1	50	531	2	17	0	33	50	537	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	25	2	8	17	65	4	15	3	12	546	23	8	54	22	15	545	26	7	56	26	11	545
B. good	58	4	6	31	50	21	34	6	10	544	57	6	54	27	13	545	53	4	53	31	11	544
C. fair	13	1	7	7	50	4	29	2	14	542	16	5	45	38	13	541	18	2	41	39	17	540
D. poor	4	0	0	2	50	0	0	2	50	536	4	0	20	30	50	532	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	2	10	13	62	3	14	3	14	545	21	4	58	26	11	544	23	5	56	28	11	544
B. They match some of what I have learned.	50	3	6	27	51	18	34	5	9	545	49	7	47	28	17	544	48	5	52	31	12	544
C. They match just a little of what I have learned.	23	2	8	14	58	6	25	2	8	546	21	6	57	28	9	545	23	4	49	33	14	543
D. There is no match.	8	0	0	3	38	2	25	3	38	534	9	5	41	27	27	538	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	21	2	9	12	55	6	27	2	9	545	23	9	48	28	16	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	60	3	5	35	56	17	27	7	11	544	58	3	53	28	15	543	58	4	52	32	12	543
C. easier than my regular schoolwork	18	2	11	10	53	3	16	4	21	544	19	11	50	24	15	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	36	3	8	21	57	8	22	5	14	545	39	7	54	23	16	545	33	5	51	31	14	543
B. a few times a week	21	2	9	10	45	6	27	4	18	544	24	5	46	33	16	543	45	4	52	32	11	544
C. once a week	4	0	0	3	75	1	25	0	0	545	9	9	50	18	23	543	8	4	50	30	16	542
D. a few times a month	39	2	5	22	54	13	32	4	10	544	28	4	53	33	10	543	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.	40	2	5	25	60	9	21	6	14	543	38	4	53	27	16	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	20	1	5	8	38	8	38	4	19	540	19	2	34	38	26	538	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	32	4	12	19	58	8	24	2	6	548	29	14	54	22	10	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	8	0	0	5	63	3	38	0	0	547	14	0	67	25	8	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	39	3	7	23	56	10	24	5	12	545	42	6	57	21	17	545	47	4	51	32	12	543
B. a few times a month	18	3	16	6	32	8	42	2	11	545	20	6	43	33	18	542	27	5	54	30	11	544
C. once a month	10	1	9	7	64	2	18	1	9	548	10	12	42	35	12	544	10	5	49	30	15	543
D. never or almost never	33	0	0	21	60	9	26	5	14	542	28	4	51	33	11	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	41	2	5	22	51	12	28	7	16	543	41	6	50	26	18	543	46	4	52	32	12	543
B. a few times a month	16	3	18	8	47	5	29	1	6	548	24	5	53	22	20	544	28	5	53	30	12	544
C. once a month	11	1	9	8	73	1	9	1	9	548	10	8	50	29	13	544	11	4	47	34	15	542
D. never or almost never	32	1	3	18	55	10	30	4	12	542	25	5	52	34	8	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										100	0	100	0	0	544						
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