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:	12551751
SAU:	MSAD 61
School:	Stevens Brook 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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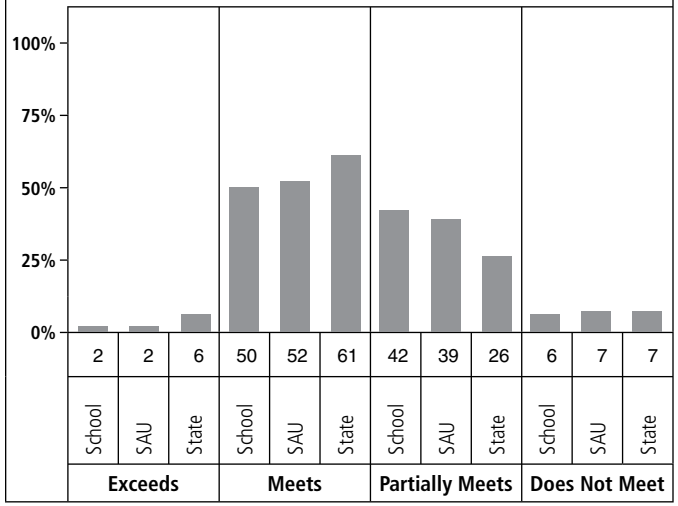
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 61
School: Stevens Brook School

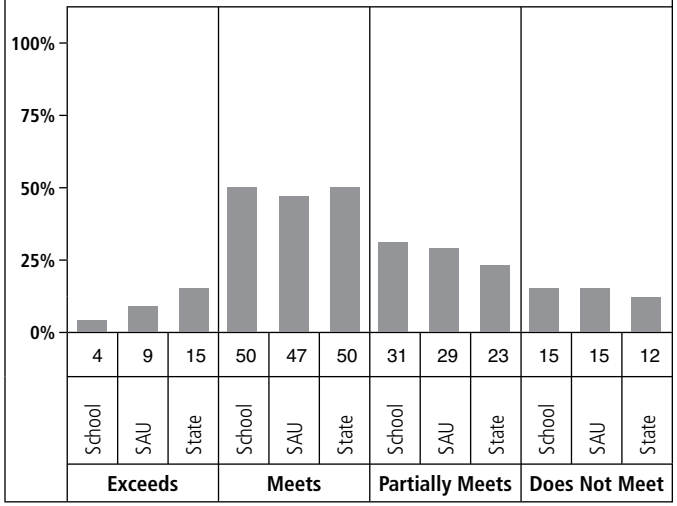
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	549	546	544
2007–2008	544	544	545
2008–2009	**544**	**543**	**546**
Cum. Avg.*	545	544	545
Mathematics			
2006–2007	547	548	546
2007–2008	548	545	546
2008–2009	**542**	**543**	**547**
Cum. Avg.*	546	545	546
Science			
2008-2009 **	**541**	**540**	**543**

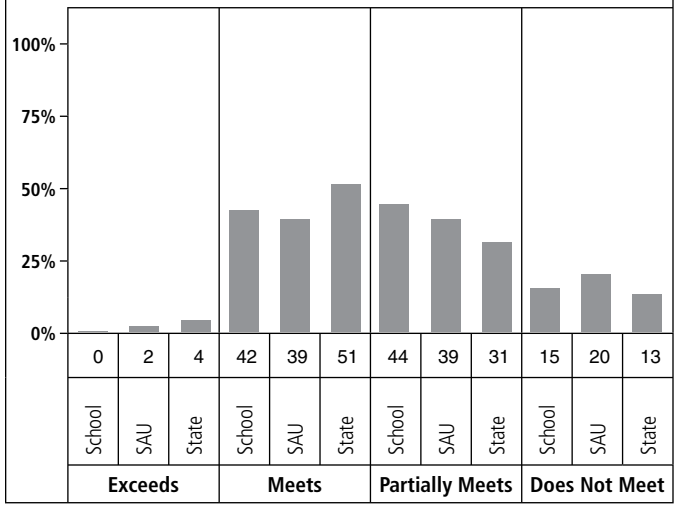
ELA – READING



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 61
School: Stevens Brook 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	48	100	151	100	14212	100	48	100	151	100	14135	100	48	100	151	100	14144	100	48	100	151	100	14137	100
Ethnicity African American/Black	2	4	4	3	397	3	2	100	4	100	388	98	2	100	4	100	393	99	2	100	4	100	389	98
American Indian or Native Alaskan	1	2	1	1	110	1	1	100	1	100	110	100	1	100	1	100	110	100	1	100	1	100	110	100
Asian or Pacific Islander	1	2	1	1	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	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	92	145	96	13271	93	44	100	145	100	13212	100	44	100	145	100	13211	100	44	100	145	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	13	27	34	23	2479	17	13	100	34	100	2454	100	13	100	34	100	2455	100	13	100	34	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	30	63	74	49	5848	41	30	100	74	100	5815	100	30	100	74	100	5819	100	30	100	74	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	37	77	110	73	10849	76	32	67	96	64	10872	76	38	79	109	72	10976	77
Identified disability (PET/IEP)	2	5	5	5	298	3	2	6	5	5	307	3	3	8	6	6	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	1	1	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	11	23	40	26	3122	22	16	33	54	36	3124	22	10	21	41	27	3019	21
Identified disability (PET/IEP)	11	100	28	70	1992	64	11	69	28	52	2000	64	10	100	27	66	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	1	2	86	3	0	0	1	2	81	3
Other	0	0	12	30	907	29	5	31	25	46	886	28	0	0	13	32	826	27
Participation through alternate assessment (PAAP)	0	0	1	1	164	1	0	0	1	1	148	1	0	0	1	1	142	1
Identified disability (PET/IEP)	0	0	1	100	164	100	0	0	1	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

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

ELA–READING RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 61
School:	Stevens Brook 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	6	15	10	7	702	5
	2007-2008	1	2	4	3	659	5
	2008-2009	**1**	**2**	**3**	**2**	**836**	**6**
	Cum. Total*	8	6	17	4	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	22	55	81	58	7730	55
	2007-2008	32	63	85	57	8195	58
	2008-2009	**24**	**50**	**78**	**52**	**8495**	**61**
	Cum. Total*	78	56	244	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	10	25	38	27	4182	30
	2007-2008	14	27	41	27	3800	27
	2008-2009	**20**	**42**	**59**	**39**	**3667**	**26**
	Cum. Total*	44	32	138	31	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	2	5	10	7	1419	10
	2007-2008	4	8	20	13	1362	10
	2008-2009	**3**	**6**	**10**	**7**	**973**	**7**
	Cum. Total*	9	6	40	9	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	29.3	61.0	28.9	60.2	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	14.4	60.0	13.9	57.9	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	14.8	61.7	15.0	62.5	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 61
School: Stevens Brook 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	48	1	2	24	50	20	42	3	6	544	150	2	52	39	7	543	13971	6	61	26	7	546
Ethnicity																						
African American/Black	2										4						381	2	44	31	23	540
American Indian or Native Alaskan	1										1						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	44	1	2	21	48	19	43	3	7	543	144	2	51	40	7	543	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	5	38	6	46	2	15	540	33	0	36	48	15	538	2290	0	29	47	23	537
No	35	1	3	19	54	14	40	1	3	545	117	3	56	37	4	545	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	48	1	2	24	50	20	42	3	6	544	150	2	52	39	7	543	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	30	0	0	15	50	13	43	2	7	542	74	0	49	43	8	541	5716	2	51	35	12	542
No	18	1	6	9	50	7	39	1	6	547	76	4	55	36	5	545	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	48	1	2	24	50	20	42	3	6	544	150	2	52	39	7	543	13963	6	61	26	7	546
Gender																						
Female	16	0	0	9	56	6	38	1	6	543	64	2	56	36	6	543	6882	8	62	24	6	547
Male	32	1	3	15	47	14	44	2	6	544	86	2	49	42	7	543	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	3	25	8	67	1	8	540	28	0	21	64	14	538	1914	1	41	44	14	540
No	36	1	3	21	58	12	33	2	6	545	122	2	59	34	5	544	12057	7	64	23	6	547
Gifted/talented program																						
Yes	3										11	18	82	0	0	554	450	26	72	2	0	557
No	45	0	0	22	49	20	44	3	7	543	139	1	50	42	7	542	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 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	534	5	0	13	63	25	535	4	2	40	34	24	540
B. less than one hour	75	1	3	16	44	19	53	0	0	544	72	2	56	39	4	544	70	6	63	26	6	546
C. one to two hours	23	0	0	8	73	0	0	3	27	542	21	3	48	35	13	542	24	7	61	26	6	546
D. more than two hours	0										2	0	67	33	0	541	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	1	5	12	60	7	35	0	0	547	40	2	65	32	2	546	36	10	67	18	5	549
B. good	40	0	0	11	58	7	37	1	5	544	37	2	47	42	9	542	47	5	62	27	6	546
C. fair	13	0	0	1	17	4	67	1	17	537	19	4	46	46	4	541	15	2	47	40	12	541
D. poor	4	0	0	0	0	1	50	1	50	531	4	0	0	50	50	529	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.	38	1	6	11	61	5	28	1	6	547	33	6	59	29	6	546	31	9	65	20	5	548
B. They match some of what I have learned.	48	0	0	12	52	11	48	0	0	544	47	0	56	39	4	544	55	5	63	27	5	546
C. They match just a little of what I have learned.	4	0	0	1	50	1	50	0	0	543	14	0	33	62	5	539	10	3	45	38	14	542
D. There is no match.	10	0	0	0	0	3	60	2	40	532	6	0	22	44	33	535	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	2	50	2	50	0	0	544	12	0	44	44	11	541	16	3	49	32	15	542
B. about the same as my regular schoolwork	68	1	3	16	50	13	41	2	6	544	60	3	54	37	6	544	64	7	63	25	5	547
C. easier than my regular schoolwork	23	0	0	5	45	5	45	1	9	542	28	0	49	44	7	541	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.	8	0	0	1	25	3	75	0	0	542	14	0	33	57	10	539	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	58	0	0	13	46	12	43	3	11	541	52	3	52	38	8	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	33	1	6	10	63	5	31	0	0	548	34	2	61	33	4	546	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	27	1	8	9	69	3	23	0	0	547	21	3	58	32	6	543	20	10	64	21	5	548
B. 20 minutes to an hour	58	0	0	15	54	11	39	2	7	544	53	3	56	39	3	545	56	7	65	24	5	547
C. less than 20 minutes	8	0	0	0	0	3	75	1	25	535	9	0	23	62	15	538	10	3	52	33	12	543
D. I rarely read at home.	6	0	0	0	0	3	100	0	0	538	18	0	48	37	15	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	23	0	0	2	18	8	73	1	9	540	26	0	38	49	13	540	25	3	53	33	11	543
B. six to ten pages	26	0	0	5	42	6	50	1	8	543	25	3	51	43	3	545	26	6	61	26	7	546
C. eleven or more pages	51	1	4	16	67	6	25	1	4	546	49	3	60	32	6	544	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	526	100	0	50	0	50	535						
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 61
School:	Stevens Brook 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	6	15	18	13	1711	12
	2007-2008	4	8	9	6	1617	12
	2008-2009	**2**	**4**	**14**	**9**	**2119**	**15**
	Cum. Total*	12	9	41	9	5447	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	20	50	76	55	6778	48
	2007-2008	32	63	78	52	7284	52
	2008-2009	**24**	**50**	**70**	**47**	**7046**	**50**
	Cum. Total*	76	55	224	51	21108	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	9	23	32	23	3884	28
	2007-2008	11	22	42	28	3341	24
	2008-2009	**15**	**31**	**43**	**29**	**3193**	**23**
	Cum. Total*	35	25	117	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	5	13	13	9	1683	12
	2007-2008	4	8	21	14	1778	13
	2008-2009	**7**	**15**	**23**	**15**	**1638**	**12**
	Cum. Total*	16	12	57	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	22.5	46.9	23.1	48.1	25.5	53.1
A. Number	**18**	**38**	8.5	47.2	9.1	50.6	9.8	54.4
B. Data	**10**	**21**	4.5	45.0	4.6	46.0	5.2	52.0
C. Geometry	**10**	**21**	4.0	40.0	4.2	42.0	4.7	47.0
D. Algebra	**10**	**21**	5.6	56.0	5.3	53.0	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 61
School: Stevens Brook 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	48	2	4	24	50	15	31	7	15	542	150	9	47	29	15	543	13996	15	50	23	12	547
Ethnicity																						
African American/Black	2										4						385	6	35	28	30	537
American Indian or Native Alaskan	1										1						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	44	1	2	23	52	14	32	6	14	542	144	9	47	28	15	543	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	5	38	5	38	3	23	537	33	3	27	33	36	535	2307	3	32	32	33	536
No	35	2	6	19	54	10	29	4	11	544	117	11	52	27	9	545	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	48	2	4	24	50	15	31	7	15	542	150	9	47	29	15	543	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	30	0	0	16	53	9	30	5	17	540	74	4	43	34	19	540	5731	7	46	29	18	542
No	18	2	11	8	44	6	33	2	11	546	76	14	50	24	12	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	48	2	4	24	50	15	31	7	15	542	150	9	47	29	15	543	13988	15	50	23	12	547
Gender																						
Female	16	0	0	8	50	5	31	3	19	541	64	9	45	31	14	543	6889	14	51	23	12	546
Male	32	2	6	16	50	10	31	4	13	543	86	9	48	27	16	544	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	2	17	6	50	4	33	535	28	0	14	50	36	532	1918	3	39	36	22	539
No	36	2	6	22	61	9	25	3	8	545	122	11	54	24	11	546	12078	17	52	21	10	548
Gifted/talented program																						
Yes	3										11	45	55	0	0	562	450	64	34	2	0	564
No	45	1	2	22	49	15	33	7	16	541	139	6	46	31	17	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 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	538	5	0	25	25	50	534	4	8	38	26	28	539
B. less than one hour	75	2	6	18	50	10	28	6	17	542	72	10	47	30	13	543	70	15	52	23	10	547
C. one to two hours	23	0	0	6	55	4	36	1	9	544	21	10	48	26	16	544	24	15	51	23	11	547
D. more than two hours	0										2	0	67	33	0	547	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	2	12	7	41	7	41	1	6	546	41	20	45	25	10	548	34	28	50	14	8	552
B. good	44	0	0	12	57	7	33	2	10	542	35	4	48	37	12	542	45	11	54	24	10	546
C. fair	13	0	0	4	67	1	17	1	17	544	18	0	59	22	19	541	18	3	45	33	19	540
D. poor	8	0	0	1	25	0	0	3	75	529	6	0	11	22	67	528	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	2	9	10	45	8	36	2	9	544	45	16	43	30	10	545	38	22	52	19	7	550
B. They match some of what I have learned.	40	0	0	12	63	3	16	4	21	543	42	5	52	25	17	543	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	0	0	2	33	4	67	0	0	539	12	0	44	39	17	539	11	6	40	30	24	540
D. There is no match.	2	0	0	0	0	0	0	1	100	518	1	0	0	0	100	521	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	2	33	2	33	2	33	533	11	0	31	38	31	536	17	7	42	30	21	540
B. about the same as my regular schoolwork	70	2	6	18	55	9	27	4	12	544	65	11	49	27	13	544	64	15	53	23	10	547
C. easier than my regular schoolwork	17	0	0	4	50	3	38	1	13	546	24	11	44	28	17	545	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	6	0	0	1	33	1	33	1	33	533	9	8	46	23	23	541	7	6	39	27	27	539
B. 30–45 minutes	19	1	11	3	33	3	33	2	22	539	15	5	45	36	14	541	28	9	49	28	15	544
C. 45–60 minutes	38	0	0	11	61	6	33	1	6	545	25	8	50	34	8	544	41	17	53	21	9	548
D. more than 60 minutes	38	1	6	9	50	5	28	3	17	543	51	12	45	25	18	544	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	15	2	29	3	43	0	0	2	29	544	11	18	47	12	24	543	6	14	43	24	20	543
B. two or three days a week	44	0	0	11	52	7	33	3	14	544	39	9	47	31	14	544	24	17	52	21	10	548
C. two or three times each month	35	0	0	10	59	5	29	2	12	541	33	8	50	30	12	543	33	17	52	21	9	548
D. never or almost never	6	0	0	0	0	3	100	0	0	534	17	8	40	32	20	541	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	38	1	6	8	44	7	39	2	11	543	37	11	38	31	20	542	23	13	47	26	15	545
B. two or three days a week	31	0	0	10	67	3	20	2	13	544	26	8	50	32	11	544	31	17	52	21	10	548
C. two or three times each month	23	1	9	5	45	3	27	2	18	541	23	9	54	23	14	543	27	17	52	21	10	548
D. never or almost never	8	0	0	1	25	2	50	1	25	535	14	10	48	29	14	544	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	532	100	0	50	50	0	537						
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 61
School:	Stevens Brook 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*	0	0	3	2	626	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	20	42	58	39	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*	21	44	59	39	4364	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	7	15	30	20	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**	27.6	57.5	27.1	56.5	29.2	60.8
D. The Physical Setting	**24**	**50**	12.5	52.1	12.0	50.0	12.9	53.8
E. The Living Environment	**24**	**50**	15.0	62.5	15.0	62.5	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 61
School: Stevens Brook 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	48	0	0	20	42	21	44	7	15	541	150	2	39	39	20	540	13995	4	51	31	13	543
Ethnicity																						
African American/Black	2										4						382	2	31	32	35	535
American Indian or Native Alaskan	1										1						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	44	0	0	17	39	20	45	7	16	540	144	2	38	40	20	540	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	5	38	5	38	3	23	541	33	3	27	39	30	538	2309	2	29	39	29	536
No	35	0	0	15	43	16	46	4	11	541	117	2	42	39	17	541	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	48	0	0	20	42	21	44	7	15	541	150	2	39	39	20	540	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	30	0	0	9	30	15	50	6	20	538	74	1	30	43	26	537	5729	2	42	37	20	539
No	18	0	0	11	61	6	33	1	6	544	76	3	47	36	14	542	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	48	0	0	20	42	21	44	7	15	541	150	2	39	39	20	540	13987	4	51	31	13	543
Gender																						
Female	16	0	0	10	63	3	19	3	19	542	64	0	41	38	22	539	6886	4	49	33	14	542
Male	32	0	0	10	31	18	56	4	13	540	86	3	37	41	19	541	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	3	25	7	58	2	17	537	28	0	18	32	50	531	1917	1	31	41	28	536
No	36	0	0	17	47	14	39	5	14	542	122	2	43	41	13	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	3										11	9	91	0	0	555	450	25	72	2	1	557
No	45	0	0	17	38	21	47	7	16	540	139	1	35	42	22	539	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 61
School: Stevens Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	540	5	0	38	50	13	542	4	2	37	35	25	538
B. less than one hour	75	0	0	14	39	17	47	5	14	540	72	3	37	40	20	540	70	4	53	31	12	544
C. one to two hours	23	0	0	6	55	3	27	2	18	542	21	0	42	39	19	541	24	5	51	31	12	544
D. more than two hours	0										2	0	67	0	33	541	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	0	0	6	50	4	33	2	17	543	32	6	45	38	11	543	26	7	56	26	11	545
B. good	54	0	0	12	46	11	42	3	12	541	46	0	44	38	18	541	53	4	53	31	11	544
C. fair	19	0	0	2	22	6	67	1	11	539	19	0	24	45	31	535	18	2	41	39	17	540
D. poor	2	0	0	0	0	0	0	1	100	522	3	0	0	40	60	530	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.	19	0	0	5	56	2	22	2	22	543	19	3	38	31	28	539	23	5	56	28	11	544
B. They match some of what I have learned.	50	0	0	9	38	12	50	3	13	539	45	1	36	43	19	539	48	5	52	31	12	544
C. They match just a little of what I have learned.	27	0	0	6	46	5	38	2	15	542	31	2	48	37	13	542	23	4	49	33	14	543
D. There is no match.	4	0	0	0	0	2	100	0	0	538	5	0	14	57	29	537	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	8	0	0	2	50	2	50	0	0	545	17	0	40	40	20	540	23	5	48	31	16	543
B. about the same as my regular schoolwork	75	0	0	15	42	14	39	7	19	539	59	0	40	40	21	539	58	4	52	32	12	543
C. easier than my regular schoolwork	17	0	0	3	38	5	63	0	0	545	24	8	39	39	14	542	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	54	0	0	12	46	11	42	3	12	542	24	0	36	42	22	538	33	5	51	31	14	543
B. a few times a week	44	0	0	8	38	9	43	4	19	539	57	0	40	39	21	539	45	4	52	32	11	544
C. once a week	0										6	0	33	56	11	542	8	4	50	30	16	542
D. a few times a month	2	0	0	0	0	1	100	0	0	536	13	16	42	32	11	548	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.	19	0	0	3	33	2	22	4	44	535	15	0	22	35	43	534	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	27	0	0	2	15	9	69	2	15	535	30	0	20	53	27	535	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	23	0	0	6	55	5	45	0	0	545	25	5	54	35	5	544	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	31	0	0	9	60	5	33	1	7	546	30	2	55	32	11	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	69	0	0	17	52	14	42	2	6	543	54	0	36	46	19	539	47	4	51	32	12	543
B. a few times a month	25	0	0	3	25	6	50	3	25	537	31	7	39	33	22	541	27	5	54	30	11	544
C. once a month	2	0	0	0	0	0	0	1	100	520	7	0	55	27	18	543	10	5	49	30	15	543
D. never or almost never	4	0	0	0	0	1	50	1	50	529	8	0	42	33	25	539	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	52	0	0	13	52	10	40	2	8	543	45	1	35	40	24	539	46	4	52	32	12	543
B. a few times a month	35	0	0	7	41	7	41	3	18	540	35	2	43	38	17	540	28	5	53	30	12	544
C. once a month	8	0	0	0	0	3	75	1	25	533	9	0	31	54	15	538	11	4	47	34	15	542
D. never or almost never	4	0	0	0	0	1	50	1	50	530	11	6	44	31	19	543	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	538	100	0	50	50	0	544						
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