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:	12901845
SAU:	Great Salt Bay CSD
School:	Great Salt Bay Community Schoo

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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9
Science Results 10-12

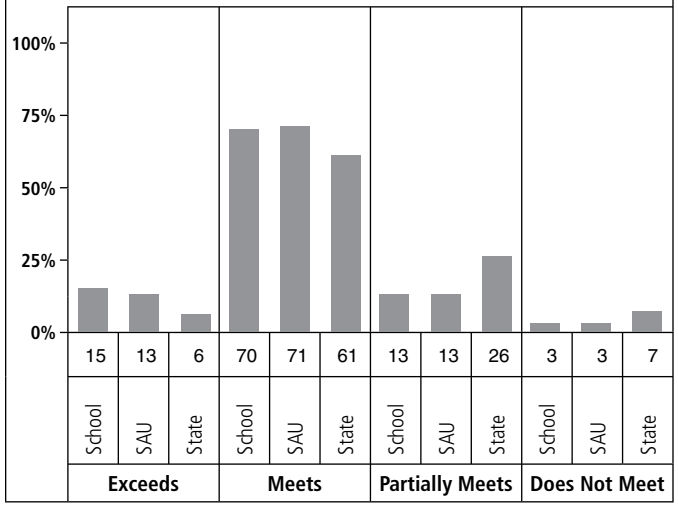
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

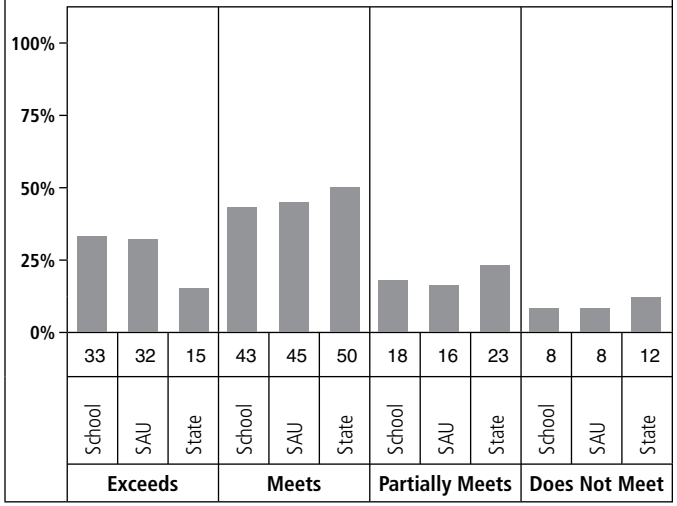
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	547	548	544
2007–2008	548	548	545
2008–2009	**550**	**550**	**546**
Cum. Avg.*	548	549	545
Mathematics			
2006–2007	553	554	546
2007–2008	558	558	546
2008–2009	**552**	**552**	**547**
Cum. Avg.*	554	554	546
Science			
2008-2009 **	**552**	**551**	**543**

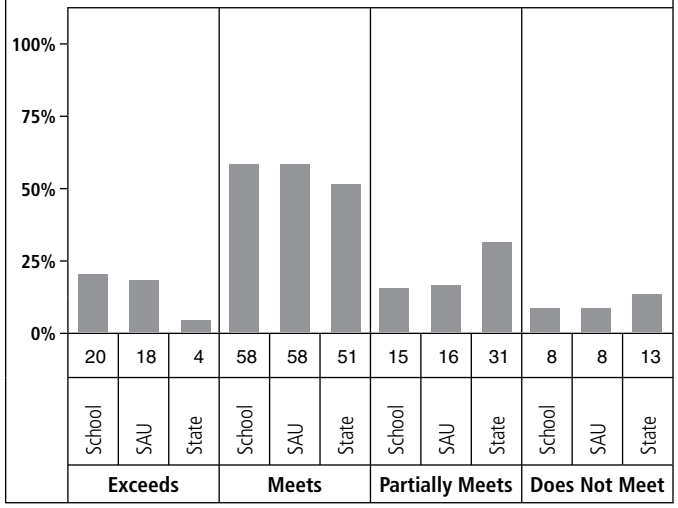
ELA – READING



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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	41	100	38	100	14212	100	41	100	38	100	14135	100	41	100	38	100	14144	100	41	100	38	100	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	2	5	2	5	259	2	2	100	2	100	253	98	2	100	2	100	258	100	2	100	2	100	257	99
Hispanic	1	2	1	3	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	38	93	35	92	13271	93	38	100	35	100	13212	100	38	100	35	100	13211	100	38	100	35	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	7	17	6	16	2479	17	7	100	6	100	2454	100	7	100	6	100	2455	100	7	100	6	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	12	29	12	32	5848	41	12	100	12	100	5815	100	12	100	12	100	5819	100	12	100	12	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	29	71	27	71	10849	76	29	71	27	71	10872	76	29	71	27	71	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	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	11	27	11	29	3122	22	11	27	11	29	3124	22	11	27	11	29	3019	21
Identified disability (PET/IEP)	6	55	6	55	1992	64	6	55	6	55	2000	64	6	55	6	55	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	5	45	5	45	907	29	5	45	5	45	886	28	5	45	5	45	826	27
Participation through alternate assessment (PAAP)	1	2	0	0	164	1	1	2	0	0	148	1	1	2	0	0	142	1
Identified disability (PET/IEP)	1	100	0	0	164	100	1	100	0	0	148	100	1	100	0	0	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:	Great Salt Bay CSD
School:	Great Salt Bay Community Schoo

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	5	10	5	10	702	5
	2007-2008	2	6	2	6	659	5
	2008-2009	**6**	**15**	**5**	**13**	**836**	**6**
	Cum. Total*	13	11	12	10	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	29	59	29	60	7730	55
	2007-2008	23	70	23	70	8195	58
	2008-2009	**28**	**70**	**27**	**71**	**8495**	**61**
	Cum. Total*	80	66	79	66	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	13	27	12	25	4182	30
	2007-2008	6	18	6	18	3800	27
	2008-2009	**5**	**13**	**5**	**13**	**3667**	**26**
	Cum. Total*	24	20	23	19	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	4	2	4	1419	10
	2007-2008	2	6	2	6	1362	10
	2008-2009	**1**	**3**	**1**	**3**	**973**	**7**
	Cum. Total*	5	4	5	4	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**	33.8	70.4	33.5	69.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	16.5	68.8	16.4	68.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	17.3	72.1	17.2	71.7	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	40	6	15	28	70	5	13	1	3	550	38	13	71	13	3	550	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	2										2						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	37	5	14	26	70	5	14	1	3	550	35	11	71	14	3	549	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	3	50	1	17	539	6	0	33	50	17	539	2290	0	29	47	23	537
No	34	6	18	26	76	2	6	0	0	552	32	16	78	6	0	552	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	40	6	15	28	70	5	13	1	3	550	38	13	71	13	3	550	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	12	1	8	9	75	2	17	0	0	548	12	8	75	17	0	548	5716	2	51	35	12	542
No	28	5	18	19	68	3	11	1	4	551	26	15	69	12	4	550	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	40	6	15	28	70	5	13	1	3	550	38	13	71	13	3	550	13963	6	61	26	7	546
Gender																						
Female	25	4	16	18	72	3	12	0	0	551	23	13	74	13	0	550	6882	8	62	24	6	547
Male	15	2	13	10	67	2	13	1	7	548	15	13	67	13	7	548	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	40	6	15	28	70	5	13	1	3	550	38	13	71	13	3	550	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	40	6	15	28	70	5	13	1	3	550	38	13	71	13	3	550	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	3	0	0	0	0	0	0	1	100	530	3	0	0	0	100	530	4	2	40	34	24	540
B. less than one hour	48	2	11	14	74	3	16	0	0	549	47	11	72	17	0	549	70	6	63	26	6	546
C. one to two hours	48	4	21	13	68	2	11	0	0	552	47	17	72	11	0	551	24	7	61	26	6	546
D. more than two hours	3	0	0	1	100	0	0	0	0	550	3	0	100	0	0	550	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	4	40	5	50	1	10	0	0	557	21	38	50	13	0	556	36	10	67	18	5	549
B. good	48	2	11	15	79	1	5	1	5	550	50	11	79	5	5	550	47	5	62	27	6	546
C. fair	28	0	0	8	73	3	27	0	0	544	29	0	73	27	0	544	15	2	47	40	12	541
D. poor	0										0						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.	40	1	6	13	81	2	13	0	0	551	39	7	80	13	0	551	31	9	65	20	5	548
B. They match some of what I have learned.	48	4	21	13	68	2	11	0	0	551	47	17	72	11	0	549	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	1	25	2	50	1	25	0	0	549	11	25	50	25	0	549	10	3	45	38	14	542
D. There is no match.	3	0	0	0	0	0	0	1	100	530	3	0	0	0	100	530	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	2	25	4	50	1	13	1	13	550	21	25	50	13	13	550	16	3	49	32	15	542
B. about the same as my regular schoolwork	68	3	11	20	74	4	15	0	0	549	71	11	74	15	0	549	64	7	63	25	5	547
C. easier than my regular schoolwork	13	1	20	4	80	0	0	0	0	554	8	0	100	0	0	550	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.	10	0	0	1	25	2	50	1	25	538	11	0	25	50	25	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	50	2	10	16	80	2	10	0	0	549	53	10	80	10	0	549	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	40	4	25	11	69	1	6	0	0	555	37	21	71	7	0	554	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	556	21	25	63	13	0	555	20	10	64	21	5	548
B. 20 minutes to an hour	50	2	10	17	85	1	5	0	0	549	53	10	85	5	0	549	56	7	65	24	5	547
C. less than 20 minutes	15	0	0	3	50	3	50	0	0	544	16	0	50	50	0	544	10	3	52	33	12	543
D. I rarely read at home.	10	1	25	2	50	0	0	1	25	549	11	25	50	0	25	549	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	2	20	6	60	2	20	0	0	551	27	20	60	20	0	551	25	3	53	33	11	543
B. six to ten pages	21	2	25	5	63	1	13	0	0	550	22	25	63	13	0	550	26	6	61	26	7	546
C. eleven or more pages	54	2	10	16	76	2	10	1	5	550	51	5	79	11	5	549	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	556	100	0	100	0	0	556						
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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	12	24	12	25	1711	12
	2007-2008	12	36	12	36	1617	12
	2008-2009	**13**	**33**	**12**	**32**	**2119**	**15**
	Cum. Total*	37	30	36	30	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	26	53	26	54	6778	48
	2007-2008	17	52	17	52	7284	52
	2008-2009	**17**	**43**	**17**	**45**	**7046**	**50**
	Cum. Total*	60	49	60	50	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	10	20	9	19	3884	28
	2007-2008	3	9	3	9	3341	24
	2008-2009	**7**	**18**	**6**	**16**	**3193**	**23**
	Cum. Total*	20	16	18	15	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	1	2	1	2	1683	12
	2007-2008	1	3	1	3	1778	13
	2008-2009	**3**	**8**	**3**	**8**	**1638**	**12**
	Cum. Total*	5	4	5	4	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**	29.1	60.6	29.0	60.4	25.5	53.1
A. Number	**18**	**38**	11.7	65.0	11.7	65.0	9.8	54.4
B. Data	**10**	**21**	5.4	54.0	5.4	54.0	5.2	52.0
C. Geometry	**10**	**21**	5.6	56.0	5.6	56.0	4.7	47.0
D. Algebra	**10**	**21**	6.4	64.0	6.3	63.0	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	40	13	33	17	43	7	18	3	8	552	38	32	45	16	8	552	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	2										2						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	37	12	32	15	41	7	19	3	8	551	35	31	43	17	9	551	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	6	1	17	2	33	1	17	2	33	537	6	17	33	17	33	537	2307	3	32	32	33	536
No	34	12	35	15	44	6	18	1	3	555	32	34	47	16	3	555	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	40	13	33	17	43	7	18	3	8	552	38	32	45	16	8	552	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	12	2	17	6	50	2	17	2	17	546	12	17	50	17	17	546	5731	7	46	29	18	542
No	28	11	39	11	39	5	18	1	4	555	26	38	42	15	4	555	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	40	13	33	17	43	7	18	3	8	552	38	32	45	16	8	552	13988	15	50	23	12	547
Gender																						
Female	25	6	24	10	40	7	28	2	8	551	23	22	43	26	9	550	6889	14	51	23	12	546
Male	15	7	47	7	47	0	0	1	7	555	15	47	47	0	7	555	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	40	13	33	17	43	7	18	3	8	552	38	32	45	16	8	552	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	40	13	33	17	43	7	18	3	8	552	38	32	45	16	8	552	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	3	0	0	0	0	0	0	1	100	502	3	0	0	0	100	502	4	8	38	26	28	539
B. less than one hour	48	6	32	7	37	5	26	1	5	552	47	33	39	22	6	553	70	15	52	23	10	547
C. one to two hours	48	7	37	9	47	2	11	1	5	555	47	33	50	11	6	554	24	15	51	23	11	547
D. more than two hours	3	0	0	1	100	0	0	0	0	550	3	0	100	0	0	550	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	45	11	61	7	39	0	0	0	0	563	45	59	41	0	0	563	34	28	50	14	8	552
B. good	35	1	7	9	64	2	14	2	14	546	37	7	64	14	14	546	45	11	54	24	10	546
C. fair	18	1	14	1	14	5	71	0	0	542	16	17	17	67	0	543	18	3	45	33	19	540
D. poor	3	0	0	0	0	0	0	1	100	502	3	0	0	0	100	502	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.	48	8	42	8	42	3	16	0	0	556	45	41	47	12	0	556	38	22	52	19	7	550
B. They match some of what I have learned.	45	5	28	9	50	4	22	0	0	554	47	28	50	22	0	554	48	12	53	24	11	546
C. They match just a little of what I have learned.	5	0	0	0	0	0	0	2	100	521	5	0	0	0	100	521	11	6	40	30	24	540
D. There is no match.	3	0	0	0	0	0	0	1	100	502	3	0	0	0	100	502	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	10	1	25	1	25	0	0	2	50	533	11	25	25	0	50	533	17	7	42	30	21	540
B. about the same as my regular schoolwork	67	8	31	10	38	7	27	1	4	552	68	32	40	24	4	552	64	15	53	23	10	547
C. easier than my regular schoolwork	23	4	44	5	56	0	0	0	0	562	22	38	63	0	0	561	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	15	2	33	0	0	1	17	3	50	535	16	33	0	17	50	535	7	6	39	27	27	539
B. 30–45 minutes	53	5	24	12	57	4	19	0	0	551	53	25	60	15	0	551	28	9	49	28	15	544
C. 45–60 minutes	33	6	46	5	38	2	15	0	0	562	32	42	42	17	0	562	41	17	53	21	9	548
D. more than 60 minutes	0										0						24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	8	2	67	1	33	0	0	0	0	560	8	67	33	0	0	560	6	14	43	24	20	543
B. two or three days a week	58	6	26	13	57	3	13	1	4	554	58	23	59	14	5	553	24	17	52	21	10	548
C. two or three times each month	20	4	50	1	13	3	38	0	0	554	21	50	13	38	0	554	33	17	52	21	9	548
D. never or almost never	15	1	17	2	33	1	17	2	33	539	13	20	40	0	40	539	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	25	3	30	4	40	2	20	1	10	552	21	25	50	13	13	552	23	13	47	26	15	545
B. two or three days a week	25	3	30	4	40	1	10	2	20	549	26	30	40	10	20	549	31	17	52	21	10	548
C. two or three times each month	38	5	33	7	47	3	20	0	0	554	39	33	47	20	0	554	27	17	52	21	10	548
D. never or almost never	13	2	40	2	40	1	20	0	0	553	13	40	40	20	0	553	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	556	100	0	100	0	0	556						
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:	Great Salt Bay CSD
School:	Great Salt Bay Community Schoo

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*	8	20	7	18	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*	23	58	22	58	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*	6	15	6	16	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*	3	8	3	8	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**	34.0	70.8	33.6	70.0	29.2	60.8
D. The Physical Setting	**24**	**50**	15.4	64.2	15.3	63.8	12.9	53.8
E. The Living Environment	**24**	**50**	18.6	77.5	18.3	76.3	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	40	8	20	23	58	6	15	3	8	552	38	18	58	16	8	551	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	2										2						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	37	8	22	20	54	6	16	3	8	552	35	20	54	17	9	551	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	6	1	17	1	17	2	33	2	33	539	6	17	17	33	33	539	2309	2	29	39	29	536
No	34	7	21	22	65	4	12	1	3	555	32	19	66	13	3	554	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	40	8	20	23	58	6	15	3	8	552	38	18	58	16	8	551	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	12	2	17	7	58	1	8	2	17	549	12	17	58	8	17	549	5729	2	42	37	20	539
No	28	6	21	16	57	5	18	1	4	554	26	19	58	19	4	552	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	40	8	20	23	58	6	15	3	8	552	38	18	58	16	8	551	13987	4	51	31	13	543
Gender																						
Female	25	3	12	16	64	4	16	2	8	551	23	9	65	17	9	549	6886	4	49	33	14	542
Male	15	5	33	7	47	2	13	1	7	554	15	33	47	13	7	554	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	40	8	20	23	58	6	15	3	8	552	38	18	58	16	8	551	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	40	8	20	23	58	6	15	3	8	552	38	18	58	16	8	551	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: Great Salt Bay CSD
School: Great Salt Bay Community Schoo

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	3	0	0	0	0	0	0	1	100	528	3	0	0	0	100	528	4	2	37	35	25	538
B. less than one hour	48	3	16	9	47	6	32	1	5	550	47	17	44	33	6	550	70	4	53	31	12	544
C. one to two hours	48	5	26	13	68	0	0	1	5	556	47	22	72	0	6	554	24	5	51	31	12	544
D. more than two hours	3	0	0	1	100	0	0	0	0	554	3	0	100	0	0	554	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	23	4	44	4	44	0	0	1	11	559	18	43	43	0	14	557	26	7	56	26	11	545
B. good	55	3	14	16	73	3	14	0	0	553	58	14	73	14	0	553	53	4	53	31	11	544
C. fair	18	1	14	3	43	3	43	0	0	548	18	14	43	43	0	548	18	2	41	39	17	540
D. poor	5	0	0	0	0	0	0	2	100	528	5	0	0	0	100	528	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.	45	4	22	11	61	3	17	0	0	554	45	18	65	18	0	553	23	5	56	28	11	544
B. They match some of what I have learned.	43	3	18	11	65	2	12	1	6	552	42	19	63	13	6	552	48	5	52	31	12	544
C. They match just a little of what I have learned.	10	1	25	1	25	1	25	1	25	550	11	25	25	25	25	550	23	4	49	33	14	543
D. There is no match.	3	0	0	0	0	0	0	1	100	528	3	0	0	0	100	528	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	28	2	18	6	55	1	9	2	18	550	26	20	50	10	20	549	23	5	48	31	16	543
B. about the same as my regular schoolwork	63	4	16	15	60	5	20	1	4	551	63	13	63	21	4	550	58	4	52	32	12	543
C. easier than my regular schoolwork	10	2	50	2	50	0	0	0	0	566	11	50	50	0	0	566	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	48	4	21	10	53	4	21	1	5	551	50	21	53	21	5	551	33	5	51	31	14	543
B. a few times a week	40	2	13	11	69	2	13	1	6	552	37	7	71	14	7	550	45	4	52	32	11	544
C. once a week	8	1	33	2	67	0	0	0	0	564	8	33	67	0	0	564	8	4	50	30	16	542
D. a few times a month	5	1	50	0	0	0	0	1	50	546	5	50	0	0	50	546	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.	30	1	8	5	42	4	33	2	17	546	32	8	42	33	17	546	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	18	2	29	4	57	1	14	0	0	552	18	29	57	14	0	552	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	20	3	38	5	63	0	0	0	0	562	21	38	63	0	0	562	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	33	2	15	9	69	1	8	1	8	552	29	9	73	9	9	549	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	63	3	12	16	64	5	20	1	4	550	66	12	64	20	4	550	47	4	51	32	12	543
B. a few times a month	23	4	44	5	56	0	0	0	0	560	21	38	63	0	0	558	27	5	54	30	11	544
C. once a month	10	1	25	2	50	1	25	0	0	559	8	33	33	33	0	559	10	5	49	30	15	543
D. never or almost never	5	0	0	0	0	0	0	2	100	526	5	0	0	0	100	526	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	70	4	14	19	68	4	14	1	4	552	71	11	70	15	4	551	46	4	52	32	12	543
B. a few times a month	20	3	38	3	38	2	25	0	0	556	21	38	38	25	0	556	28	5	53	30	12	544
C. once a month	3	1	100	0	0	0	0	0	0	580	3	100	0	0	0	580	11	4	47	34	15	542
D. never or almost never	8	0	0	1	33	0	0	2	67	537	5	0	0	0	100	526	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	544	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