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:	31521452
SAU:	RSU 01
School:	Woolwich Central 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.

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

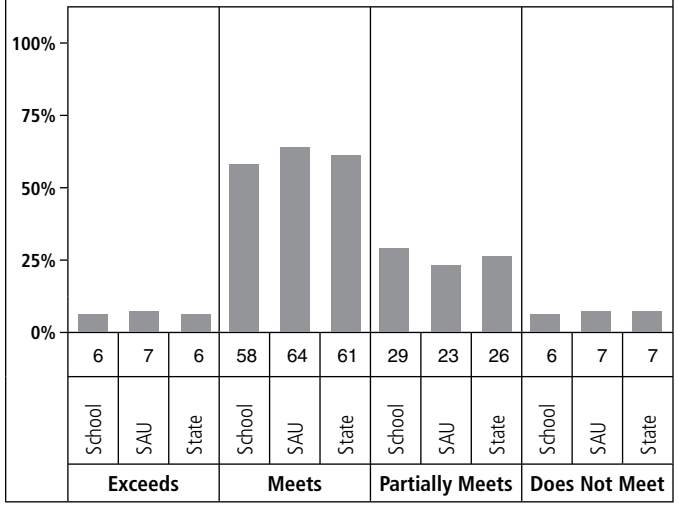
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Woolwich Central School

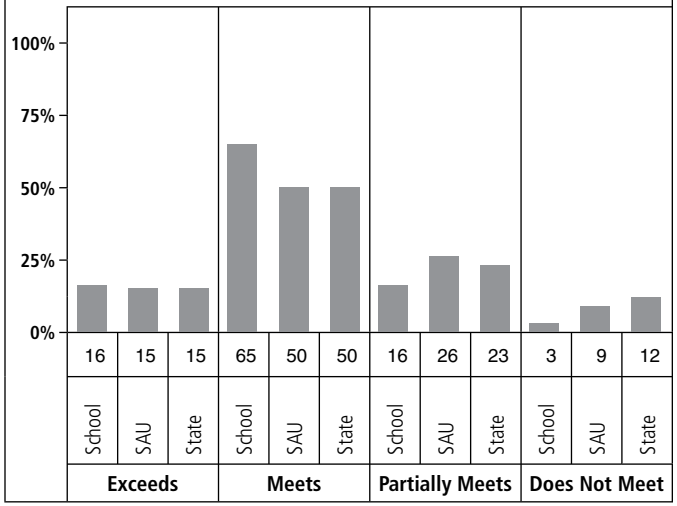
Summary of School, SAU, and State Scores

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

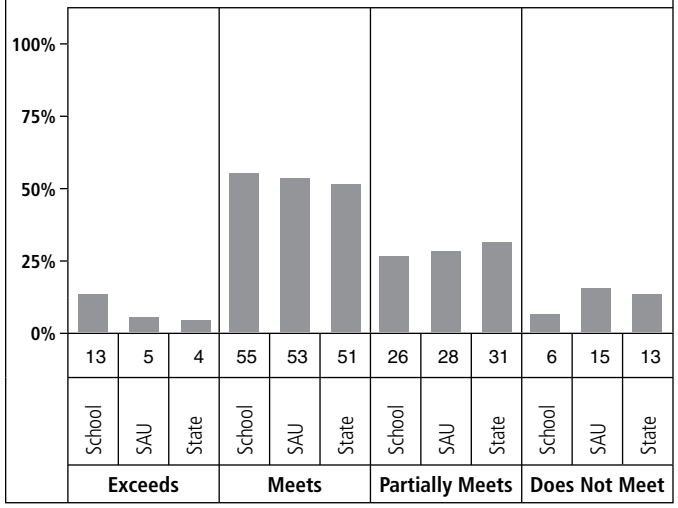
ELA – READING



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: RSU 01
School: Woolwich Central 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	31	100	151	100	14212	100	31	100	151	100	14135	100	31	100	151	100	14144	100	31	100	151	100	14137	100
Ethnicity African American/Black	0	0	6	4	397	3	0	0	6	100	388	98	0	0	6	100	393	99	0	0	6	100	389	98
American Indian or Native Alaskan	0	0	2	1	110	1	0	0	2	100	110	100	0	0	2	100	110	100	0	0	2	100	110	100
Asian or Pacific Islander	1	3	3	2	259	2	1	100	3	100	253	98	1	100	3	100	258	100	1	100	3	100	257	99
Hispanic	1	3	5	3	175	1	1	100	5	100	172	99	1	100	5	100	172	99	1	100	5	100	173	99
Caucasian/White	29	94	135	89	13271	93	29	100	135	100	13212	100	29	100	135	100	13211	100	29	100	135	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	5	16	20	13	2479	17	5	100	20	100	2454	100	5	100	20	100	2455	100	5	100	20	100	2451	99
Current LEP	0	0	2	1	374	3	0	0	2	100	359	96	0	0	2	100	370	99	0	0	2	100	366	98
Economically disadvantaged	5	16	60	40	5848	41	5	100	60	100	5815	100	5	100	60	100	5819	100	5	100	60	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	23	74	121	80	10849	76	23	74	121	80	10872	76	23	74	121	80	10976	77
Identified disability (PET/IEP)	1	4	3	2	298	3	1	4	3	2	307	3	1	4	3	2	338	3
LEP	0	0	1	1	170	2	0	0	1	1	169	2	0	0	1	1	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	8	26	30	20	3122	22	8	26	30	20	3124	22	8	26	30	20	3019	21
Identified disability (PET/IEP)	4	50	17	57	1992	64	4	50	17	57	2000	64	4	50	17	57	1971	65
LEP	0	0	1	3	184	6	0	0	1	3	196	6	0	0	1	3	184	6
504 plan	0	0	1	3	84	3	0	0	1	3	86	3	0	0	1	3	81	3
Other	4	50	11	37	907	29	4	50	11	37	886	28	4	50	11	37	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	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:	RSU 01
School:	Woolwich Central School

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	4			702	5
	2007-2008	2	7			659	5
	2008-2009	**2**	**6**	**10**	**7**	**836**	**6**
	Cum. Total*	5	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	22	81			7730	55
	2007-2008	21	78			8195	58
	2008-2009	**18**	**58**	**96**	**64**	**8495**	**61**
	Cum. Total*	61	72			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	2	7			4182	30
	2007-2008	3	11			3800	27
	2008-2009	**9**	**29**	**35**	**23**	**3667**	**26**
	Cum. Total*	14	16			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	7			1419	10
	2007-2008	1	4			1362	10
	2008-2009	**2**	**6**	**10**	**7**	**973**	**7**
	Cum. Total*	5	6			3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	30.8	64.2	31.0	64.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.1	62.9	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.8	65.8	15.8	65.8	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: RSU 01
School: Woolwich Central 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	31	2	6	18	58	9	29	2	6	546	151	7	64	23	7	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										6	17	50	33	0	548	381	2	44	31	23	540
American Indian or Native Alaskan	0										2						110	0	48	38	14	541
Asian or Pacific Islander	1										3						252	11	58	21	11	547
Hispanic	1										5	0	60	20	20	542	166	4	54	32	10	543
Caucasian/White	29	2	7	16	55	9	31	2	7	546	135	7	64	23	7	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	3	60	1	20	537	20	0	30	35	35	536	2290	0	29	47	23	537
No	26	2	8	17	65	6	23	1	4	547	131	8	69	21	2	548	11681	7	67	22	4	548
Current LEP																						
Yes	0										2						354	1	35	34	30	538
No	31	2	6	18	58	9	29	2	6	546	149	7	64	23	6	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	5	0	0	1	20	4	80	0	0	540	60	2	62	25	12	543	5716	2	51	35	12	542
No	26	2	8	17	65	5	19	2	8	547	91	10	65	22	3	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	31	2	6	18	58	9	29	2	6	546	151	7	64	23	7	546	13963	6	61	26	7	546
Gender																						
Female	12	2	17	6	50	2	17	2	17	547	76	11	68	16	5	548	6882	8	62	24	6	547
Male	19	0	0	12	63	7	37	0	0	545	75	3	59	31	8	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	50	40	10	539	1914	1	41	44	14	540
No	31	2	6	18	58	9	29	2	6	546	141	7	65	22	6	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	2										14	43	57	0	0	558	450	26	72	2	0	557
No	29	0	0	18	62	9	31	2	7	544	137	3	64	26	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: RSU 01
School: Woolwich Central 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	3	0	0	1	100	0	0	0	0	546	3	0	100	0	0	546	4	2	40	34	24	540
B. less than one hour	87	2	7	17	63	6	22	2	7	546	79	7	61	24	8	546	70	6	63	26	6	546
C. one to two hours	10	0	0	0	0	3	100	0	0	540	17	8	64	28	0	547	24	7	61	26	6	546
D. more than two hours	0										1	0	100	0	0	549	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	48	2	13	11	73	2	13	0	0	551	47	14	72	10	4	550	36	10	67	18	5	549
B. good	29	0	0	4	44	4	44	1	11	542	37	0	60	33	7	544	47	5	62	27	6	546
C. fair	16	0	0	3	60	2	40	0	0	542	13	0	58	32	11	543	15	2	47	40	12	541
D. poor	6	0	0	0	0	1	50	1	50	535	3	0	0	80	20	534	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	42	1	8	7	54	4	31	1	8	545	33	12	61	20	6	547	31	9	65	20	5	548
B. They match some of what I have learned.	52	1	6	10	63	5	31	0	0	547	57	3	67	22	7	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	3	0	0	1	100	0	0	0	0	556	7	10	50	40	0	546	10	3	45	38	14	542
D. There is no match.	3	0	0	0	0	0	0	1	100	530	3	0	40	40	20	541	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	4	67	1	17	1	17	542	15	0	59	32	9	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	58	1	6	10	56	6	33	1	6	546	55	6	64	23	7	546	64	7	63	25	5	547
C. easier than my regular schoolwork	23	1	14	4	57	2	29	0	0	548	30	11	64	20	4	548	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.	17	0	0	2	40	2	40	1	20	541	9	0	29	50	21	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	40	1	8	6	50	5	42	0	0	545	43	3	59	30	8	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	43	1	8	10	77	2	15	0	0	550	48	11	75	13	1	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	23	0	0	5	71	1	14	1	14	544	29	12	77	9	2	550	20	10	64	21	5	548
B. 20 minutes to an hour	58	1	6	11	61	6	33	0	0	547	57	3	65	24	7	545	56	7	65	24	5	547
C. less than 20 minutes	16	1	20	2	40	2	40	0	0	546	8	8	42	50	0	545	10	3	52	33	12	543
D. I rarely read at home.	3	0	0	0	0	0	0	1	100	530	6	11	11	44	33	539	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	4	57	2	29	1	14	544	17	4	56	32	8	544	25	3	53	33	11	543
B. six to ten pages	23	1	14	3	43	3	43	0	0	547	25	11	46	35	8	544	26	6	61	26	7	546
C. eleven or more pages	53	1	6	10	63	4	25	1	6	546	58	6	73	17	5	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										50	0	0	0	100	530						
B.	100	0	0	0	0	1	100	0	0	540	50	0	0	100	0	540						
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: RSU 01
School: Woolwich Central 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	7	26			1711	12
	2007-2008	5	19			1617	12
	2008-2009	**5**	**16**	**23**	**15**	**2119**	**15**
	Cum. Total*	17	20			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	14	52			6778	48
	2007-2008	17	63			7284	52
	2008-2009	**20**	**65**	**76**	**50**	**7046**	**50**
	Cum. Total*	51	60			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	5	19			3884	28
	2007-2008	3	11			3341	24
	2008-2009	**5**	**16**	**39**	**26**	**3193**	**23**
	Cum. Total*	13	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	4			1683	12
	2007-2008	2	7			1778	13
	2008-2009	**1**	**3**	**13**	**9**	**1638**	**12**
	Cum. Total*	4	5			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**	28.1	58.5	25.4	52.9	25.5	53.1
A. Number	**18**	**38**	11.1	61.7	10.2	56.7	9.8	54.4
B. Data	**10**	**21**	6.0	60.0	5.3	53.0	5.2	52.0
C. Geometry	**10**	**21**	5.3	53.0	4.5	45.0	4.7	47.0
D. Algebra	**10**	**21**	5.8	58.0	5.5	55.0	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: RSU 01
School: Woolwich Central 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	31	5	16	20	65	5	16	1	3	551	151	15	50	26	9	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										6	17	33	33	17	545	385	6	35	28	30	537
American Indian or Native Alaskan	0										2						110	5	42	34	20	540
Asian or Pacific Islander	1										3						257	19	50	20	12	548
Hispanic	1										5	20	40	20	20	545	166	9	43	31	17	543
Caucasian/White	29	4	14	19	66	5	17	1	3	551	135	16	50	27	8	547	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	3	60	1	20	1	20	540	20	5	25	35	35	532	2307	3	32	32	33	536
No	26	5	19	17	65	4	15	0	0	554	131	17	54	24	5	549	11689	17	54	21	8	549
Current LEP																						
Yes	0										2						365	5	33	30	32	536
No	31	5	16	20	65	5	16	1	3	551	149	15	51	26	7	547	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	5	0	0	2	40	2	40	1	20	537	60	7	45	30	18	540	5731	7	46	29	18	542
No	26	5	19	18	69	3	12	0	0	554	91	21	54	23	2	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	31	5	16	20	65	5	16	1	3	551	151	15	50	26	9	546	13988	15	50	23	12	547
Gender																						
Female	12	1	8	8	67	3	25	0	0	550	76	16	50	28	7	547	6889	14	51	23	12	546
Male	19	4	21	12	63	2	11	1	5	552	75	15	51	24	11	546	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	10	60	30	532	1918	3	39	36	22	539
No	31	5	16	20	65	5	16	1	3	551	141	16	53	23	7	547	12078	17	52	21	10	548
Gifted/talented program																						
Yes	2										14	57	43	0	0	562	450	64	34	2	0	564
No	29	4	14	19	66	5	17	1	3	550	137	11	51	28	9	545	13546	14	51	23	12	546

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

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

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Woolwich Central 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	3	0	0	1	100	0	0	0	0	560	3	0	50	25	25	540	4	8	38	26	28	539
B. less than one hour	87	5	19	17	63	4	15	1	4	552	79	15	51	25	8	546	70	15	52	23	10	547
C. one to two hours	10	0	0	2	67	1	33	0	0	544	17	16	52	24	8	548	24	15	51	23	11	547
D. more than two hours	0										1	50	0	50	0	553	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	3	27	6	55	2	18	0	0	555	34	33	43	18	6	552	34	28	50	14	8	552
B. good	48	1	7	10	67	3	20	1	7	547	39	9	57	26	9	545	45	11	54	24	10	546
C. fair	16	1	20	4	80	0	0	0	0	555	22	3	58	30	9	543	18	3	45	33	19	540
D. poor	0										5	0	25	50	25	533	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	61	3	16	14	74	2	11	0	0	554	46	20	54	25	1	551	38	22	52	19	7	550
B. They match some of what I have learned.	35	1	9	6	55	3	27	1	9	546	45	12	47	26	15	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	3	1	100	0	0	0	0	0	0	568	7	10	50	30	10	544	11	6	40	30	24	540
D. There is no match.	0										2	0	67	0	33	532	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	10	1	33	1	33	1	33	0	0	552	20	13	43	27	17	544	17	7	42	30	21	540
B. about the same as my regular schoolwork	50	0	0	13	87	1	7	1	7	547	59	12	59	22	7	546	64	15	53	23	10	547
C. easier than my regular schoolwork	40	3	25	6	50	3	25	0	0	554	21	23	39	32	6	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	6	0	0	1	50	0	0	1	50	535	2	0	33	33	33	537	7	6	39	27	27	539
B. 30–45 minutes	10	0	0	2	67	1	33	0	0	549	27	7	39	34	20	541	28	9	49	28	15	544
C. 45–60 minutes	42	3	23	7	54	3	23	0	0	553	50	13	55	27	5	546	41	17	53	21	9	548
D. more than 60 minutes	42	2	15	10	77	1	8	0	0	553	21	32	58	10	0	555	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	19	0	0	4	67	1	17	1	17	541	13	16	37	26	21	542	6	14	43	24	20	543
B. two or three days a week	39	2	17	9	75	1	8	0	0	553	43	15	55	22	8	546	24	17	52	21	10	548
C. two or three times each month	26	0	0	6	75	2	25	0	0	553	33	8	55	31	6	547	33	17	52	21	9	548
D. never or almost never	16	3	60	1	20	1	20	0	0	558	11	35	35	24	6	551	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	1	9	6	55	3	27	1	9	544	25	5	50	34	11	542	23	13	47	26	15	545
B. two or three days a week	29	1	11	7	78	1	11	0	0	554	36	22	54	20	4	550	31	17	52	21	10	548
C. two or three times each month	19	1	17	5	83	0	0	0	0	558	19	14	55	24	7	549	27	17	52	21	10	548
D. never or almost never	16	2	40	2	40	1	20	0	0	554	19	17	41	24	17	542	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										50	0	0	0	100	500						
B.	100	0	0	1	100	0	0	0	0	548	50	0	100	0	0	548						
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:	RSU 01
School:	Woolwich Central 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*	4	13	7	5	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*	17	55	80	53	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*	8	26	42	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*	2	6	22	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**	32.2	67.1	29.4	61.3	29.2	60.8
D. The Physical Setting	**24**	**50**	14.1	58.8	13.0	54.2	12.9	53.8
E. The Living Environment	**24**	**50**	18.1	75.4	16.4	68.3	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: RSU 01
School: Woolwich Central 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	31	4	13	17	55	8	26	2	6	549	151	5	53	28	15	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										6	0	67	17	17	543	382	2	31	32	35	535
American Indian or Native Alaskan	0										2						110	3	36	35	26	538
Asian or Pacific Islander	1										3						256	5	51	27	17	542
Hispanic	1										5	20	20	40	20	544	167	1	40	37	22	539
Caucasian/White	29	3	10	17	59	7	24	2	7	548	135	4	53	28	14	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	3	60	1	20	538	20	0	30	25	45	534	2309	2	29	39	29	536
No	26	4	15	16	62	5	19	1	4	551	131	5	56	28	10	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										2						361	1	23	32	44	533
No	31	4	13	17	55	8	26	2	6	549	149	5	54	28	13	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	5	0	0	2	40	3	60	0	0	544	60	2	42	37	20	539	5729	2	42	37	20	539
No	26	4	15	15	58	5	19	2	8	549	91	7	60	22	11	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	31	4	13	17	55	8	26	2	6	549	151	5	53	28	15	544	13987	4	51	31	13	543
Gender																						
Female	12	0	0	7	58	4	33	1	8	545	76	4	54	25	17	543	6886	4	49	33	14	542
Male	19	4	21	10	53	4	21	1	5	551	75	5	52	31	12	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	0	90	10	533	1917	1	31	41	28	536
No	31	4	13	17	55	8	26	2	6	549	141	5	57	23	15	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	2										14	7	93	0	0	556	450	25	72	2	1	557
No	29	4	14	15	52	8	28	2	7	548	137	4	49	31	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: RSU 01
School: Woolwich Central 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	3	0	0	1	100	0	0	0	0	544	3	0	75	0	25	540	4	2	37	35	25	538
B. less than one hour	87	4	15	15	56	6	22	2	7	549	79	4	54	28	14	543	70	4	53	31	12	544
C. one to two hours	10	0	0	1	33	2	67	0	0	543	17	8	48	32	12	545	24	5	51	31	12	544
D. more than two hours	0										1	0	50	50	0	546	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	45	4	29	9	64	1	7	0	0	556	29	14	68	14	5	550	26	7	56	26	11	545
B. good	48	0	0	8	53	6	40	1	7	544	53	1	51	35	13	542	53	4	53	31	11	544
C. fair	6	0	0	0	0	1	50	1	50	532	15	0	35	30	35	536	18	2	41	39	17	540
D. poor	0										3	0	50	25	25	543	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.	39	2	17	7	58	2	17	1	8	549	23	6	68	24	3	548	23	5	56	28	11	544
B. They match some of what I have learned.	52	1	6	9	56	5	31	1	6	547	52	4	57	29	10	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	10	1	33	1	33	1	33	0	0	553	23	6	31	31	31	536	23	4	49	33	14	543
D. There is no match.	0										2	0	67	0	33	545	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	3	1	100	0	0	0	0	0	0	568	24	8	44	28	19	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	52	0	0	8	50	7	44	1	6	544	55	1	50	34	15	542	58	4	52	32	12	543
C. easier than my regular schoolwork	45	3	21	9	64	1	7	1	7	552	21	10	71	13	6	549	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	27	2	25	5	63	1	13	0	0	552	23	6	59	24	12	545	33	5	51	31	14	543
B. a few times a week	57	2	12	9	53	4	24	2	12	548	60	6	53	29	12	544	45	4	52	32	11	544
C. once a week	7	0	0	1	50	1	50	0	0	549	7	0	55	27	18	543	8	4	50	30	16	542
D. a few times a month	10	0	0	2	67	1	33	0	0	543	10	0	47	27	27	538	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.	16	1	20	4	80	0	0	0	0	551	21	3	52	32	13	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	19	0	0	3	50	3	50	0	0	545	28	2	50	31	17	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	26	1	13	4	50	3	38	0	0	550	22	6	55	30	9	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	39	2	17	6	50	2	17	2	17	548	29	7	57	20	16	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	55	2	12	9	53	5	29	1	6	548	63	4	59	28	10	545	47	4	51	32	12	543
B. a few times a month	29	1	11	5	56	2	22	1	11	549	24	6	44	31	19	542	27	5	54	30	11	544
C. once a month	13	0	0	3	75	1	25	0	0	544	7	0	55	18	27	538	10	5	49	30	15	543
D. never or almost never	3	1	100	0	0	0	0	0	0	574	6	11	33	33	22	542	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	2	11	10	53	5	26	2	11	548	61	6	56	25	14	545	46	4	52	32	12	543
B. a few times a month	22	1	17	4	67	1	17	0	0	549	23	3	52	36	9	542	28	5	53	30	12	544
C. once a month	7	0	0	1	50	1	50	0	0	547	10	0	50	14	36	536	11	4	47	34	15	542
D. never or almost never	0										6	0	33	56	11	539	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										50	0	0	0	100	520						
B.	100	0	0	1	100	0	0	0	0	558	50	0	100	0	0	558						
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