



July 2006

**DEPARTMENT OF EDUCATION**

2005–2006 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 standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards this year. These new achievement standards will be used to establish a baseline to which future scores for both groups of students and individuals can be compared. The standards are the result of a comprehensive process approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards 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. Student 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 design of the MEA is available at [www.maine.gov/education/mea/index/htm](http://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 Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# School Report Grade 4

ID: 12271594  
School: Dr Levesque Elementary School  
District: MSAD 33  
Date: March 2006

## Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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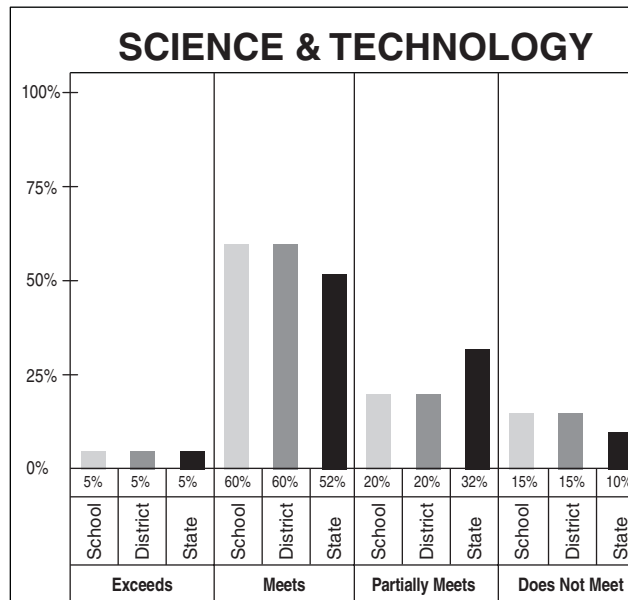
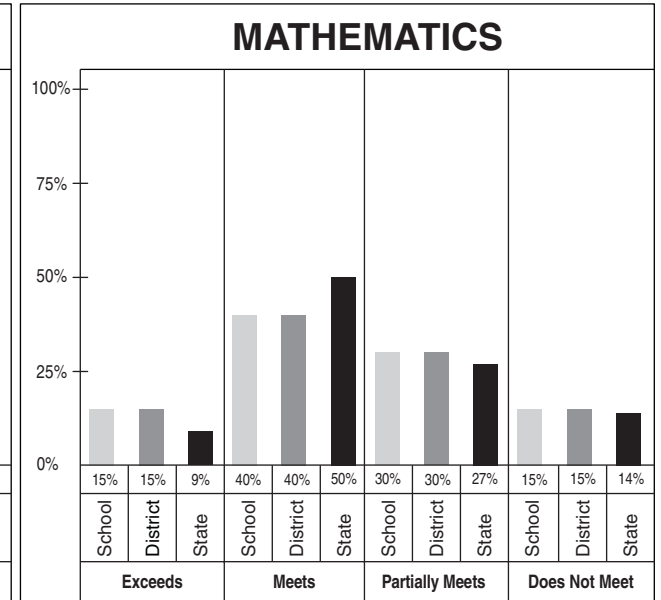
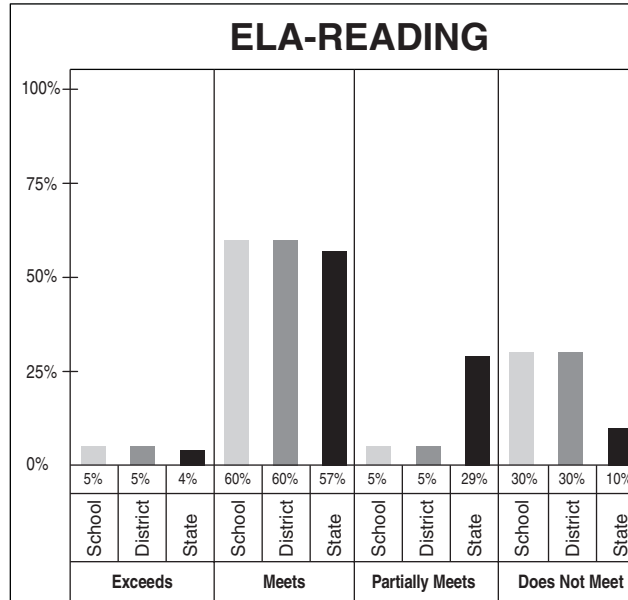


# SUMMARY OF SCORES

School: Dr Levesque Elementary School  
 District: MSAD 33  
 Grade: 4  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	443	443	444
MATHEMATICS 2005–2006	444	444	444
SCIENCE & TECHNOLOGY 2005–2006	445	445	444





# SUMMARY OF STUDENT PARTICIPATION

School: Dr Levesque Elementary School  
 District: MSAD 33  
 Grade: 4  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																					
	School		District		State		ELA-Reading			Mathematics			Science & Technology															
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Total number of students</b>	20	100	20	100	14242	100	20	100	20	100	14125	99	20	100	20	100	14144	99	20	100	20	100	14115	99				
<b>Ethnicity</b>																												
African American/Black	0	0	0	0	347	2	0	0	0	0	329	95	0	0	0	0	338	97	0	0	0	0	329	95				
American Indian/Native Alaskan	0	0	0	0	97	1	0	0	0	0	96	99	0	0	0	0	96	99	0	0	0	0	95	98				
Asian/Pacific Islander	0	0	0	0	255	2	0	0	0	0	246	96	0	0	0	0	253	99	0	0	0	0	247	97				
Caucasian/White	19	95	19	95	13384	94	19	100	19	100	13299	99	19	100	19	100	13300	99	19	100	19	100	13289	99				
Hispanic	1	5	1	5	147	1	1	100	1	100	143	97	1	100	1	100	145	99	1	100	1	100	143	97				
Not Reported	0	0	0	0	12	0	0	0	0	0	12	100	0	0	0	0	12	100	0	0	0	0	12	100				
<b>Identified disability</b>	5	25	5	25	2479	17	5	100	5	100	2452	99	5	100	5	100	2450	99	5	100	5	100	2448	99				
<b>Current LEP</b>	8	40	8	40	311	2	8	100	8	100	285	92	8	100	8	100	306	98	8	100	8	100	288	93				
<b>Economically disadvantaged</b>	20	100	20	100	5330	37	20	100	20	100	5275	99	20	100	20	100	5288	99	20	100	20	100	5269	99				
<b>Migrant</b>	0	0	0	0	18	0	0	0	0	0	18	100	0	0	0	0	18	100	0	0	0	0	18	100				

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics			Science & Technology															
	School		District	State		School		District	State		School		District	State		School		District	State			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
<b>Students who took the assessment without accommodations</b>	17	85	17	85	11086	78	17	85	17	85	11046	78	17	85	17	85	11097	79				
Identified disability (PET/IEP)	2	12	2	12	452	4	2	12	2	12	446	4	2	12	2	12	471	4				
LEP	6	35	6	35	129	1	6	35	6	35	138	1	6	35	6	35	133	1				
504 plan	0	0	0	0	74	1	0	0	0	0	71	1	0	0	0	0	74	1				
<b>Students who took the assessment with accommodations</b>	3	15	3	15	2816	20	3	15	3	15	2926	21	3	15	3	15	2877	20				
Identified disability (PET/IEP)	3	100	3	100	1792	64	3	100	3	100	1842	63	3	100	3	100	1847	64				
LEP	2	67	2	67	148	5	2	67	2	67	163	6	2	67	2	67	147	5				
504 plan	0	0	0	0	37	1	0	0	0	0	40	1	0	0	0	0	37	1				
Other	0	0	0	0	864	31	0	0	0	0	906	31	0	0	0	0	871	30				
<b>Students who participated through alternate assessment (PAAP)</b>	0	0	0	0	223	2	0	0	0	0	172	1	0	0	0	0	141	1				
Identified disability (PET/IEP)	0	0	0	0	208	93	0	0	0	0	162	94	0	0	0	0	130	92				
LEP	0	0	0	0	8	4	0	0	0	0	5	3	0	0	0	0	8	6				
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				

<sup>1</sup> Percents are the percentage of students enrolled in each participation category. <sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area. <sup>3</sup> Percents are the percentage of students in each content area who participated with each mode of participation.



# ELA-READING RESULTS

School: Dr Levesque Elementary School  
 District: MSAD 33  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> - 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 461-480)		2005–2006	1	5	1	5	4
<b>Meets the Standards</b> - 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 441-460)		2005–2006	12	60	12	60	57
<b>Partially Meets the Standards</b> - 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 431-440)		2005–2006	1	5	1	5	29
<b>Does Not Meet the Standards</b> - 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 400-430)		2005–2006	6	30	6	30	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	48	100	27.4	57.1	27.4	57.1	28.9	60.2
<b>Literary Text</b>	20	42	11.7	58.5	11.7	58.5	12.2	61.0
<b>Informational Text</b>	28	58	15.8	56.4	15.8	56.4	16.6	59.3

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.





# MATHEMATICS RESULTS

School: Dr Levesque Elementary School  
 District: MSAD 33  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> – 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 461-480)		2005–2006	3	15	3	15	9
<b>Meets the Standards</b> – 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 441-460)		2005–2006	8	40	8	40	50
<b>Partially Meets the Standards</b> – 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 429-440)		2005–2006	6	30	6	30	27
<b>Does Not Meet the Standards</b> – 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 400-428)		2005–2006	3	15	3	15	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	11	28	7.7	70.0	7.7	70.0	7.3	66.4
<b>Cluster 2: Shape and Size</b>	10	25	6.3	63.0	6.3	63.0	6.1	61.0
<b>Cluster 3: Mathematical Decision Making</b>	10	25	6.1	61.0	6.1	61.0	6.6	66.0
<b>Cluster 4: Patterns</b>	9	23	5.4	60.0	5.4	60.0	5.7	63.3

- Cluster 1: Numbers and Operations**
  - A. Numbers and Number Sense
  - B. Computation
  - I. Discrete Mathematics
- Cluster 2: Shape and Size**
  - E. Geometry
  - F. Measurement
- Cluster 3: Mathematical Decision Making**
  - C. Data Analysis and Statistics
  - D. Probability
  - J. Mathematical Reasoning
- Cluster 4: Patterns**
  - G. Patterns, Relations, and Functions
  - H. Algebra Concepts
  - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

School: Dr Levesque Elementary School  
 District: MSAD 33  
 Grade: 4  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State		
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
<b>Gender</b>																
Female	35	439	29	57	14	50	444	58	28	14						
Male	65	447	69	15	15	50	445	61	27	13						
<b>Ethnicity</b>																
African American/Black						2	436	37	29	33						
American Indian/Native Alaskan						1	439	41	38	21						
Asian/Pacific Islander						2	446	66	23	11						
Caucasian/White	95	444	58	26	16	94	445	60	27	13						
Hispanic						1	441	46	34	20						
Not Reported						0	442	50	25	25						
<b>Economically disadvantaged</b>																
Yes	100	444	55	30	15	37	440	47	33	21						
No						63	447	67	24	9						
<b>Title 1A targeted program</b>																
Yes	40	435	38	25	38	10	437	35	41	24						
No	60	450	67	33	0	90	445	62	25	12						
<b>Migrant</b>																
Yes						0	433	33	17	50						
No	100	444	55	30	15	100	444	59	27	14						
<b>Gifted/talented program</b>																
Yes						3	461	97	3	0						
No	100	444	55	30	15	97	444	58	28	14						
<b>Identified disability</b>																
Yes	25	439	40	40	20	16	436	35	34	32						
No	75	446	60	27	13	84	446	64	26	10						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	414	0	17	83						
Current LEP beyond first 10 months	40	439	38	50	13	2	437	40	29	30						
<b>How much homework do you do on school nights?</b>																
A. None						5	438	43	27	30						
B. Less than one hour	60	448	58	33	8	74	445	61	27	12						
C. One to two hours	40	437	50	25	25	18	445	60	28	12						
D. More than two hours						2	436	38	29	34						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																
<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																
A. Yes, the questions on the test match what I have learned in mathematics class.	35	42	447	68	10											
B. Yes, they match some of what I have learned.	55	44	444	58	12											
C. Yes, they match just a little of what I have learned.	10	11	439	42	24											
D. No, there is no match.	0	3	432	29	41											
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																
A. very good	32	35	449	72	9											
B. good	53	48	444	58	13											
C. fair	16	15	438	40	21											
D. poor	0	3	432	22	39											
<b>How hard was the mathematics part of this test?</b>																
A. harder than my regular schoolwork	10	13	438	40	26											
B. about the same as my regular schoolwork	70	62	445	62	11											
C. easier than my regular schoolwork	20	25	447	65	12											
<b>How often do you use hands-on material in mathematics class?</b>																
A. almost every day	20	24	443	54	18											
B. two or three days a week	70	37	445	62	11											
C. two or three times each month	10	31	446	64	11											
D. never	0	8	441	51	21											
<b>How often do you use calculators in mathematics class?</b>																
A. almost every day	0	4	437	39	34											
B. two or three days a week	20	20	443	53	16											
C. two or three times each month	60	56	446	65	9											
D. never	20	20	442	54	18											
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																
A. less than 30 minutes	0	9	438	41	27											
B. 30-45 minutes	15	28	442	53	16											
C. 45-60 minutes	0	39	446	64	10											
D. more than 60 minutes	85	25	447	67	11											



# SCIENCE & TECHNOLOGY RESULTS

School: Dr Levesque Elementary School  
 District: MSAD 33  
 Grade: 4  
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> – 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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 461-480)		2005–2006	1	5	1	5	5
<b>Meets the Standards</b> – 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 using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 441-460)		2005–2006	12	60	12	60	52
<b>Partially Meets the Standards</b> – 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 using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 429-440)		2005–2006	4	20	4	20	32
<b>Does Not Meet the Standards</b> – 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 and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (Scaled Score 400-428)		2005–2006	3	15	3	15	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
<b>Cluster 1: Life Sciences</b>	12	25	8.6	71.7	8.6	71.7	8.2	68.3	<b>Cluster 1: Life Sciences</b> A. Classifying Life Forms B. Ecology C. Cells
<b>Cluster 2: Physical Sciences</b>	12	25	7.8	65.0	7.8	65.0	7.6	63.3	<b>Cluster 2: Physical Sciences</b> E. Structure of Matter H. Energy I. Motion
<b>Cluster 3: Earth and Space Sciences</b>	12	25	8.1	67.5	8.1	67.5	7.8	65.0	<b>Cluster 3: Earth and Space Sciences</b> D. Continuity and Change F. The Earth G. The Universe
<b>Cluster 4: Nature and Implications of Science</b>	12	25	7.5	62.5	7.5	62.5	7.7	64.2	<b>Cluster 4: Nature and Implications of Science</b> J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# SCIENCE & TECHNOLOGY RESULTS

## (CONTINUED)

School: Dr Levesque Elementary School  
 District: MSAD 33  
 Grade: 4  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State			
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
<b>Gender</b>																	
Female	35	441	57	29	14	49	443	55	34	11	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?</b> A. Yes, the questions on the test match what I have learned in science class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.  <b>Which of the following best describes how you rate yourself as a student in science?</b> A. very good B. good C. fair D. poor  <b>How difficult was the science part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork  <b>How often do you have science classes?</b> A. every day B. a few times a week C. once a week D. a few times a month  <b>Which statement best describes how you learn science and technology?</b> A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B.						
Male	65	447	69	15	15	51	444	59	30	10		45	26	445	61	9	
<b>Ethnicity</b>																	
African American/Black						2	437	32	42	26		50	46	444	60	9	
American Indian/Native Alaskan						1	438	40	30	30		5	22	442	53	12	
Asian/Pacific Islander						2	444	57	33	9		0	6	440	43	17	
Caucasian/White	95	445	63	21	16	94	444	58	32	10							
Hispanic						1	440	43	43	14							
Not Reported						0	445	67	25	8							
<b>Economically disadvantaged</b>																	
Yes						37	440	44	41	16		21	24	445	61	10	
No	100	445	65	20	15	63	446	65	27	7		63	55	444	60	9	
<b>Title 1A targeted program</b>																	
Yes	40	439	63	0	38	10	438	33	47	20		15	20	442	50	14	
No	60	449	67	33	0	90	444	60	31	9		75	61	444	60	9	
<b>Migrant</b>																	
Yes						0	438	28	44	28		10	18	444	59	10	
No	100	445	65	20	15	100	444	57	32	10							
<b>Gifted/talented program</b>																	
Yes						3	457	94	6	0		95	27	443	56	11	
No	100	445	65	20	15	97	443	56	33	11	5	54	444	60	9		
<b>Identified disability</b>																	
Yes	25	439	20	60	20	17	438	35	41	24	0	23	443	53	11		
No	75	447	80	7	13	83	445	62	31	8	5	23	442	51	13		
<b>Limited English proficient students</b>																	
Current LEP in first 10 months																	
Current LEP beyond first 10 months	40	438	50	38	13	2	434	22	45	33	95	54	445	62	9		
<b>How much homework do you do on school nights?</b>																	
A. None						5	439	41	39	20							
B. Less than one hour	60	447	67	25	8	74	444	59	32	9							
C. One to two hours	40	441	63	13	25	18	444	59	32	10							
D. More than two hours						2	437	34	39	27							
<b>Optional school/district question</b>																	
A.																	
B.																	
C.																	
D.																	