July 2007

DEPARTMENT OF EDUCATION
2006–2007 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 *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards 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 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. 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. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of 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 Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 4

Test Date:	March 2007 (Reports Revised October 2007)
ID:	11971472
District:	MSAD 03
School:	Monroe Elementary School

Contents of the Report

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

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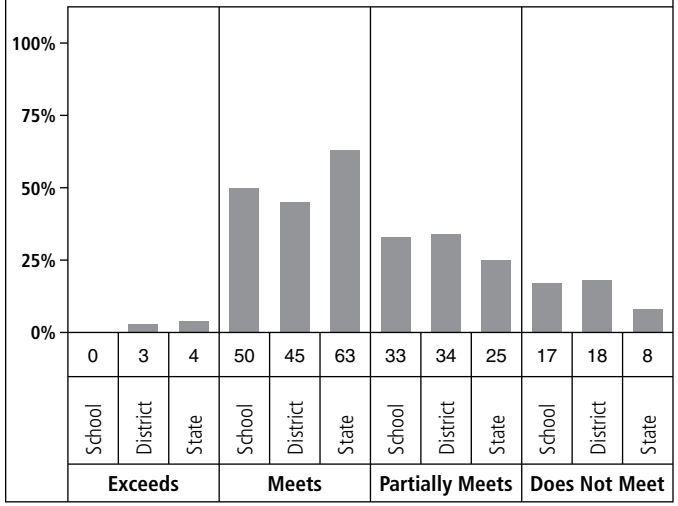
SUMMARY OF SCORES

Date:	March 2007
Grade:	4
District:	MSAD 03
School:	Monroe Elementary School

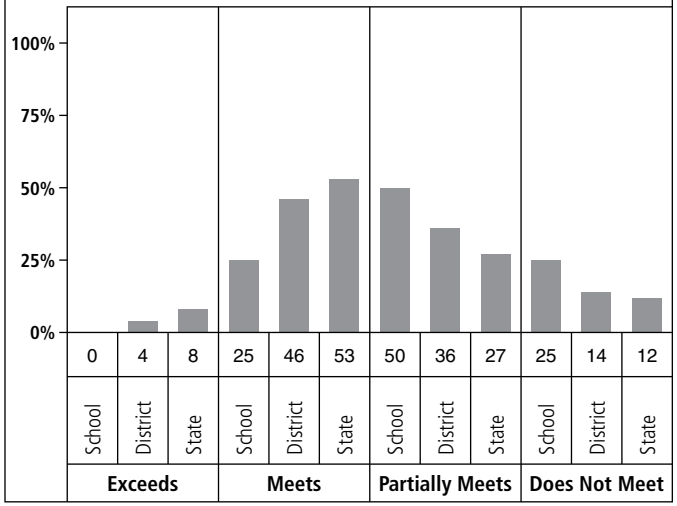
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	441	440	444
2006–2007	**438**	**441**	**445**
Cum. Avg.*	439	441	444
Mathematics			
2005–2006	444	442	444
2006–2007	**437**	**442**	**445**
Cum. Avg.*	440	442	444
Science & Technology			
2005–2006	438	440	444
2006–2007	**437**	**440**	**444**
Cum.Avg.*	437	440	444

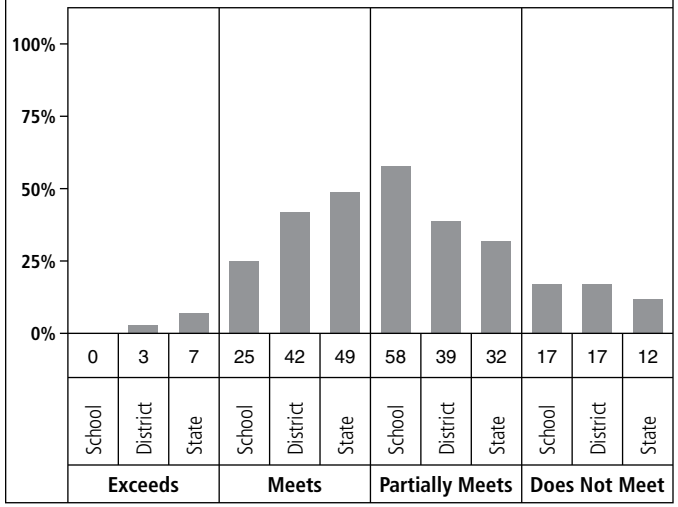
ELA – READING

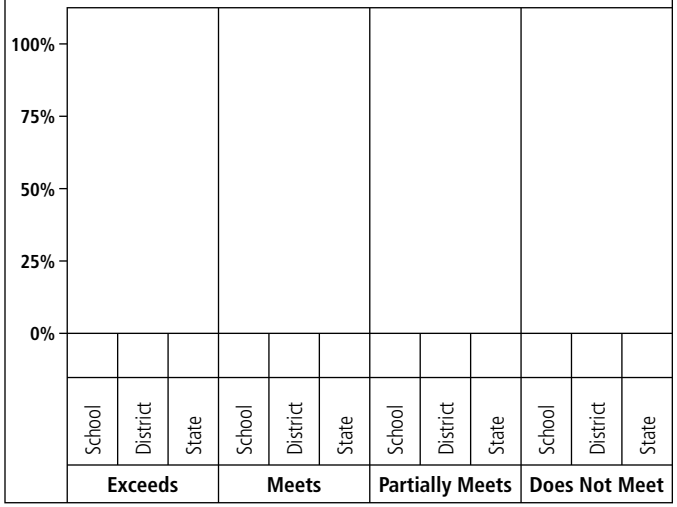


MATHEMATICS



SCIENCE AND TECHNOLOGY





*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

MEA
Maine Educational Assessment

Date: March 2007
Grade: 4
District: MSAD 03
School: Monroe Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	14	100	112	100	14184	100	14	100	111	99	14078	99	14	100	111	99	14078	99	14	100	111	99	14057	99						
Ethnicity African American	0	0	2	2	391	3	0	0	2	100	385	99	0	0	2	100	387	99	0	0	2	100	377	97						
American Indian/Native Alaskan	0	0	1	1	117	1	0	0	1	100	112	97	0	0	1	100	112	97	0	0	1	100	112	97						
Asian/Pacific Islander	0	0	1	1	204	1	0	0	1	100	204	100	0	0	1	100	204	100	0	0	1	100	204	100						
Hispanic	0	0	0	0	171	1	0	0	0	0	171	100	0	0	0	0	170	99	0	0	0	0	169	99						
White	14	100	108	96	13295	94	14	100	107	99	13204	99	14	100	107	99	13203	99	14	100	107	99	13193	99						
Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33						
Identified disability	4	29	24	21	2538	18	4	100	24	100	2508	99	4	100	24	100	2509	99	4	100	24	100	2502	99						
Current LEP	0	0	0	0	302	2	0	0	0	0	298	99	0	0	0	0	300	99	0	0	0	0	289	96						
Economically disadvantaged	7	50	68	61	5522	39	7	100	67	99	5468	99	7	100	67	99	5467	99	7	100	67	99	5450	99						
Migrant	0	0	1	1	4	0	0	0	1	100	4	100	0	0	1	100	4	100	0	0	1	100	4	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	12	86	79	71	10869	77	12	86	79	71	10883	77	12	86	79	71	10890	77						
Identified disability (PET/IEP)	2	17	5	6	435	4	2	17	5	6	445	4	2	17	5	6	453	4						
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1						
504 plan	0	0	2	3	122	1	0	0	2	3	122	1	0	0	2	3	123	1						
Participation with accommodations	0	0	29	26	3019	21	0	0	29	26	3029	21	0	0	29	26	3014	21						
Identified disability (PET/IEP)	0	0	16	55	1897	63	0	0	16	55	1903	63	0	0	16	55	1900	63						
LEP	0	0	0	0	151	5	0	0	0	0	172	6	0	0	0	0	160	5						
504 plan	0	0	0	0	62	2	0	0	0	0	62	2	0	0	0	0	61	2						
Other	0	0	13	45	941	31	0	0	13	45	924	31	0	0	13	45	925	31						
Participation through alternate assessment (PAAP)	2	14	3	3	180	1	2	14	3	3	166	1	2	14	3	3	153	1						
Identified disability (PET/IEP)	2	100	3	100	175	97	2	100	3	100	161	97	2	100	3	100	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	17	0	0	0	0	0	19	0	0	0	0	0	19	0						
Non-participation – other	0	0	1	1	89	1	0	0	1	1	87	1	0	0	1	1	108	1						

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

Date:	March 2007
Grade:	4
District:	MSAD 03
School:	Monroe Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		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 461–480)	2005-2006	0	0	2	2	601	4
	2006-2007	**0**	**0**	**3**	**3**	**507**	**4**
	Cum. Avg.	0	0	3	3	554	4
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 441–460)	2005-2006	2	29	38	38	7910	57
	2006-2007	**6**	**50**	**49**	**45**	**8749**	**63**
	Cum. Avg.	4	40	44	42	8330	60
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 431–440)	2005-2006	4	57	43	43	3970	29
	2006-2007	**4**	**33**	**37**	**34**	**3467**	**25**
	Cum. Avg.	4	40	40	38	3719	27
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 400–430)	2005-2006	1	14	16	16	1421	10
	2006-2007	**2**	**17**	**19**	**18**	**1165**	**8**
	Cum. Avg.	2	20	18	17	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	26.3	54.8	27.5	57.3	31.0	64.6
Literary Text	**24**	**50**	14.5	60.4	14.7	61.3	16.4	68.3
Informational Text	**24**	**50**	11.8	49.2	12.8	53.3	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). 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. Items on the MEA measure Grade Level Expectations, based on Maine's *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

ELA–READING RESULTS
(CONTINUED)

Date: March 2007
Grade: 4
District: MSAD 03
School: Monroe Elementary School

REPORTING CATEGORIES	School										District						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	12	0	0	6	50	4	33	2	17	438	108	3	45	34	18	441	13888	4	63	25	8	445
Ethnicity																						
African American	0										2						372	0	44	31	25	437
American Indian/Native Alaskan	0										1						110	1	49	34	16	441
Asian/Pacific Islander	0										1						200	4	66	22	9	446
Hispanic	0										0						166	0	51	37	12	441
White	12	0	0	6	50	4	33	2	17	438	104	3	46	33	18	441	13038	4	64	25	8	445
Not Reported	0										0						2					
Identified disability																						
Yes	2										21	0	24	43	33	435	2332	1	34	41	25	438
No	10	0	0	6	60	3	30	1	10	442	87	3	51	32	14	443	11556	4	69	22	5	447
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										0						279	0	31	36	33	435
Economically disadvantaged																						
Yes	5	0	0	1	20	3	60	1	20	432	64	3	41	38	19	440	5368	1	52	33	14	442
No	7	0	0	5	71	1	14	1	14	443	44	2	52	30	16	443	8520	5	70	20	5	447
Migrant																						
Yes	0										1						4					
No	12	0	0	6	50	4	33	2	17	438	107	3	46	35	17	441	13884	4	63	25	8	445
Gender																						
Female	6	0	0	4	67	2	33	0	0	443	50	4	64	22	10	444	6719	5	65	23	8	446
Male	6	0	0	2	33	2	33	2	33	433	58	2	29	45	24	438	7167	3	61	27	9	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	3										24	0	25	54	21	436	1864	0	38	44	18	439
No	9	0	0	5	56	3	33	1	11	439	84	4	51	29	17	443	12024	4	67	22	7	446
Gifted/talented program																						
Yes	0										0						402	19	80	0	0	457
No	12	0	0	6	50	4	33	2	17	438	108	3	45	34	18	441	13486	3	62	26	9	445

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)

Date: March 2007
Grade: 4
District: MSAD 03
School: Monroe Elementary School

QUESTIONNAIRE ITEMS	School										District						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	17	0	0	0	0	1	50	1	50	419	11	0	17	42	42	431	5	1	45	33	21	440
B. less than one hour	58	0	0	5	71	2	29	0	0	444	70	4	50	36	11	443	76	4	64	24	7	446
C. one to two hours	25	0	0	1	33	1	33	1	33	437	17	0	50	22	28	440	18	4	65	24	7	446
D. more than two hours	0										2	0	0	50	50	429	2	3	43	32	23	440
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.	33	0	0	3	75	0	0	1	25	442	26	0	57	39	4	444	31	5	67	20	7	447
B. They match some of what I have learned.	42	0	0	3	60	2	40	0	0	443	43	4	52	33	11	443	51	3	67	24	6	446
C. They match just a little of what I have learned.	0										10	0	27	45	27	437	13	1	49	34	15	441
D. There is no match.	25	0	0	0	0	2	67	1	33	426	21	5	27	27	41	436	5	1	37	39	22	439
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	0	0	3	100	0	0	0	0	447	34	3	67	25	6	446	36	6	70	17	6	448
B. good	33	0	0	3	75	1	25	0	0	443	39	5	48	33	14	443	49	3	63	27	7	445
C. fair	25	0	0	0	0	3	100	0	0	439	20	0	19	52	29	435	13	1	49	36	14	441
D. poor	17	0	0	0	0	0	0	2	100	414	7	0	0	38	63	429	2	0	32	38	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	27	0	0	1	33	2	67	0	0	443	25	0	15	56	30	436	16	1	47	35	17	441
B. about the same as my regular schoolwork	27	0	0	2	67	0	0	1	33	439	53	5	51	26	18	442	61	4	67	23	6	446
C. easier than my regular schoolwork	45	0	0	3	60	1	20	1	20	434	21	0	70	26	4	444	23	3	64	24	8	445
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	20	0	0	0	0	2	100	0	0	439	20	0	14	52	33	436	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	40	0	0	4	100	0	0	0	0	446	46	2	54	33	10	443	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	40	0	0	2	50	1	25	1	25	439	34	6	51	26	17	443	36	6	71	17	6	448
How much time do you spend reading at home each day?																						
A. more than one hour	8	0	0	1	100	0	0	0	0	452	20	0	55	27	18	442	18	6	66	21	7	447
B. 20 minutes to an hour	50	0	0	5	83	1	17	0	0	444	48	6	48	33	13	443	55	4	67	22	6	446
C. less than 20 minutes	17	0	0	0	0	1	50	1	50	433	14	0	47	40	13	440	14	1	57	29	13	442
D. I rarely read at home.	25	0	0	0	0	2	67	1	33	426	18	0	26	42	32	436	13	1	49	36	13	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	1	33	1	33	1	33	436	17	0	24	47	29	434	23	3	54	31	12	443
B. six to ten pages	64	0	0	4	57	3	43	0	0	444	22	0	41	41	18	441	26	3	63	26	8	445
C. eleven or more pages	9	0	0	1	100	0	0	0	0	442	61	5	53	28	13	443	51	4	68	21	6	447
Optional school/district question																						
A.	0										20	0	0	0	100	430						
B.	100	0	0	0	0	0	0	1	100	428	60	0	0	33	67	430						
C.	0										0											
D.	0										20	0	0	100	0	434						

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

N = Number

MATHEMATICS RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 03
School:	Monroe Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		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 461–480)	2005-2006	0	0	6	6	1294	9
	2006-2007	**0**	**0**	**4**	**4**	**1054**	**8**
	Cum. Avg.	0	0	5	5	1174	8
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 441–460)	2005-2006	5	71	47	47	7000	50
	2006-2007	**3**	**25**	**50**	**46**	**7394**	**53**
	Cum. Avg.	4	40	49	47	7197	52
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 429–440)	2005-2006	1	14	31	31	3784	27
	2006-2007	**6**	**50**	**39**	**36**	**3729**	**27**
	Cum. Avg.	4	40	35	34	3757	27
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 400–428)	2005-2006	1	14	15	15	1894	14
	2006-2007	**3**	**25**	**15**	**14**	**1735**	**12**
	Cum. Avg.	2	20	15	14	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	9.5	63.3	10.1	67.3	10.1	67.3
Cluster 2: Shape and Size	**14**	**29**	6.8	48.6	7.8	55.7	8.6	61.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.3	66.0	3.3	66.0	3.6	72.0
Cluster 4: Patterns	**14**	**29**	5.9	42.1	8.4	60.0	8.9	63.6

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

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*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

MATHEMATICS RESULTS
(CONTINUED)

Date: March 2007
Grade: 4
District: MSAD 03
School: Monroe Elementary School

REPORTING CATEGORIES	School										District						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	12	0	0	3	25	6	50	3	25	437	108	4	46	36	14	442	13912	8	53	27	12	445
Ethnicity																						
African American	0										2						381	2	33	31	34	435
American Indian/Native Alaskan	0										1						110	1	58	30	11	443
Asian/Pacific Islander	0										1						202	9	57	22	11	447
Hispanic	0										0						166	2	44	37	17	441
White	12	0	0	3	25	6	50	3	25	437	104	4	46	36	14	442	13051	8	54	27	12	445
Not Reported	0										0						2					
Identified disability																						
Yes	2										21	0	29	29	43	434	2348	2	34	34	30	437
No	10	0	0	3	30	6	60	1	10	439	87	5	51	38	7	444	11564	9	57	25	9	446
Limited English proficient students																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										0						283	2	34	30	34	435
Economically disadvantaged																						
Yes	5	0	0	1	20	2	40	2	40	434	64	0	48	39	13	442	5379	3	44	34	19	440
No	7	0	0	2	29	4	57	1	14	438	44	9	43	32	16	444	8533	11	59	23	8	448
Migrant																						
Yes	0										1						4					
No	12	0	0	3	25	6	50	3	25	437	107	4	47	36	14	443	13908	8	53	27	12	445
Gender																						
Female	6	0	0	2	33	4	67	0	0	440	50	0	60	32	8	444	6727	7	53	27	13	444
Male	6	0	0	1	17	2	33	3	50	433	58	7	34	40	19	441	7183	8	54	26	12	445
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	3										24	0	25	63	13	439	1872	1	32	42	25	436
No	9	0	0	3	33	4	44	2	22	439	84	5	52	29	14	444	12040	9	56	24	10	446
Gifted/talented program																						
Yes	0										0						402	42	55	2	0	461
No	12	0	0	3	25	6	50	3	25	437	108	4	46	36	14	442	13510	7	53	28	13	444

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)

Date: March 2007
Grade: 4
District: MSAD 03
School: Monroe Elementary School

QUESTIONNAIRE ITEMS	School										District						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	17	0	0	0	0	0	0	2	100	425	11	8	17	33	42	439	5	4	40	28	28	439
B. less than one hour	58	0	0	3	43	4	57	0	0	442	70	4	53	36	8	444	76	8	54	26	11	445
C. one to two hours	25	0	0	0	0	2	67	1	33	431	17	0	44	39	17	442	18	7	54	28	11	445
D. more than two hours	0										2	0	0	50	50	428	2	4	36	35	26	438
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.	64	0	0	3	43	4	57	0	0	442	35	8	43	41	8	445	40	11	58	22	9	448
B. They match some of what I have learned.	18	0	0	0	0	2	100	0	0	437	43	2	59	28	11	444	46	6	54	29	11	444
C. They match just a little of what I have learned.	0										10	0	27	45	27	435	10	4	40	34	23	439
D. There is no match.	18	0	0	0	0	0	0	2	100	424	11	0	25	50	25	436	4	4	28	35	33	436
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	0	0	1	33	2	67	0	0	440	31	12	58	24	6	449	37	14	59	18	9	449
B. good	55	0	0	2	33	4	67	0	0	441	50	0	45	42	13	441	46	5	54	29	12	444
C. fair	0										16	0	35	53	12	440	14	2	42	38	19	440
D. poor	18	0	0	0	0	0	0	2	100	424	4	0	25	0	75	428	2	1	27	43	29	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	0	0	0	0	1	100	428	15	0	38	38	25	438	12	4	37	34	25	438
B. about the same as my regular schoolwork	36	0	0	2	50	1	25	1	25	439	54	5	48	34	12	444	62	7	56	27	10	445
C. easier than my regular schoolwork	55	0	0	1	17	5	83	0	0	439	31	3	48	39	9	442	26	11	56	23	10	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	0	0	1	25	2	50	1	25	437	25	0	41	33	26	438	21	6	47	29	18	442
B. two or three days a week	27	0	0	2	67	1	33	0	0	445	40	2	56	33	9	444	37	8	55	26	11	445
C. two or three times each month	18	0	0	0	0	2	100	0	0	433	22	8	50	38	4	446	34	9	57	26	9	446
D. never	18	0	0	0	0	1	50	1	50	434	12	8	23	54	15	442	8	6	46	30	18	442
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	0	0	1	100	0	0	432	7	0	14	57	29	431	4	2	33	34	31	436
B. two or three days a week	18	0	0	0	0	2	100	0	0	435	18	0	58	37	5	444	19	6	47	31	15	443
C. two or three times each month	55	0	0	3	50	2	33	1	17	441	57	5	54	31	10	444	56	9	58	24	8	447
D. never	18	0	0	0	0	1	50	1	50	434	19	5	25	45	25	440	21	6	50	28	16	443
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	27	0	0	0	0	2	67	1	33	432	21	5	27	50	18	439	8	3	39	35	24	438
B. 30–45 minutes	0										28	0	57	30	13	442	27	5	51	30	15	443
C. 45–60 minutes	36	0	0	2	50	2	50	0	0	444	37	8	56	31	5	447	40	9	57	25	10	446
D. more than 60 minutes	36	0	0	1	25	2	50	1	25	437	14	0	33	40	27	438	25	10	56	24	10	447
Optional school/district question																						
A.	0										20	0	0	0	100	420						
B.	100	0	0	0	0	0	0	1	100	420	60	0	0	67	33	431						
C.	0										0											
D.	0										20	0	0	0	100	408						

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

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 03
School:	Monroe Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		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 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	0	0	0	0	751	5
	2006-2007	**0**	**0**	**3**	**3**	**963**	**7**
	Cum. Avg.	0	0	2	2	857	6
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 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	3	33	45	45	7251	52
	2006-2007	**3**	**25**	**45**	**42**	**6824**	**49**
	Cum. Avg.	3	27	45	43	7038	50
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 using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	5	56	42	42	4514	32
	2006-2007	**7**	**58**	**42**	**39**	**4382**	**32**
	Cum. Avg.	6	55	42	40	4448	32
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 and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	11	12	12	1458	10
	2006-2007	**2**	**17**	**18**	**17**	**1735**	**12**
	Cum. Avg.	2	18	15	14	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	6.9	57.5	6.9	57.5	7.6	63.3
Cluster 2: Physical Sciences	**12**	**25**	8.3	69.2	8.7	72.5	8.8	73.3
Cluster 3: Earth and Space Sciences	**12**	**25**	5.6	46.7	6.4	53.3	6.8	56.7
Cluster 4: Nature and Implications of Science	**12**	**25**	6.7	55.8	7.0	58.3	7.8	65.0

Cluster 1: Life Sciences
- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences
- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences
- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science
- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

SCIENCE AND TECHNOLOGY RESULTS
(CONTINUED)

Date: March 2007
Grade: 4
District: MSAD 03
School: Monroe Elementary School

REPORTING CATEGORIES	School										District						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	12	0	0	3	25	7	58	2	17	437	108	3	42	39	17	440	13904	7	49	32	12	444
Ethnicity																						
African American	0										2						371	2	29	39	30	435
American Indian/Native Alaskan	0										1						110	2	35	41	22	440
Asian/Pacific Islander	0										1						202	10	49	30	12	445
Hispanic	0										0						166	4	41	40	16	441
White	12	0	0	3	25	7	58	2	17	437	104	3	42	39	15	441	13053	7	50	31	12	444
Not Reported	0										0						2					
Identified disability																						
Yes	2										21	0	14	67	19	437	2353	3	33	39	25	438
No	10	0	0	3	30	6	60	1	10	439	87	3	48	32	16	441	11551	8	52	30	10	445
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										0						281	2	24	40	34	434
Economically disadvantaged																						
Yes	5	0	0	0	0	3	60	2	40	432	64	2	33	45	20	439	5370	3	41	37	19	440
No	7	0	0	3	43	4	57	0	0	441	44	5	55	30	11	442	8534	9	54	28	9	446
Migrant																						
Yes	0										1						4					
No	12	0	0	3	25	7	58	2	17	437	107	3	42	38	17	440	13900	7	49	32	12	444
Gender																						
Female	6	0	0	1	17	4	67	1	17	439	50	2	50	34	14	442	6720	7	48	32	13	443
Male	6	0	0	2	33	3	50	1	17	436	58	3	34	43	19	439	7182	7	50	31	12	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	3										24	0	33	33	33	436	1865	1	31	42	26	437
No	9	0	0	3	33	5	56	1	11	439	84	4	44	40	12	442	12039	8	52	30	10	445
Gifted/talented program																						
Yes	0										0						401	31	64	4	1	458
No	12	0	0	3	25	7	58	2	17	437	108	3	42	39	17	440	13503	6	49	32	13	444

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

SCIENCE AND TECHNOLOGY RESULTS
(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: MSAD 03
School: Monroe Elementary School

QUESTIONNAIRE ITEMS	School										District						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	17	0	0	0	0	1	50	1	50	428	11	0	17	50	33	435	5	4	37	35	23	440
B. less than one hour	58	0	0	3	43	3	43	1	14	441	70	1	49	38	12	441	76	7	50	32	11	444
C. one to two hours	25	0	0	0	0	3	100	0	0	436	17	11	33	33	22	441	18	8	50	30	12	444
D. more than two hours	0										2	0	0	50	50	427	2	3	39	32	26	438
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	0	0	2	40	2	40	1	20	441	23	8	29	42	21	439	21	10	50	28	12	445
B. They match some of what I have learned.	27	0	0	0	0	3	100	0	0	434	41	0	47	42	12	441	49	7	51	32	11	445
C. They match just a little of what I have learned.	9	0	0	0	0	1	100	0	0	440	24	4	48	28	20	441	24	5	48	33	14	443
D. There is no match.	18	0	0	1	50	0	0	1	50	434	13	0	36	43	21	439	7	4	38	37	21	439
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	18	0	0	1	50	1	50	0	0	443	27	7	41	31	21	441	23	9	51	27	13	445
B. good	55	0	0	2	33	3	50	1	17	439	46	2	49	35	14	441	54	8	51	31	11	445
C. fair	18	0	0	0	0	2	100	0	0	435	22	0	29	58	13	438	20	4	46	37	14	442
D. poor	9	0	0	0	0	0	0	1	100	422	5	0	40	20	40	440	3	2	31	38	29	436
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	27	0	0	0	0	2	67	1	33	431	26	4	33	44	19	440	24	6	48	32	14	443
B. about the same as my regular schoolwork	55	0	0	2	33	3	50	1	17	440	53	2	47	33	18	441	61	8	50	31	11	445
C. easier than my regular schoolwork	18	0	0	1	50	1	50	0	0	442	20	5	38	52	5	440	15	7	48	31	14	443
How often do you have science classes?																						
A. every day	18	0	0	0	0	2	100	0	0	439	56	2	51	32	15	442	26	7	48	32	13	444
B. a few times a week	64	0	0	3	43	3	43	1	14	441	26	7	43	43	7	443	53	8	51	31	11	445
C. once a week	9	0	0	0	0	1	100	0	0	430	8	0	0	38	63	424	10	4	45	32	18	442
D. a few times a month	9	0	0	0	0	0	0	1	100	422	10	0	18	64	18	436	11	6	48	33	13	443
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.	9	0	0	0	0	1	100	0	0	432	17	0	24	53	24	434	23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	36	0	0	0	0	3	75	1	25	433	42	5	37	46	12	441	26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	27	0	0	2	67	1	33	0	0	443	19	0	47	42	11	442	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	27	0	0	1	33	1	33	1	33	440	21	5	52	10	33	440	24	9	54	27	10	446
Optional school/district question																						
A.	0										20	0	0	0	100	400						
B.	100	0	0	0	0	1	100	0	0	430	60	0	0	33	67	419						
C.	0										0											
D.	0										20	0	0	100	0	440						

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

N = Number