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:	12271594
District:	MSAD 33
School:	Dr Levesque 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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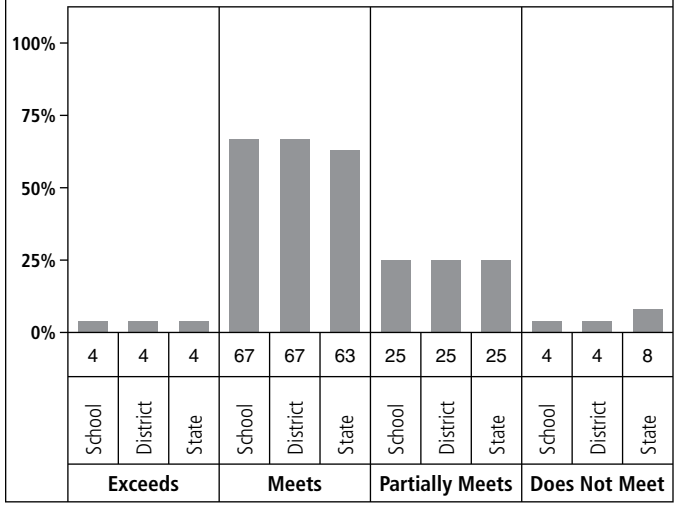
SUMMARY OF SCORES

Date:	March 2007
Grade:	4
District:	MSAD 33
School:	Dr Levesque Elementary School

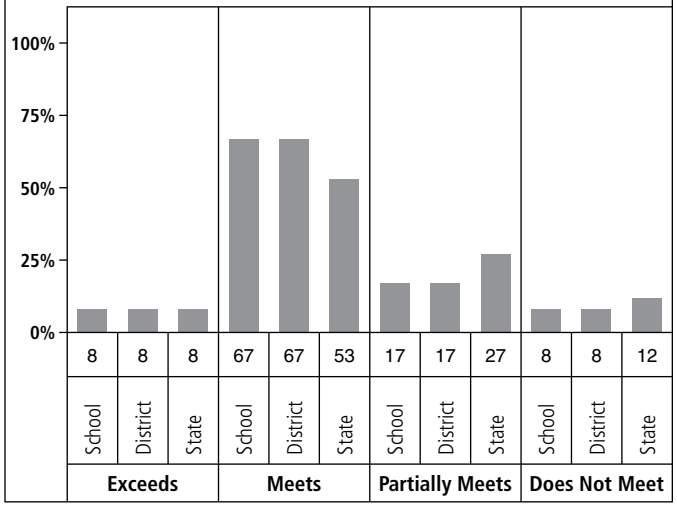
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	443	443	444
2006–2007	**447**	**447**	**445**
Cum. Avg.*	445	445	444
Mathematics			
2005–2006	444	444	444
2006–2007	**448**	**448**	**445**
Cum. Avg.*	446	446	444
Science & Technology			
2005–2006	445	445	444
2006–2007	**451**	**451**	**444**
Cum.Avg.*	448	448	444

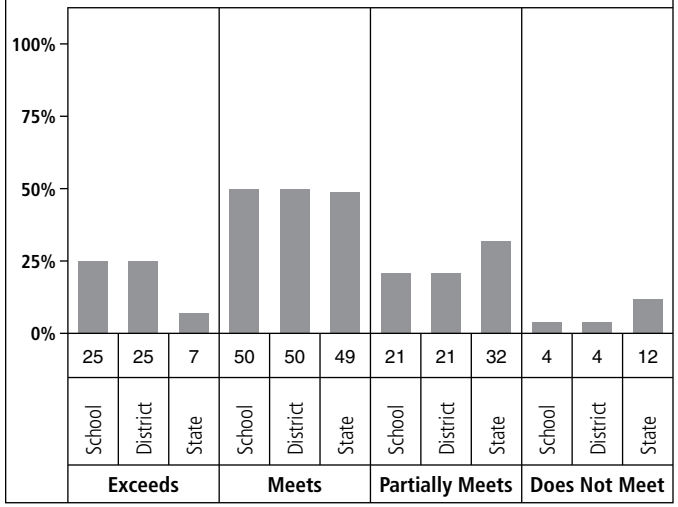
ELA – READING

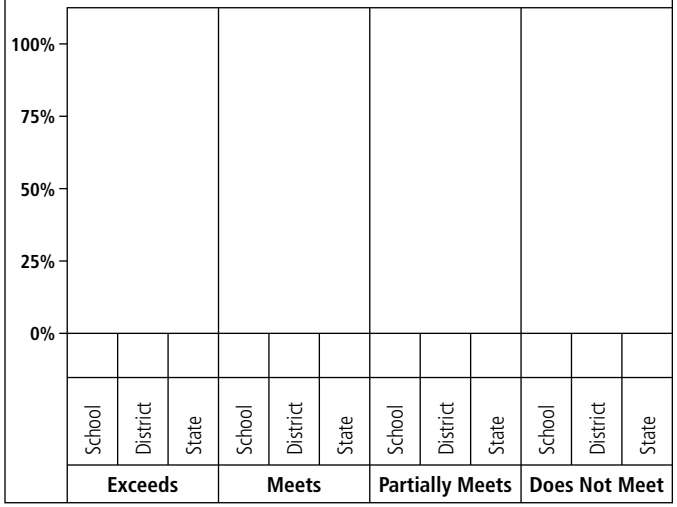


MATHEMATICS



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 33
School:	Dr Levesque 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	24	100	24	100	14184	100	24	100	24	100	14078	99	24	100	24	100	14078	99	24	100	24	100	14057	99						
Ethnicity African American	0	0	0	0	391	3	0	0	0	0	385	99	0	0	0	0	387	99	0	0	0	0	377	97						
American Indian/Native Alaskan	0	0	0	0	117	1	0	0	0	0	112	97	0	0	0	0	112	97	0	0	0	0	112	97						
Asian/Pacific Islander	0	0	0	0	204	1	0	0	0	0	204	100	0	0	0	0	204	100	0	0	0	0	204	100						
Hispanic	2	8	2	8	171	1	2	100	2	100	171	100	2	100	2	100	170	99	2	100	2	100	169	99						
White	22	92	22	92	13295	94	22	100	22	100	13204	99	22	100	22	100	13203	99	22	100	22	100	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	2	8	2	8	2538	18	2	100	2	100	2508	99	2	100	2	100	2509	99	2	100	2	100	2502	99						
Current LEP	7	29	7	29	302	2	7	100	7	100	298	99	7	100	7	100	300	99	7	100	7	100	289	96						
Economically disadvantaged	11	46	11	46	5522	39	11	100	11	100	5468	99	11	100	11	100	5467	99	11	100	11	100	5450	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	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	21	88	21	88	10869	77	21	88	21	88	10883	77	21	88	21	88	10890	77						
Identified disability (PET/IEP)	0	0	0	0	435	4	0	0	0	0	445	4	0	0	0	0	453	4						
LEP	5	24	5	24	133	1	5	24	5	24	124	1	5	24	5	24	126	1						
504 plan	1	5	1	5	122	1	1	5	1	5	122	1	1	5	1	5	123	1						
Participation with accommodations	3	13	3	13	3019	21	3	13	3	13	3029	21	3	13	3	13	3014	21						
Identified disability (PET/IEP)	2	67	2	67	1897	63	2	67	2	67	1903	63	2	67	2	67	1900	63						
LEP	2	67	2	67	151	5	2	67	2	67	172	6	2	67	2	67	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	0	0	941	31	0	0	0	0	924	31	0	0	0	0	925	31						
Participation through alternate assessment (PAAP)	0	0	0	0	180	1	0	0	0	0	166	1	0	0	0	0	153	1						
Identified disability (PET/IEP)	0	0	0	0	175	97	0	0	0	0	161	97	0	0	0	0	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	0	0	89	1	0	0	0	0	87	1	0	0	0	0	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 33
School:	Dr Levesque 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	1	5	1	5	601	4
	2006-2007	**1**	**4**	**1**	**4**	**507**	**4**
	Cum. Avg.	1	4	1	4	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	12	60	12	60	7910	57
	2006-2007	**16**	**67**	**16**	**67**	**8749**	**63**
	Cum. Avg.	14	61	14	61	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	1	5	1	5	3970	29
	2006-2007	**6**	**25**	**6**	**25**	**3467**	**25**
	Cum. Avg.	4	17	4	17	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	6	30	6	30	1421	10
	2006-2007	**1**	**4**	**1**	**4**	**1165**	**8**
	Cum. Avg.	4	17	4	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**	32.3	67.3	32.3	67.3	31.0	64.6
Literary Text	**24**	**50**	17.1	71.3	17.1	71.3	16.4	68.3
Informational Text	**24**	**50**	15.3	63.8	15.3	63.8	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 33
School: Dr Levesque 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	24	1	4	16	67	6	25	1	4	447	24	4	67	25	4	447	13888	4	63	25	8	445
Ethnicity																						
African American	0										0						372	0	44	31	25	437
American Indian/Native Alaskan	0										0						110	1	49	34	16	441
Asian/Pacific Islander	0										0						200	4	66	22	9	446
Hispanic	2										2						166	0	51	37	12	441
White	22	1	5	15	68	6	27	0	0	448	22	5	68	27	0	448	13038	4	64	25	8	445
Not Reported	0										0						2					
Identified disability																						
Yes	2										2						2332	1	34	41	25	438
No	22	1	5	16	73	5	23	0	0	448	22	5	73	23	0	448	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	7	0	0	5	71	1	14	1	14	446	7	0	71	14	14	446	279	0	31	36	33	435
Economically disadvantaged																						
Yes	11	0	0	8	73	3	27	0	0	447	11	0	73	27	0	447	5368	1	52	33	14	442
No	13	1	8	8	62	3	23	1	8	446	13	8	62	23	8	446	8520	5	70	20	5	447
Migrant																						
Yes	0										0						4					
No	24	1	4	16	67	6	25	1	4	447	24	4	67	25	4	447	13884	4	63	25	8	445
Gender																						
Female	11	1	9	10	91	0	0	0	0	451	11	9	91	0	0	451	6719	5	65	23	8	446
Male	13	0	0	6	46	6	46	1	8	443	13	0	46	46	8	443	7167	3	61	27	9	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	5	0	0	3	60	2	40	0	0	443	5	0	60	40	0	443	1864	0	38	44	18	439
No	19	1	5	13	68	4	21	1	5	448	19	5	68	21	5	448	12024	4	67	22	7	446
Gifted/talented program																						
Yes	0										0						402	19	80	0	0	457
No	24	1	4	16	67	6	25	1	4	447	24	4	67	25	4	447	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 33
School: Dr Levesque 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	9	0	0	1	50	1	50	0	0	440	9	0	50	50	0	440	5	1	45	33	21	440
B. less than one hour	65	1	7	9	60	4	27	1	7	448	65	7	60	27	7	448	76	4	64	24	7	446
C. one to two hours	22	0	0	5	100	0	0	0	0	448	22	0	100	0	0	448	18	4	65	24	7	446
D. more than two hours	4	0	0	0	0	1	100	0	0	436	4	0	0	100	0	436	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.	54	1	8	9	69	3	23	0	0	450	54	8	69	23	0	450	31	5	67	20	7	447
B. They match some of what I have learned.	29	0	0	5	71	2	29	0	0	445	29	0	71	29	0	445	51	3	67	24	6	446
C. They match just a little of what I have learned.	8	0	0	1	50	0	0	1	50	439	8	0	50	0	50	439	13	1	49	34	15	441
D. There is no match.	8	0	0	1	50	1	50	0	0	444	8	0	50	50	0	444	5	1	37	39	22	439
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	0	0	9	90	1	10	0	0	448	42	0	90	10	0	448	36	6	70	17	6	448
B. good	50	1	8	6	50	5	42	0	0	448	50	8	50	42	0	448	49	3	63	27	7	445
C. fair	4	0	0	1	100	0	0	0	0	442	4	0	100	0	0	442	13	1	49	36	14	441
D. poor	4	0	0	0	0	0	0	1	100	426	4	0	0	0	100	426	2	0	32	38	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	8	0	0	1	50	0	0	1	50	439	8	0	50	0	50	439	16	1	47	35	17	441
B. about the same as my regular schoolwork	67	1	6	11	69	4	25	0	0	449	67	6	69	25	0	449	61	4	67	23	6	446
C. easier than my regular schoolwork	25	0	0	4	67	2	33	0	0	445	25	0	67	33	0	445	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.	8	0	0	0	0	1	50	1	50	431	8	0	0	50	50	431	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	50	1	8	8	67	3	25	0	0	447	50	8	67	25	0	447	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	42	0	0	8	80	2	20	0	0	450	42	0	80	20	0	450	36	6	71	17	6	448
How much time do you spend reading at home each day?																						
A. more than one hour	4	0	0	1	100	0	0	0	0	448	4	0	100	0	0	448	18	6	66	21	7	447
B. 20 minutes to an hour	78	1	6	12	67	4	22	1	6	447	78	6	67	22	6	447	55	4	67	22	6	446
C. less than 20 minutes	4	0	0	0	0	1	100	0	0	438	4	0	0	100	0	438	14	1	57	29	13	442
D. I rarely read at home.	13	0	0	2	67	1	33	0	0	444	13	0	67	33	0	444	13	1	49	36	13	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	29	0	0	3	43	3	43	1	14	442	29	0	43	43	14	442	23	3	54	31	12	443
B. six to ten pages	38	0	0	6	67	3	33	0	0	445	38	0	67	33	0	445	26	3	63	26	8	445
C. eleven or more pages	33	1	13	7	88	0	0	0	0	453	33	13	88	0	0	453	51	4	68	21	6	447
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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

N = Number

MATHEMATICS RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 33
School:	Dr Levesque 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	3	15	3	15	1294	9
	2006-2007	**2**	**8**	**2**	**8**	**1054**	**8**
	Cum. Avg.	3	13	3	13	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	8	40	8	40	7000	50
	2006-2007	**16**	**67**	**16**	**67**	**7394**	**53**
	Cum. Avg.	12	52	12	52	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	6	30	6	30	3784	27
	2006-2007	**4**	**17**	**4**	**17**	**3729**	**27**
	Cum. Avg.	5	22	5	22	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	3	15	3	15	1894	14
	2006-2007	**2**	**8**	**2**	**8**	**1735**	**12**
	Cum. Avg.	3	13	3	13	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**	10.7	71.3	10.7	71.3	10.1	67.3
Cluster 2: Shape and Size	**14**	**29**	9.8	70.0	9.8	70.0	8.6	61.4
Cluster 3: Mathematical Decision Making	**5**	**10**	3.8	76.0	3.8	76.0	3.6	72.0
Cluster 4: Patterns	**14**	**29**	9.0	64.3	9.0	64.3	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 33
School: Dr Levesque 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	24	2	8	16	67	4	17	2	8	448	24	8	67	17	8	448	13912	8	53	27	12	445
Ethnicity																						
African American	0										0						381	2	33	31	34	435
American Indian/Native Alaskan	0										0						110	1	58	30	11	443
Asian/Pacific Islander	0										0						202	9	57	22	11	447
Hispanic	2										2						166	2	44	37	17	441
White	22	2	9	15	68	4	18	1	5	449	22	9	68	18	5	449	13051	8	54	27	12	445
Not Reported	0										0						2					
Identified disability																						
Yes	2										2						2348	2	34	34	30	437
No	22	2	9	16	73	3	14	1	5	449	22	9	73	14	5	449	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	7	1	14	5	71	0	0	1	14	447	7	14	71	0	14	447	283	2	34	30	34	435
Economically disadvantaged																						
Yes	11	2	18	6	55	2	18	1	9	450	11	18	55	18	9	450	5379	3	44	34	19	440
No	13	0	0	10	77	2	15	1	8	445	13	0	77	15	8	445	8533	11	59	23	8	448
Migrant																						
Yes	0										0						4					
No	24	2	8	16	67	4	17	2	8	448	24	8	67	17	8	448	13908	8	53	27	12	445
Gender																						
Female	11	0	0	10	91	1	9	0	0	451	11	0	91	9	0	451	6727	7	53	27	13	444
Male	13	2	15	6	46	3	23	2	15	445	13	15	46	23	15	445	7183	8	54	26	12	445
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	5	0	0	3	60	1	20	1	20	443	5	0	60	20	20	443	1872	1	32	42	25	436
No	19	2	11	13	68	3	16	1	5	449	19	11	68	16	5	449	12040	9	56	24	10	446
Gifted/talented program																						
Yes	0										0						402	42	55	2	0	461
No	24	2	8	16	67	4	17	2	8	448	24	8	67	17	8	448	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 33
School: Dr Levesque 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	9	0	0	1	50	1	50	0	0	443	9	0	50	50	0	443	5	4	40	28	28	439
B. less than one hour	65	1	7	10	67	2	13	2	13	446	65	7	67	13	13	446	76	8	54	26	11	445
C. one to two hours	22	1	20	4	80	0	0	0	0	454	22	20	80	0	0	454	18	7	54	28	11	445
D. more than two hours	4	0	0	0	0	1	100	0	0	440	4	0	0	100	0	440	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.	67	2	13	12	75	2	13	0	0	451	67	13	75	13	0	451	40	11	58	22	9	448
B. They match some of what I have learned.	21	0	0	4	80	0	0	1	20	446	21	0	80	0	20	446	46	6	54	29	11	444
C. They match just a little of what I have learned.	13	0	0	0	0	2	67	1	33	432	13	0	0	67	33	432	10	4	40	34	23	439
D. There is no match.	0										0						4	4	28	35	33	436
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	1	11	6	67	1	11	1	11	448	38	11	67	11	11	448	37	14	59	18	9	449
B. good	33	1	13	7	88	0	0	0	0	452	33	13	88	0	0	452	46	5	54	29	12	444
C. fair	25	0	0	3	50	2	33	1	17	443	25	0	50	33	17	443	14	2	42	38	19	440
D. poor	4	0	0	0	0	1	100	0	0	438	4	0	0	100	0	438	2	1	27	43	29	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	0										0						12	4	37	34	25	438
B. about the same as my regular schoolwork	54	2	15	8	62	2	15	1	8	450	54	15	62	15	8	450	62	7	56	27	10	445
C. easier than my regular schoolwork	46	0	0	8	73	2	18	1	9	445	46	0	73	18	9	445	26	11	56	23	10	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	75	2	11	12	67	3	17	1	6	448	75	11	67	17	6	448	21	6	47	29	18	442
B. two or three days a week	17	0	0	2	50	1	25	1	25	442	17	0	50	25	25	442	37	8	55	26	11	445
C. two or three times each month	4	0	0	1	100	0	0	0	0	456	4	0	100	0	0	456	34	9	57	26	9	446
D. never	4	0	0	1	100	0	0	0	0	454	4	0	100	0	0	454	8	6	46	30	18	442
How often do you use calculators in mathematics class?																						
A. almost every day	13	0	0	1	33	0	0	2	67	432	13	0	33	0	67	432	4	2	33	34	31	436
B. two or three days a week	46	0	0	9	82	2	18	0	0	448	46	0	82	18	0	448	19	6	47	31	15	443
C. two or three times each month	25	1	17	4	67	1	17	0	0	450	25	17	67	17	0	450	56	9	58	24	8	447
D. never	17	1	25	2	50	1	25	0	0	453	17	25	50	25	0	453	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	8	0	0	1	50	0	0	1	50	436	8	0	50	0	50	436	8	3	39	35	24	438
B. 30–45 minutes	42	0	0	7	70	2	20	1	10	445	42	0	70	20	10	445	27	5	51	30	15	443
C. 45–60 minutes	50	2	17	8	67	2	17	0	0	452	50	17	67	17	0	452	40	9	57	25	10	446
D. more than 60 minutes	0										0						25	10	56	24	10	447
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 33
School:	Dr Levesque 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	1	5	1	5	751	5
	2006-2007	**6**	**25**	**6**	**25**	**963**	**7**
	Cum. Avg.	4	17	4	17	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	12	60	12	60	7251	52
	2006-2007	**12**	**50**	**12**	**50**	**6824**	**49**
	Cum. Avg.	12	52	12	52	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	4	20	4	20	4514	32
	2006-2007	**5**	**21**	**5**	**21**	**4382**	**32**
	Cum. Avg.	5	22	5	22	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	3	15	3	15	1458	10
	2006-2007	**1**	**4**	**1**	**4**	**1735**	**12**
	Cum. Avg.	2	9	2	9	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**	8.8	73.3	8.8	73.3	7.6	63.3
Cluster 2: Physical Sciences	**12**	**25**	9.5	79.2	9.5	79.2	8.8	73.3
Cluster 3: Earth and Space Sciences	**12**	**25**	7.8	65.0	7.8	65.0	6.8	56.7
Cluster 4: Nature and Implications of Science	**12**	**25**	8.7	72.5	8.7	72.5	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 33
School: Dr Levesque 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	24	6	25	12	50	5	21	1	4	451	24	25	50	21	4	451	13904	7	49	32	12	444
Ethnicity																						
African American	0										0						371	2	29	39	30	435
American Indian/Native Alaskan	0										0						110	2	35	41	22	440
Asian/Pacific Islander	0										0						202	10	49	30	12	445
Hispanic	2										2						166	4	41	40	16	441
White	22	6	27	12	55	4	18	0	0	453	22	27	55	18	0	453	13053	7	50	31	12	444
Not Reported	0										0						2					
Identified disability																						
Yes	2										2						2353	3	33	39	25	438
No	22	6	27	11	50	5	23	0	0	453	22	27	50	23	0	453	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	7	2	29	4	57	0	0	1	14	455	7	29	57	0	14	455	281	2	24	40	34	434
Economically disadvantaged																						
Yes	11	2	18	7	64	2	18	0	0	452	11	18	64	18	0	452	5370	3	41	37	19	440
No	13	4	31	5	38	3	23	1	8	451	13	31	38	23	8	451	8534	9	54	28	9	446
Migrant																						
Yes	0										0						4					
No	24	6	25	12	50	5	21	1	4	451	24	25	50	21	4	451	13900	7	49	32	12	444
Gender																						
Female	11	4	36	5	45	2	18	0	0	456	11	36	45	18	0	456	6720	7	48	32	13	443
Male	13	2	15	7	54	3	23	1	8	448	13	15	54	23	8	448	7182	7	50	31	12	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	5	0	0	4	80	1	20	0	0	449	5	0	80	20	0	449	1865	1	31	42	26	437
No	19	6	32	8	42	4	21	1	5	452	19	32	42	21	5	452	12039	8	52	30	10	445
Gifted/talented program																						
Yes	0										0						401	31	64	4	1	458
No	24	6	25	12	50	5	21	1	4	451	24	25	50	21	4	451	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 33
School: Dr Levesque 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	9	0	0	1	50	1	50	0	0	442	9	0	50	50	0	442	5	4	37	35	23	440
B. less than one hour	65	5	33	7	47	2	13	1	7	453	65	33	47	13	7	453	76	7	50	32	11	444
C. one to two hours	22	1	20	2	40	2	40	0	0	451	22	20	40	40	0	451	18	8	50	30	12	444
D. more than two hours	4	0	0	1	100	0	0	0	0	446	4	0	100	0	0	446	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.	42	3	30	5	50	1	10	1	10	454	42	30	50	10	10	454	21	10	50	28	12	445
B. They match some of what I have learned.	42	3	30	4	40	3	30	0	0	451	42	30	40	30	0	451	49	7	51	32	11	445
C. They match just a little of what I have learned.	8	0	0	1	50	1	50	0	0	447	8	0	50	50	0	447	24	5	48	33	14	443
D. There is no match.	8	0	0	2	100	0	0	0	0	449	8	0	100	0	0	449	7	4	38	37	21	439
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	25	4	67	1	17	1	17	0	0	459	25	67	17	17	0	459	23	9	51	27	13	445
B. good	63	1	7	10	67	3	20	1	7	448	63	7	67	20	7	448	54	8	51	31	11	445
C. fair	13	1	33	1	33	1	33	0	0	453	13	33	33	33	0	453	20	4	46	37	14	442
D. poor	0										0						3	2	31	38	29	436
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	0										0						24	6	48	32	14	443
B. about the same as my regular schoolwork	67	4	25	8	50	4	25	0	0	452	67	25	50	25	0	452	61	8	50	31	11	445
C. easier than my regular schoolwork	33	2	25	4	50	1	13	1	13	450	33	25	50	13	13	450	15	7	48	31	14	443
How often do you have science classes?																						
A. every day	100	6	25	12	50	5	21	1	4	451	100	25	50	21	4	451	26	7	48	32	13	444
B. a few times a week	0										0						53	8	51	31	11	445
C. once a week	0										0						10	4	45	32	18	442
D. a few times a month	0										0						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.	8	0	0	1	50	1	50	0	0	446	8	0	50	50	0	446	23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	0										0						26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	21	1	20	2	40	2	40	0	0	447	21	20	40	40	0	447	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	71	5	29	9	53	2	12	1	6	453	71	29	53	12	6	453	24	9	54	27	10	446
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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

N = Number