June 2008

DEPARTMENT OF EDUCATION
2007–2008 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. These *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/Span 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 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. 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 2008
Code: 10081152
SAU: Augusta Public Schools
School: Lincoln 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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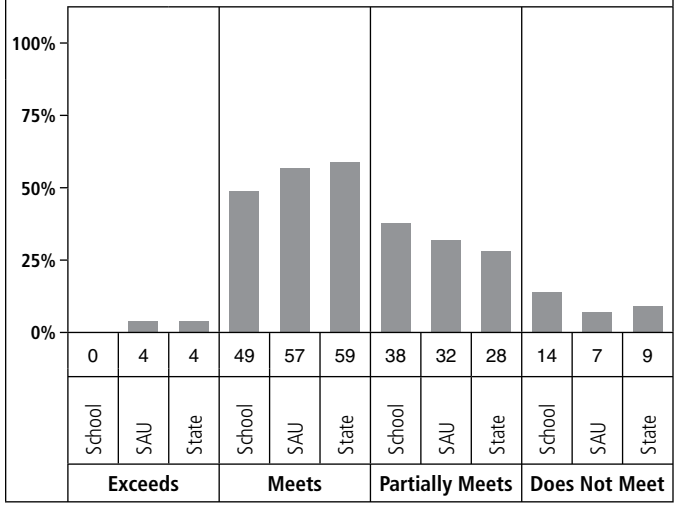
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	Augusta Public Schools
School:	Lincoln School

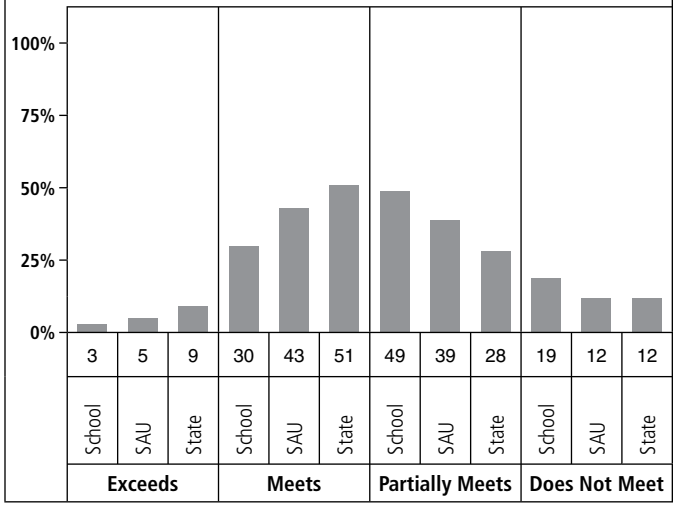
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	444	443	444
2006–2007	443	445	445
2007–2008	**442**	**445**	**445**
Cum. Avg.*	443	444	445
Mathematics			
2005–2006	445	443	444
2006–2007	440	442	445
2007–2008	**437**	**442**	**445**
Cum. Avg.*	441	442	445
Science & Technology			
2005–2006	444	441	444
2006–2007	439	442	444
2007–2008	**437**	**441**	**444**
Cum. Avg.*	440	441	444

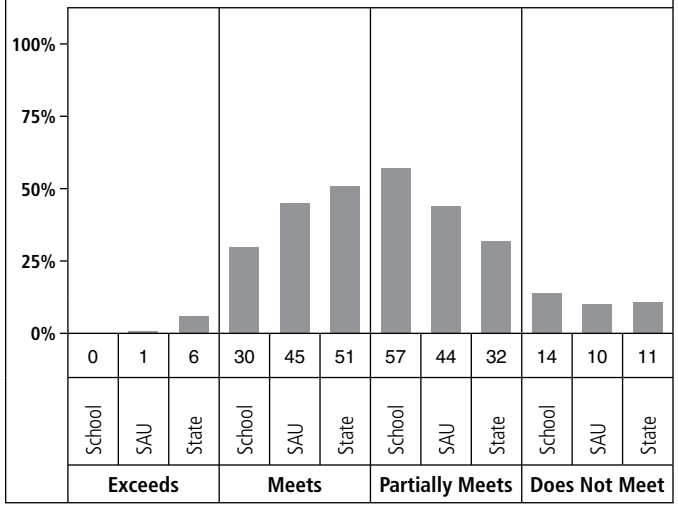
ELA – READING

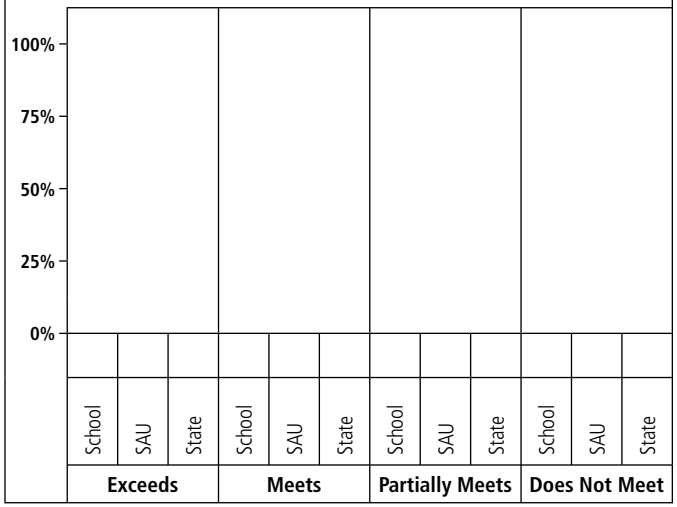


MATHEMATICS



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

Test Date: March 2008
Grade: 4
SAU: Augusta Public Schools
School: Lincoln School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	37	100	147	100	14207	100	37	100	147	100	14181	100	37	100	147	100	14123	100	37	100	147	100	14115	99						
Ethnicity African American/Black	2	5	7	5	390	3	2	100	7	100	388	99	2	100	7	100	388	99	2	100	7	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	3	7	5	263	2	1	100	7	100	259	98	1	100	7	100	262	100	1	100	7	100	262	100						
Hispanic	0	0	2	1	170	1	0	0	2	100	168	99	0	0	2	100	166	98	0	0	2	100	166	98						
Caucasian/White	34	92	131	89	13282	93	34	100	131	100	13264	100	34	100	131	100	13205	100	34	100	131	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	5	14	20	14	2524	18	5	100	20	100	2514	100	5	100	20	100	2498	99	5	100	20	100	2494	99						
Current LEP	1	3	6	4	385	3	1	100	6	100	377	98	1	100	6	100	383	99	1	100	6	100	380	99						
Economically disadvantaged	26	70	87	59	5587	39	26	100	87	100	5569	100	26	100	87	100	5538	99	26	100	87	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	76	113	77	10755	76	28	76	114	78	10730	76	28	76	114	78	10776	76						
Identified disability (PET/IEP)	1	4	3	3	375	3	1	4	3	3	374	3	1	4	3	3	384	4						
LEP	0	0	4	4	148	1	0	0	4	4	148	1	0	0	4	4	150	1						
504 plan	0	0	1	1	114	1	0	0	1	1	114	1	0	0	1	1	115	1						
Participation with accommodations	9	24	32	22	3298	23	9	24	31	21	3267	23	9	24	31	21	3215	23						
Identified disability (PET/IEP)	4	44	15	47	2013	61	4	44	15	48	1998	61	4	44	15	48	1986	62						
LEP	1	11	2	6	225	7	1	11	2	6	233	7	1	11	2	6	229	7						
504 plan	0	0	2	6	69	2	0	0	2	6	68	2	0	0	2	6	67	2						
Other	4	44	14	44	1046	32	4	44	13	42	1023	31	4	44	13	42	987	31						
Participation through alternate assessment (PAAP)	0	0	2	1	126	1	0	0	2	1	126	1	0	0	2	1	124	1						
Identified disability (PET/IEP)	0	0	2	100	126	100	0	0	2	100	126	100	0	0	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	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

Test Date:	March 2008
Grade:	4
SAU:	Augusta Public Schools
School:	Lincoln 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		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	2	6	5	3	601	4
	2006-2007	0	0	2	1	507	4
	2007-2008	**0**	**0**	**6**	**4**	**559**	**4**
	Cum. Total*	2	2	13	3	1667	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	18	56	87	55	7910	57
	2006-2007	16	62	91	65	8749	63
	2007-2008	**18**	**49**	**82**	**57**	**8308**	**59**
	Cum. Total*	52	55	260	59	24967	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	10	31	49	31	3970	29
	2006-2007	5	19	34	24	3467	25
	2007-2008	**14**	**38**	**47**	**32**	**3922**	**28**
	Cum. Total*	29	31	130	29	11359	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	2	6	17	11	1421	10
	2006-2007	5	19	12	9	1165	8
	2007-2008	**5**	**14**	**10**	**7**	**1264**	**9**
	Cum. Total*	12	13	39	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	27.5	57.3	29.8	62.1	29.7	61.9
Literary Text	**24**	**50**	14.5	60.4	15.8	65.8	15.5	64.6
Informational Text	**24**	**50**	13.0	54.2	14.0	58.3	14.2	59.2

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 texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA–READING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Augusta Public Schools
School: Lincoln School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	0	0	18	49	14	38	5	14	442	145	4	57	32	7	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	2										7	0	14	57	29	434	384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	1										7	14	71	14	0	449	259	6	61	22	11	445
Hispanic	0										2						164	0	45	38	16	440
Caucasian/White	34	0	0	18	53	12	35	4	12	442	129	4	58	32	6	445	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	5	0	0	0	0	5	100	0	0	438	18	0	28	67	6	440	2388	0	29	44	26	437
No	32	0	0	18	56	9	28	5	16	442	127	5	61	28	7	445	11665	5	65	25	6	446
Current LEP																						
Yes	1										6	0	67	17	17	443	373	1	32	35	32	436
No	36	0	0	18	50	14	39	4	11	442	139	4	56	33	6	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	26	0	0	12	46	11	42	3	12	441	85	2	48	40	9	442	5502	1	47	37	14	441
No	11	0	0	6	55	3	27	2	18	444	60	7	68	22	3	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	37	0	0	18	49	14	38	5	14	442	145	4	57	32	7	445	14048	4	59	28	9	445
Gender																						
Female	16	0	0	8	50	6	38	2	13	442	74	7	57	32	4	446	6959	5	61	26	8	446
Male	21	0	0	10	48	8	38	3	14	441	71	1	56	32	10	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	9	0	0	3	33	5	56	1	11	439	37	0	41	46	14	440	1890	0	37	46	17	439
No	28	0	0	15	54	9	32	4	14	443	108	6	62	28	5	446	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	37	0	0	18	49	14	38	5	14	442	145	4	57	32	7	445	13787	4	59	28	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)

Test Date: March 2008
Grade: 4
SAU: Augusta Public Schools
School: Lincoln School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	1	50	0	0	443	8	0	45	45	9	442	5	1	42	36	21	440
B. less than one hour	73	0	0	14	52	8	30	5	19	441	70	6	59	28	7	446	74	4	62	27	7	445
C. one to two hours	19	0	0	2	29	5	71	0	0	442	20	0	55	45	0	444	18	5	59	29	7	446
D. more than two hours	3	0	0	1	100	0	0	0	0	452	2	0	33	0	67	425	2	3	32	34	31	438
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.	16	0	0	4	67	1	17	1	17	441	25	11	42	31	17	443	30	6	63	24	7	446
B. They match some of what I have learned.	62	0	0	12	52	9	39	2	9	443	57	2	66	29	2	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	11	0	0	1	25	2	50	1	25	438	14	0	50	45	5	442	12	2	46	37	15	441
D. There is no match.	11	0	0	1	25	2	50	1	25	441	4	0	33	50	17	442	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	0	0	9	75	1	8	2	17	446	32	11	66	15	9	448	35	7	66	20	6	448
B. good	49	0	0	7	39	9	50	2	11	440	53	1	56	39	4	444	51	3	60	29	7	445
C. fair	14	0	0	2	40	2	40	1	20	440	12	0	47	41	12	441	12	1	44	40	16	440
D. poor	5	0	0	0	0	2	100	0	0	440	3	0	0	75	25	432	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	19	0	0	4	57	2	29	1	14	444	23	3	52	33	12	443	19	2	46	34	17	442
B. about the same as my regular schoolwork	73	0	0	13	48	11	41	3	11	442	63	2	57	37	3	445	62	5	64	26	5	446
C. easier than my regular schoolwork	8	0	0	1	33	1	33	1	33	438	14	15	60	15	10	448	18	3	58	29	10	444
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	1	33	1	33	1	33	440	20	0	21	61	18	438	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	61	0	0	10	45	10	45	2	9	441	47	4	58	33	4	444	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	31	0	0	6	55	3	27	2	18	443	34	6	73	17	4	449	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	11	0	0	3	75	1	25	0	0	451	14	14	67	14	5	450	18	7	64	22	7	447
B. 20 minutes to an hour	78	0	0	13	45	12	41	4	14	440	60	2	60	30	8	444	55	4	64	26	6	446
C. less than 20 minutes	8	0	0	1	33	1	33	1	33	441	13	5	47	42	5	444	14	2	53	33	12	443
D. I rarely read at home.	3	0	0	1	100	0	0	0	0	450	12	0	39	56	6	441	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	36	0	0	7	54	4	31	2	15	443	25	0	46	43	11	442	23	3	50	34	13	442
B. six to ten pages	22	0	0	2	25	4	50	2	25	439	20	0	50	39	11	442	25	3	60	29	8	444
C. eleven or more pages	42	0	0	9	60	5	33	1	7	443	55	8	65	23	4	447	52	5	64	24	6	446
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	440	33	0	0	100	0	440						
B.	0										0											
C.	0										0											
D.	0										67	0	50	0	50	438						

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

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	4
SAU:	Augusta Public Schools
School:	Lincoln 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		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	3	6	4	1294	9
	2006-2007	1	4	4	3	1054	8
	2007-2008	**1**	**3**	**7**	**5**	**1321**	**9**
	Cum. Total*	3	3	17	4	3669	9
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	19	59	83	52	7000	50
	2006-2007	12	44	65	46	7394	53
	2007-2008	**11**	**30**	**63**	**43**	**7079**	**51**
	Cum. Total*	42	44	211	48	21473	51
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	8	25	42	26	3784	27
	2006-2007	8	30	48	34	3729	27
	2007-2008	**18**	**49**	**57**	**39**	**3955**	**28**
	Cum. Total*	34	35	147	33	11468	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	4	13	28	18	1894	14
	2006-2007	6	22	23	16	1735	12
	2007-2008	**7**	**19**	**18**	**12**	**1642**	**12**
	Cum. Total*	17	18	69	16	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	7.4	49.3	8.6	57.3	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	8.1	57.9	8.7	62.1	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	2.8	56.0	3.0	60.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	8.8	62.9	9.5	67.9	9.7	69.3

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 1997 *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.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Augusta Public Schools
School: Lincoln School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	1	3	11	30	18	49	7	19	437	145	5	43	39	12	442	13997	9	51	28	12	445
Ethnicity																						
African American/Black	2										7	0	14	14	71	427	386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	1										7	0	71	0	29	445	262	14	51	23	12	447
Hispanic	0										2						162	4	41	34	21	440
Caucasian/White	34	1	3	11	32	18	53	4	12	439	129	5	44	43	8	442	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	5	0	0	0	0	2	40	3	60	428	18	6	33	44	17	441	2372	3	31	36	30	436
No	32	1	3	11	34	16	50	4	13	439	127	5	45	39	12	442	11625	11	54	27	8	447
Current LEP																						
Yes	1										6	0	67	0	33	443	381	4	33	28	35	435
No	36	1	3	11	31	18	50	6	17	438	139	5	42	41	12	442	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	26	0	0	9	35	13	50	4	15	438	85	1	41	45	13	440	5472	5	41	35	19	440
No	11	1	9	2	18	5	45	3	27	436	60	10	47	32	12	444	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	37	1	3	11	30	18	49	7	19	437	145	5	43	39	12	442	13992	9	51	28	12	445
Gender																						
Female	16	0	0	2	13	13	81	1	6	436	74	5	41	47	7	443	6933	9	50	29	12	445
Male	21	1	5	9	43	5	24	6	29	438	71	4	46	31	18	441	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	9	0	0	1	11	7	78	1	11	436	37	0	24	51	24	436	1890	2	34	41	23	438
No	28	1	4	10	36	11	39	6	21	438	108	6	50	35	8	444	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	37	1	3	11	30	18	49	7	19	437	145	5	43	39	12	442	13731	9	51	29	12	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

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Augusta Public Schools
School: Lincoln School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	1	50	0	0	439	8	9	36	45	9	442	5	6	34	33	27	438
B. less than one hour	73	1	4	7	26	14	52	5	19	437	70	4	42	41	13	441	74	10	52	28	10	446
C. one to two hours	19	0	0	2	29	3	43	2	29	435	20	7	52	34	7	446	18	10	52	28	10	446
D. more than two hours	3	0	0	1	100	0	0	0	0	454	2	0	33	0	67	421	2	5	33	28	34	436
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.	22	0	0	1	13	4	50	3	38	432	29	7	55	24	14	444	38	13	56	23	8	448
B. They match some of what I have learned.	59	1	5	7	32	11	50	3	14	438	58	5	38	48	10	442	48	8	52	29	10	445
C. They match just a little of what I have learned.	11	0	0	2	50	2	50	0	0	439	9	0	38	46	15	438	10	4	35	39	22	439
D. There is no match.	8	0	0	1	33	1	33	1	33	441	4	0	50	17	33	441	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	1	7	4	27	7	47	3	20	438	33	10	48	31	10	444	35	16	55	20	8	449
B. good	35	0	0	4	31	8	62	1	8	438	46	1	48	40	10	441	48	7	52	31	11	445
C. fair	22	0	0	3	38	3	38	2	25	436	18	4	31	50	15	440	14	3	41	38	18	440
D. poor	3	0	0	0	0	0	0	1	100	428	3	0	0	50	50	433	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	24	0	0	3	33	5	56	1	11	439	17	4	28	52	16	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	62	1	4	7	30	11	48	4	17	438	67	6	45	37	11	443	64	10	54	28	9	446
C. easier than my regular schoolwork	14	0	0	1	20	2	40	2	40	432	15	0	55	32	14	441	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	16	0	0	2	33	2	33	2	33	432	17	0	29	42	29	434	23	8	47	29	16	443
B. two or three days a week	41	0	0	5	33	8	53	2	13	439	37	2	55	34	9	443	36	11	54	27	9	447
C. two or three times each month	24	1	11	2	22	5	56	1	11	440	34	10	36	48	6	444	25	10	53	27	10	446
D. never or almost never	19	0	0	2	29	3	43	2	29	436	12	6	50	28	17	442	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	14	0	0	2	40	0	0	3	60	431	13	0	50	22	28	438	5	3	30	33	33	436
B. two or three days a week	54	1	5	6	30	10	50	3	15	438	43	6	47	39	8	443	19	8	50	30	12	445
C. two or three times each month	11	0	0	1	25	2	50	1	25	439	28	5	34	51	10	442	38	11	55	26	8	447
D. never or almost never	22	0	0	2	25	6	75	0	0	439	16	4	43	35	17	440	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	16	0	0	1	17	2	33	3	50	428	12	0	29	41	29	433	8	3	33	38	25	438
B. 30–45 minutes	41	0	0	4	27	9	60	2	13	438	23	3	36	39	21	439	27	6	48	33	13	443
C. 45–60 minutes	43	1	6	6	38	7	44	2	13	441	42	3	50	37	10	443	38	11	54	26	9	447
D. more than 60 minutes	0										24	12	44	44	0	446	26	13	55	23	9	448
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	428	33	0	0	0	100	428						
B.	0										0											
C.	0										0											
D.	0										67	0	50	0	50	436						

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

Test Date:	March 2008
Grade:	4
SAU:	Augusta Public Schools
School:	Lincoln 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		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems 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	3	9	3	2	751	5
	2006-2007	1	4	5	4	963	7
	2007-2008	**0**	**0**	**1**	**1**	**882**	**6**
	Cum. Total*	4	4	9	2	2596	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	13	41	74	47	7251	52
	2006-2007	10	36	69	49	6824	49
	2007-2008	**11**	**30**	**65**	**45**	**7130**	**51**
	Cum. Total*	34	35	208	47	21205	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	15	47	62	39	4514	32
	2006-2007	9	32	44	31	4382	32
	2007-2008	**21**	**57**	**64**	**44**	**4433**	**32**
	Cum. Total*	45	46	170	38	13329	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	3	19	12	1458	10
	2006-2007	8	29	23	16	1735	12
	2007-2008	**5**	**14**	**15**	**10**	**1546**	**11**
	Cum. Total*	14	14	57	13	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	7.5	62.5	7.9	65.8	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	5.9	49.2	6.3	52.5	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	6.3	52.5	6.8	56.7	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	6.6	55.0	7.4	61.7	7.6	63.3

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 1997 *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.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

SCIENCE AND TECHNOLOGY RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Augusta Public Schools
School: Lincoln School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	0	0	11	30	21	57	5	14	437	145	1	45	44	10	441	13991	6	51	32	11	444
Ethnicity																						
African American/Black	2										7	0	14	57	29	435	385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	1										7	0	57	43	0	443	262	5	52	28	14	443
Hispanic	0										2						162	2	38	39	21	439
Caucasian/White	34	0	0	10	29	20	59	4	12	437	129	1	46	44	9	441	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	5	0	0	1	20	3	60	1	20	436	18	6	33	56	6	441	2370	2	32	41	25	437
No	32	0	0	10	31	18	56	4	13	438	127	0	46	43	11	440	11621	7	55	30	8	445
Current LEP																						
Yes	1										6	0	33	33	33	437	379	1	25	35	39	433
No	36	0	0	11	31	21	58	4	11	438	139	1	45	45	9	441	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	26	0	0	6	23	17	65	3	12	437	85	1	38	48	13	439	5470	3	41	39	18	440
No	11	0	0	5	45	4	36	2	18	439	60	0	55	38	7	443	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	37	0	0	11	30	21	57	5	14	437	145	1	45	44	10	441	13986	6	51	32	11	444
Gender																						
Female	16	0	0	2	13	12	75	2	13	435	74	0	41	50	9	440	6929	6	49	33	12	443
Male	21	0	0	9	43	9	43	3	14	439	71	1	49	38	11	441	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	9	0	0	0	0	7	78	2	22	432	37	3	30	41	27	436	1888	1	32	44	23	437
No	28	0	0	11	39	14	50	3	11	439	108	0	50	45	5	442	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	37	0	0	11	30	21	57	5	14	437	145	1	45	44	10	441	13725	6	51	32	11	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)

Test Date: March 2008
Grade: 4
SAU: Augusta Public Schools
School: Lincoln School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	2	100	0	0	438	8	0	36	55	9	439	5	4	37	36	22	439
B. less than one hour	73	0	0	9	33	13	48	5	19	437	70	1	43	45	11	440	74	6	53	31	10	444
C. one to two hours	19	0	0	2	29	5	71	0	0	438	20	0	59	38	3	443	18	7	52	32	8	445
D. more than two hours	3	0	0	0	0	1	100	0	0	440	2	0	0	33	67	425	2	4	31	33	32	437
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.	41	0	0	4	27	11	73	0	0	439	24	3	35	53	9	440	24	9	53	28	10	446
B. They match some of what I have learned.	38	0	0	5	36	6	43	3	21	438	46	0	53	39	8	442	49	6	54	31	9	445
C. They match just a little of what I have learned.	16	0	0	1	17	3	50	2	33	429	22	0	39	48	13	439	21	4	47	36	13	442
D. There is no match.	5	0	0	1	50	1	50	0	0	441	9	0	38	38	23	436	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	19	0	0	3	43	4	57	0	0	442	19	4	44	41	11	441	25	9	53	27	10	446
B. good	49	0	0	5	28	11	61	2	11	438	52	0	51	44	5	442	54	6	55	30	9	445
C. fair	24	0	0	2	22	5	56	2	22	435	25	0	33	50	17	438	19	3	43	40	15	441
D. poor	8	0	0	1	33	1	33	1	33	431	4	0	33	33	33	433	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	32	0	0	4	33	5	42	3	25	436	31	0	40	42	18	438	22	5	45	35	15	442
B. about the same as my regular schoolwork	51	0	0	5	26	12	63	2	11	438	54	1	44	48	6	441	62	7	53	31	9	445
C. easier than my regular schoolwork	16	0	0	2	33	4	67	0	0	438	15	0	57	33	10	442	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	19	0	0	2	29	5	71	0	0	439	10	0	29	57	14	437	24	7	48	33	12	444
B. a few times a week	76	0	0	9	32	15	54	4	14	438	62	1	45	44	10	441	53	7	54	31	9	445
C. once a week	0										15	0	41	55	5	441	9	6	46	33	15	442
D. a few times a month	5	0	0	0	0	1	50	1	50	432	13	0	58	26	16	441	14	5	50	31	14	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.	73	0	0	9	33	14	52	4	15	437	42	0	42	48	10	440	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	5	0	0	1	50	1	50	0	0	441	29	2	48	38	12	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	14	0	0	1	20	4	80	0	0	440	16	0	57	30	13	442	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	8	0	0	0	0	2	67	1	33	431	13	0	33	61	6	441	22	9	55	26	9	446
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	438	33	0	0	100	0	438						
B.	0										0											
C.	0										0											
D.	0										67	0	0	50	50	429						

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