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:	10361217
SAU:	Chelsea School Department
School:	Chelsea 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.

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9
Science and Technology Results 10-12

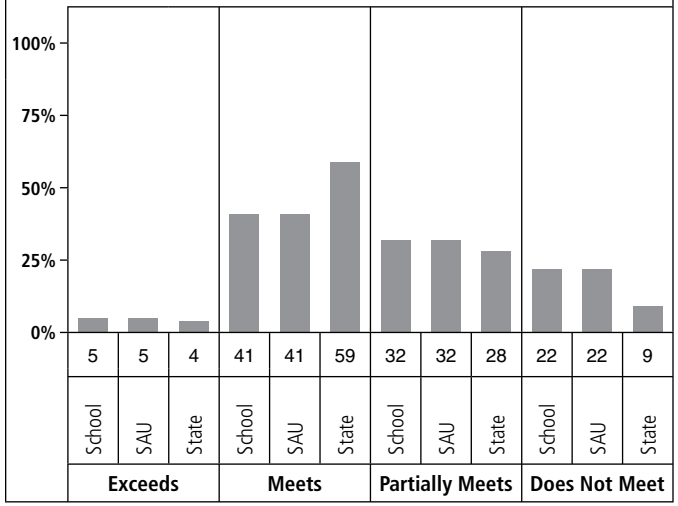
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	Chelsea School Department
School:	Chelsea Elementary School

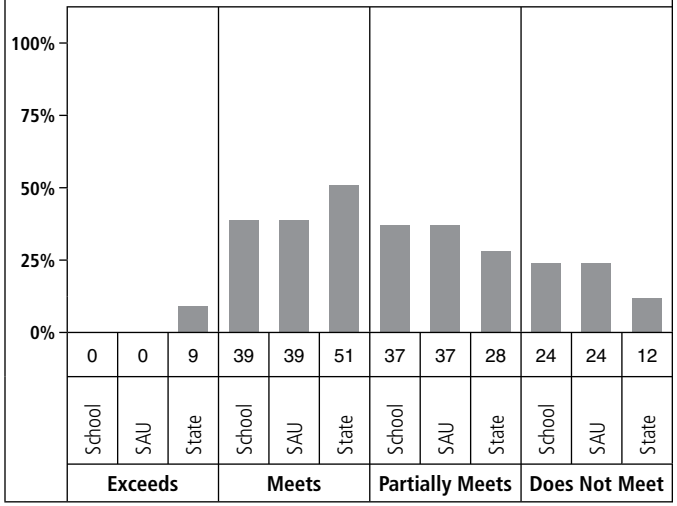
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	446	443	444
2006–2007	442	442	445
2007–2008	**441**	**441**	**445**
Cum. Avg.*	442	442	445
Mathematics			
2005–2006	444	441	444
2006–2007	441	441	445
2007–2008	**437**	**437**	**445**
Cum. Avg.*	440	439	445
Science & Technology			
2005–2006	447	445	444
2006–2007	442	442	444
2007–2008	**437**	**437**	**444**
Cum. Avg.*	440	440	444

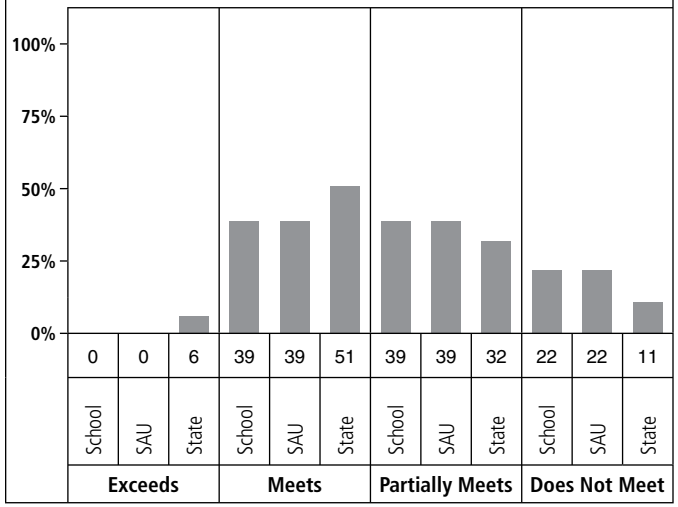
ELA – READING

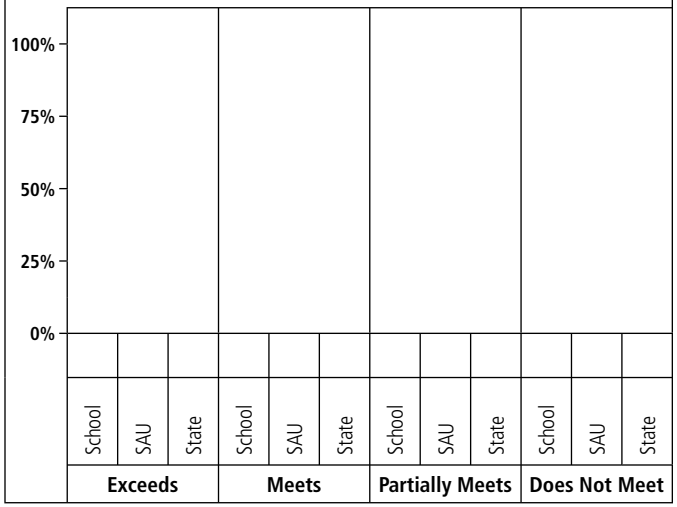


MATHEMATICS



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

Test Date: March 2008
Grade: 4
SAU: Chelsea School Department
School: Chelsea Elementary 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	41	100	42	100	14207	100	41	100	42	100	14181	100	41	100	42	100	14123	100	41	100	42	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	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	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	41	100	42	100	13282	93	41	100	42	100	13264	100	41	100	42	100	13205	100	41	100	42	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	12	29	13	31	2524	18	12	100	13	100	2514	100	12	100	13	100	2498	99	12	100	13	100	2494	99						
Current LEP	0	0	1	2	385	3	0	0	1	100	377	98	0	0	1	100	383	99	0	0	1	100	380	99						
Economically disadvantaged	15	37	15	36	5587	39	15	100	15	100	5569	100	15	100	15	100	5538	99	15	100	15	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	31	76	31	74	10755	76	30	73	30	71	10730	76	31	76	31	74	10776	76						
Identified disability (PET/IEP)	3	10	3	10	375	3	2	7	2	7	374	3	3	10	3	10	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	10	24	10	24	3298	23	11	27	11	26	3267	23	10	24	10	24	3215	23						
Identified disability (PET/IEP)	9	90	9	90	2013	61	10	91	10	91	1998	61	9	90	9	90	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	1	10	1	10	1046	32	1	9	1	9	1023	31	1	10	1	10	987	31						
Participation through alternate assessment (PAAP)	0	0	1	2	126	1	0	0	1	2	126	1	0	0	1	2	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	1	100	2	2	0	0	1	100	2	2	0	0	1	100	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:	Chelsea School Department
School:	Chelsea 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		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	1	8	1	7	601	4
	2006-2007	0	0	0	0	507	4
	2007-2008	**2**	**5**	**2**	**5**	**559**	**4**
	Cum. Total*	3	3	3	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	8	62	8	53	7910	57
	2006-2007	20	63	20	63	8749	63
	2007-2008	**17**	**41**	**17**	**41**	**8308**	**59**
	Cum. Total*	45	52	45	51	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	4	31	5	33	3970	29
	2006-2007	8	25	8	25	3467	25
	2007-2008	**13**	**32**	**13**	**32**	**3922**	**28**
	Cum. Total*	25	29	26	30	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	0	0	1	7	1421	10
	2006-2007	4	13	4	13	1165	8
	2007-2008	**9**	**22**	**9**	**22**	**1264**	**9**
	Cum. Total*	13	15	14	16	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**	26.2	54.6	26.2	54.6	29.7	61.9
Literary Text	**24**	**50**	14.1	58.8	14.1	58.8	15.5	64.6
Informational Text	**24**	**50**	12.0	50.0	12.0	50.0	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: Chelsea School Department
School: Chelsea Elementary 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	41	2	5	17	41	13	32	9	22	441	41	5	41	32	22	441	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	41	2	5	17	41	13	32	9	22	441	41	5	41	32	22	441	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	12	0	0	2	17	2	17	8	67	431	12	0	17	17	67	431	2388	0	29	44	26	437
No	29	2	7	15	52	11	38	1	3	445	29	7	52	38	3	445	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	41	2	5	17	41	13	32	9	22	441	41	5	41	32	22	441	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	15	0	0	6	40	5	33	4	27	437	15	0	40	33	27	437	5502	1	47	37	14	441
No	26	2	8	11	42	8	31	5	19	443	26	8	42	31	19	443	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	41	2	5	17	41	13	32	9	22	441	41	5	41	32	22	441	14048	4	59	28	9	445
Gender																						
Female	19	2	11	7	37	7	37	3	16	444	19	11	37	37	16	444	6959	5	61	26	8	446
Male	22	0	0	10	45	6	27	6	27	439	22	0	45	27	27	439	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	10	0	0	0	0	7	70	3	30	435	10	0	0	70	30	435	1890	0	37	46	17	439
No	31	2	6	17	55	6	19	6	19	443	31	6	55	19	19	443	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	41	2	5	17	41	13	32	9	22	441	41	5	41	32	22	441	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: Chelsea School Department
School: Chelsea Elementary 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	10	0	0	0	0	2	50	2	50	432	10	0	0	50	50	432	5	1	42	36	21	440
B. less than one hour	61	2	8	10	40	8	32	5	20	442	61	8	40	32	20	442	74	4	62	27	7	445
C. one to two hours	24	0	0	7	70	3	30	0	0	446	24	0	70	30	0	446	18	5	59	29	7	446
D. more than two hours	5	0	0	0	0	0	0	2	100	418	5	0	0	0	100	418	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.	34	1	7	5	36	3	21	5	36	438	34	7	36	21	36	438	30	6	63	24	7	446
B. They match some of what I have learned.	39	1	6	9	56	5	31	1	6	446	39	6	56	31	6	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	20	0	0	1	13	4	50	3	38	435	20	0	13	50	38	435	12	2	46	37	15	441
D. There is no match.	7	0	0	2	67	1	33	0	0	443	7	0	67	33	0	443	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	2	13	8	53	3	20	2	13	447	37	13	53	20	13	447	35	7	66	20	6	448
B. good	54	0	0	7	32	9	41	6	27	437	54	0	32	41	27	437	51	3	60	29	7	445
C. fair	10	0	0	2	50	1	25	1	25	439	10	0	50	25	25	439	12	1	44	40	16	440
D. poor	0										0						2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	3	38	1	13	4	50	432	20	0	38	13	50	432	19	2	46	34	17	442
B. about the same as my regular schoolwork	68	2	7	13	46	9	32	4	14	444	68	7	46	32	14	444	62	5	64	26	5	446
C. easier than my regular schoolwork	12	0	0	1	20	3	60	1	20	438	12	0	20	60	20	438	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.	18	0	0	1	14	4	57	2	29	433	18	0	14	57	29	433	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	50	1	5	9	45	6	30	4	20	442	50	5	45	30	20	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	33	1	8	6	46	3	23	3	23	443	33	8	46	23	23	443	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	27	0	0	4	36	3	27	4	36	436	27	0	36	27	36	436	18	7	64	22	7	447
B. 20 minutes to an hour	56	1	4	11	48	7	30	4	17	443	56	4	48	30	17	443	55	4	64	26	6	446
C. less than 20 minutes	12	1	20	1	20	3	60	0	0	445	12	20	20	60	0	445	14	2	53	33	12	443
D. I rarely read at home.	5	0	0	1	50	0	0	1	50	438	5	0	50	0	50	438	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	0	0	3	38	3	38	2	25	440	20	0	38	38	25	440	23	3	50	34	13	442
B. six to ten pages	38	1	7	6	40	5	33	3	20	441	38	7	40	33	20	441	25	3	60	29	8	444
C. eleven or more pages	43	1	6	8	47	5	29	3	18	442	43	6	47	29	18	442	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	448	100	0	100	0	0	448						

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:	Chelsea School Department
School:	Chelsea 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		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	8	1	7	1294	9
	2006-2007	1	3	1	3	1054	8
	2007-2008	**0**	**0**	**0**	**0**	**1321**	**9**
	Cum. Total*	2	2	2	2	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	8	62	8	53	7000	50
	2006-2007	18	56	18	56	7394	53
	2007-2008	**16**	**39**	**16**	**39**	**7079**	**51**
	Cum. Total*	42	49	42	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	2	15	2	13	3784	27
	2006-2007	7	22	7	22	3729	27
	2007-2008	**15**	**37**	**15**	**37**	**3955**	**28**
	Cum. Total*	24	28	24	27	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	2	15	4	27	1894	14
	2006-2007	6	19	6	19	1735	12
	2007-2008	**10**	**24**	**10**	**24**	**1642**	**12**
	Cum. Total*	18	21	20	23	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**	8.7	58.0	8.7	58.0	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	6.8	48.6	6.8	48.6	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	2.9	58.0	2.9	58.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	8.4	60.0	8.4	60.0	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: Chelsea School Department
School: Chelsea Elementary 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	41	0	0	16	39	15	37	10	24	437	41	0	39	37	24	437	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	41	0	0	16	39	15	37	10	24	437	41	0	39	37	24	437	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	12	0	0	2	17	3	25	7	58	424	12	0	17	25	58	424	2372	3	31	36	30	436
No	29	0	0	14	48	12	41	3	10	442	29	0	48	41	10	442	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	41	0	0	16	39	15	37	10	24	437	41	0	39	37	24	437	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	15	0	0	5	33	6	40	4	27	435	15	0	33	40	27	435	5472	5	41	35	19	440
No	26	0	0	11	42	9	35	6	23	438	26	0	42	35	23	438	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	41	0	0	16	39	15	37	10	24	437	41	0	39	37	24	437	13992	9	51	28	12	445
Gender																						
Female	19	0	0	8	42	8	42	3	16	440	19	0	42	42	16	440	6933	9	50	29	12	445
Male	22	0	0	8	36	7	32	7	32	434	22	0	36	32	32	434	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	10	0	0	0	0	6	60	4	40	431	10	0	0	60	40	431	1890	2	34	41	23	438
No	31	0	0	16	52	9	29	6	19	439	31	0	52	29	19	439	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	41	0	0	16	39	15	37	10	24	437	41	0	39	37	24	437	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: Chelsea School Department
School: Chelsea Elementary 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	10	0	0	1	25	1	25	2	50	422	10	0	25	25	50	422	5	6	34	33	27	438
B. less than one hour	61	0	0	11	44	8	32	6	24	439	61	0	44	32	24	439	74	10	52	28	10	446
C. one to two hours	24	0	0	4	40	6	60	0	0	443	24	0	40	60	0	443	18	10	52	28	10	446
D. more than two hours	5	0	0	0	0	0	0	2	100	406	5	0	0	0	100	406	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.	39	0	0	7	44	4	25	5	31	436	39	0	44	25	31	436	38	13	56	23	8	448
B. They match some of what I have learned.	44	0	0	9	50	6	33	3	17	441	44	0	50	33	17	441	48	8	52	29	10	445
C. They match just a little of what I have learned.	15	0	0	0	0	4	67	2	33	428	15	0	0	67	33	428	10	4	35	39	22	439
D. There is no match.	2	0	0	0	0	1	100	0	0	432	2	0	0	100	0	432	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	0	0	6	40	5	33	4	27	436	37	0	40	33	27	436	35	16	55	20	8	449
B. good	59	0	0	9	38	10	42	5	21	438	59	0	38	42	21	438	48	7	52	31	11	445
C. fair	5	0	0	1	50	0	0	1	50	425	5	0	50	0	50	425	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	0	0	1	25	1	25	2	50	425	10	0	25	25	50	425	15	4	38	33	25	439
B. about the same as my regular schoolwork	71	0	0	13	45	12	41	4	14	440	71	0	45	41	14	440	64	10	54	28	9	446
C. easier than my regular schoolwork	20	0	0	2	25	2	25	4	50	433	20	0	25	25	50	433	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	0	0	2	20	4	40	4	40	429	24	0	20	40	40	429	23	8	47	29	16	443
B. two or three days a week	34	0	0	9	64	3	21	2	14	444	34	0	64	21	14	444	36	11	54	27	9	447
C. two or three times each month	17	0	0	3	43	2	29	2	29	437	17	0	43	29	29	437	25	10	53	27	10	446
D. never or almost never	24	0	0	2	20	6	60	2	20	434	24	0	20	60	20	434	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	400	2	0	0	0	100	400	5	3	30	33	33	436
B. two or three days a week	29	0	0	8	67	2	17	2	17	443	29	0	67	17	17	443	19	8	50	30	12	445
C. two or three times each month	37	0	0	6	40	5	33	4	27	437	37	0	40	33	27	437	38	11	55	26	8	447
D. never or almost never	32	0	0	2	15	8	62	3	23	434	32	0	15	62	23	434	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	17	0	0	0	0	2	29	5	71	422	17	0	0	29	71	422	8	3	33	38	25	438
B. 30–45 minutes	29	0	0	4	33	6	50	2	17	437	29	0	33	50	17	437	27	6	48	33	13	443
C. 45–60 minutes	39	0	0	9	56	5	31	2	13	443	39	0	56	31	13	443	38	11	54	26	9	447
D. more than 60 minutes	15	0	0	3	50	2	33	1	17	437	15	0	50	33	17	437	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	444	100	0	100	0	0	444						

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:	Chelsea School Department
School:	Chelsea 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		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	1	8	1	7	751	5
	2006-2007	1	3	1	3	963	7
	2007-2008	**0**	**0**	**0**	**0**	**882**	**6**
	Cum. Total*	2	2	2	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	7	54	7	47	7251	52
	2006-2007	16	50	16	50	6824	49
	2007-2008	**16**	**39**	**16**	**39**	**7130**	**51**
	Cum. Total*	39	45	39	44	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	5	38	6	40	4514	32
	2006-2007	9	28	9	28	4382	32
	2007-2008	**16**	**39**	**16**	**39**	**4433**	**32**
	Cum. Total*	30	35	31	35	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	0	0	1	7	1458	10
	2006-2007	6	19	6	19	1735	12
	2007-2008	**9**	**22**	**9**	**22**	**1546**	**11**
	Cum. Total*	15	17	16	18	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**	7.2	60.0	7.2	60.0	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	6.6	55.0	6.6	55.0	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	5.9	49.2	5.9	49.2	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	6.4	53.3	6.4	53.3	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: Chelsea School Department
School: Chelsea Elementary 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	41	0	0	16	39	16	39	9	22	437	41	0	39	39	22	437	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	41	0	0	16	39	16	39	9	22	437	41	0	39	39	22	437	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	12	0	0	0	0	4	33	8	67	420	12	0	0	33	67	420	2370	2	32	41	25	437
No	29	0	0	16	55	12	41	1	3	444	29	0	55	41	3	444	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	41	0	0	16	39	16	39	9	22	437	41	0	39	39	22	437	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	15	0	0	4	27	7	47	4	27	433	15	0	27	47	27	433	5470	3	41	39	18	440
No	26	0	0	12	46	9	35	5	19	439	26	0	46	35	19	439	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	41	0	0	16	39	16	39	9	22	437	41	0	39	39	22	437	13986	6	51	32	11	444
Gender																						
Female	19	0	0	8	42	8	42	3	16	442	19	0	42	42	16	442	6929	6	49	33	12	443
Male	22	0	0	8	36	8	36	6	27	433	22	0	36	36	27	433	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	10	0	0	0	0	7	70	3	30	432	10	0	0	70	30	432	1888	1	32	44	23	437
No	31	0	0	16	52	9	29	6	19	438	31	0	52	29	19	438	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	41	0	0	16	39	16	39	9	22	437	41	0	39	39	22	437	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: Chelsea School Department
School: Chelsea Elementary 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	10	0	0	0	0	2	50	2	50	419	10	0	0	50	50	419	5	4	37	36	22	439
B. less than one hour	61	0	0	10	40	10	40	5	20	439	61	0	40	40	20	439	74	6	53	31	10	444
C. one to two hours	24	0	0	6	60	4	40	0	0	446	24	0	60	40	0	446	18	7	52	32	8	445
D. more than two hours	5	0	0	0	0	0	0	2	100	404	5	0	0	0	100	404	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.	34	0	0	8	57	4	29	2	14	441	34	0	57	29	14	441	24	9	53	28	10	446
B. They match some of what I have learned.	41	0	0	7	41	8	47	2	12	440	41	0	41	47	12	440	49	6	54	31	9	445
C. They match just a little of what I have learned.	17	0	0	0	0	3	43	4	57	423	17	0	0	43	57	423	21	4	47	36	13	442
D. There is no match.	7	0	0	1	33	1	33	1	33	430	7	0	33	33	33	430	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	29	0	0	6	50	2	17	4	33	434	29	0	50	17	33	434	25	9	53	27	10	446
B. good	44	0	0	7	39	11	61	0	0	441	44	0	39	61	0	441	54	6	55	30	9	445
C. fair	24	0	0	3	30	3	30	4	40	433	24	0	30	30	40	433	19	3	43	40	15	441
D. poor	2	0	0	0	0	0	0	1	100	426	2	0	0	0	100	426	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	20	0	0	0	0	4	50	4	50	425	20	0	0	50	50	425	22	5	45	35	15	442
B. about the same as my regular schoolwork	70	0	0	13	46	10	36	5	18	439	70	0	46	36	18	439	62	7	53	31	9	445
C. easier than my regular schoolwork	10	0	0	3	75	1	25	0	0	450	10	0	75	25	0	450	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	46	0	0	6	32	9	47	4	21	435	46	0	32	47	21	435	24	7	48	33	12	444
B. a few times a week	44	0	0	10	56	6	33	2	11	442	44	0	56	33	11	442	53	7	54	31	9	445
C. once a week	0										0						9	6	46	33	15	442
D. a few times a month	10	0	0	0	0	1	25	3	75	422	10	0	0	25	75	422	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.	29	0	0	5	42	4	33	3	25	436	29	0	42	33	25	436	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	49	0	0	10	50	8	40	2	10	440	49	0	50	40	10	440	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	12	0	0	1	20	1	20	3	60	429	12	0	20	20	60	429	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	10	0	0	0	0	3	75	1	25	432	10	0	0	75	25	432	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	426	100	0	0	0	100	426						

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