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: 10881281
SAU: Lewiston School Department
School: Pettingill 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

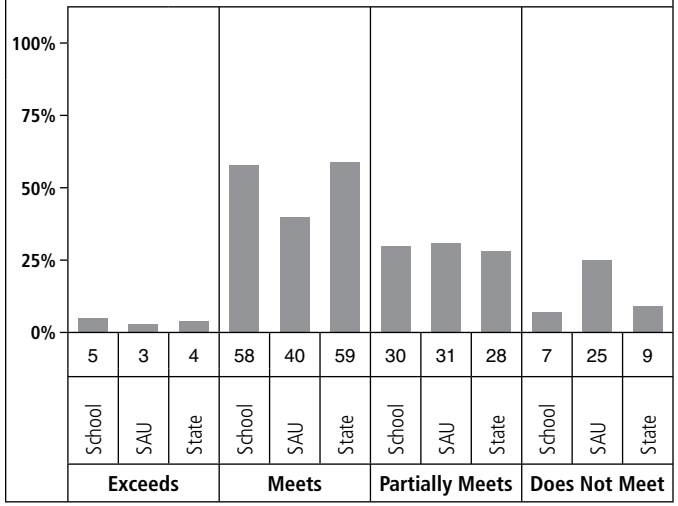
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	Lewiston School Department
School:	Pettingill Elementary School

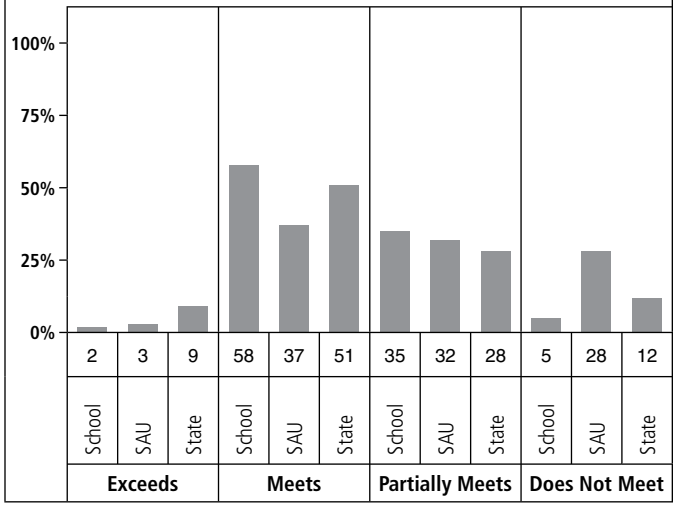
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	444	442	444
2006–2007	448	441	445
2007–2008	**445**	**440**	**445**
Cum. Avg.*	446	441	445
Mathematics			
2005–2006	443	441	444
2006–2007	447	442	445
2007–2008	**445**	**437**	**445**
Cum. Avg.*	445	440	445
Science & Technology			
2005–2006	442	440	444
2006–2007	446	441	444
2007–2008	**444**	**437**	**444**
Cum. Avg.*	444	439	444

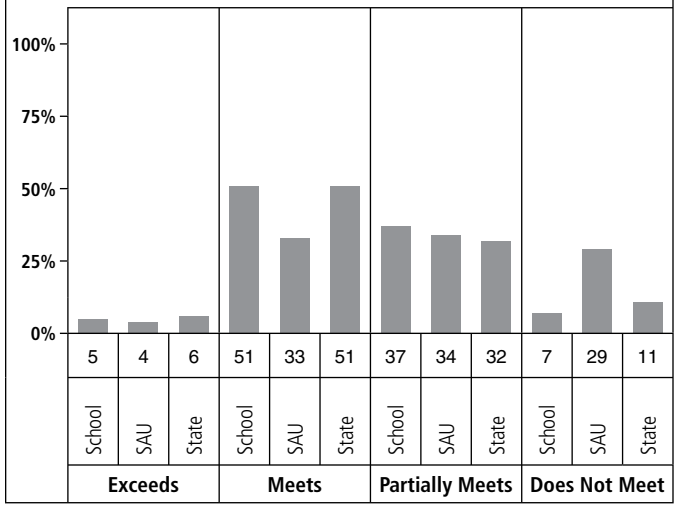
ELA – READING

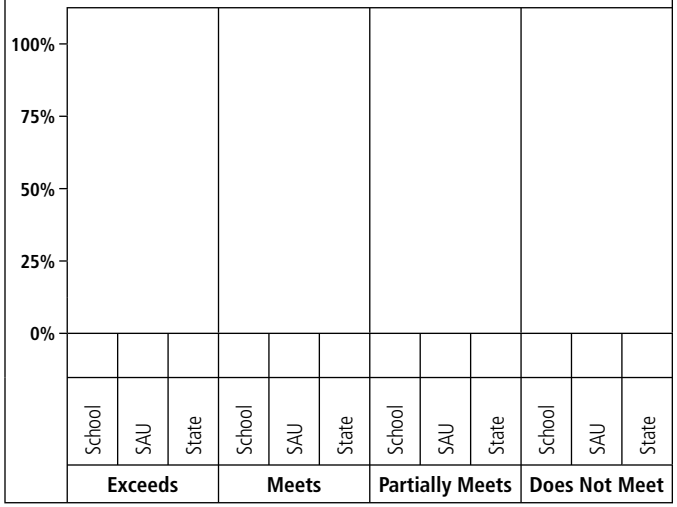


MATHEMATICS



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: Lewiston School Department
School: Pettingill 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	43	100	338	100	14207	100	43	100	334	99	14181	100	43	100	334	99	14123	100	43	100	334	99	14115	99						
Ethnicity African American/Black	1	2	85	25	390	3	1	100	84	99	388	99	1	100	84	99	388	99	1	100	84	99	386	99						
American Indian or Native Alaskan	0	0	1	0	101	1	0	0	1	100	101	100	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	1	2	5	1	263	2	1	100	5	100	259	98	1	100	5	100	262	100	1	100	5	100	262	100						
Hispanic	1	2	10	3	170	1	1	100	9	100	168	99	1	100	9	100	166	98	1	100	9	90	166	98						
Caucasian/White	40	93	237	70	13282	93	40	100	235	99	13264	100	40	100	235	99	13205	100	40	100	235	99	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	6	14	71	21	2524	18	6	100	71	100	2514	100	6	100	71	100	2498	99	6	100	71	100	2494	99						
Current LEP	1	2	71	21	385	3	1	100	71	100	377	98	1	100	71	100	383	99	1	100	71	100	380	99						
Economically disadvantaged	19	44	225	67	5587	39	19	100	222	99	5569	100	19	100	222	99	5538	99	19	100	222	99	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	37	86	202	60	10755	76	37	86	202	60	10730	76	37	86	203	60	10776	76						
Identified disability (PET/IEP)	0	0	3	1	375	3	0	0	3	1	374	3	0	0	3	1	384	4						
LEP	1	3	16	8	148	1	1	3	16	8	148	1	1	3	17	8	150	1						
504 plan	0	0	2	1	114	1	0	0	2	1	114	1	0	0	2	1	115	1						
Participation with accommodations	6	14	127	38	3298	23	6	14	127	38	3267	23	6	14	126	37	3215	23						
Identified disability (PET/IEP)	6	100	63	50	2013	61	6	100	63	50	1998	61	6	100	63	50	1986	62						
LEP	0	0	55	43	225	7	0	0	55	43	233	7	0	0	54	43	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	14	11	1046	32	0	0	14	11	1023	31	0	0	14	11	987	31						
Participation through alternate assessment (PAAP)	0	0	5	1	126	1	0	0	5	1	126	1	0	0	5	1	124	1						
Identified disability (PET/IEP)	0	0	5	100	126	100	0	0	5	100	126	100	0	0	5	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	1	0	15	0	0	0	1	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	3	1	11	0	0	0	3	1	68	0	0	0	4	1	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:	Lewiston School Department
School:	Pettingill 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	2	10	3	601	4
	2006-2007	1	2	5	2	507	4
	2007-2008	**2**	**5**	**11**	**3**	**559**	**4**
	Cum. Total*	4	3	26	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	28	62	164	50	7910	57
	2006-2007	31	76	173	52	8749	63
	2007-2008	**25**	**58**	**133**	**40**	**8308**	**59**
	Cum. Total*	84	65	470	48	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	22	99	30	3970	29
	2006-2007	8	20	101	30	3467	25
	2007-2008	**13**	**30**	**102**	**31**	**3922**	**28**
	Cum. Total*	31	24	302	31	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	6	13	55	17	1421	10
	2006-2007	1	2	53	16	1165	8
	2007-2008	**3**	**7**	**83**	**25**	**1264**	**9**
	Cum. Total*	10	8	191	19	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**	29.8	62.1	25.6	53.3	29.7	61.9
Literary Text	**24**	**50**	16.2	67.5	13.5	56.3	15.5	64.6
Informational Text	**24**	**50**	13.7	57.1	12.1	50.4	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: Lewiston School Department
School: Pettingill 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	43	2	5	25	58	13	30	3	7	445	329	3	40	31	25	440	14053	4	59	28	9	445
Ethnicity																						
African American/Black	1										83	2	16	29	53	432	384	1	36	35	28	438
American Indian or Native Alaskan	0										1						101	1	46	44	10	442
Asian or Pacific Islander	1										5	0	80	0	20	442	259	6	61	22	11	445
Hispanic	1										9	0	0	78	22	436	164	0	45	38	16	440
Caucasian/White	40	2	5	24	60	11	28	3	8	445	231	4	50	30	16	443	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	434	66	0	26	39	35	435	2388	0	29	44	26	437
No	37	2	5	24	65	10	27	1	3	447	263	4	44	29	23	441	11665	5	65	25	6	446
Current LEP																						
Yes	1										71	1	13	27	59	430	373	1	32	35	32	436
No	42	2	5	24	57	13	31	3	7	445	258	4	48	32	16	442	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	19	0	0	8	42	10	53	1	5	440	219	1	34	33	32	437	5502	1	47	37	14	441
No	24	2	8	17	71	3	13	2	8	449	110	7	53	27	13	445	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	43	2	5	25	58	13	30	3	7	445	329	3	40	31	25	440	14048	4	59	28	9	445
Gender																						
Female	20	0	0	12	60	6	30	2	10	445	159	4	44	31	21	442	6959	5	61	26	8	446
Male	23	2	9	13	57	7	30	1	4	445	170	3	37	31	29	438	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	8	0	0	1	13	7	88	0	0	439	115	0	18	38	43	433	1890	0	37	46	17	439
No	35	2	6	24	69	6	17	3	9	446	214	5	52	27	15	443	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										3						266	21	74	4	0	456
No	43	2	5	25	58	13	30	3	7	445	326	3	40	31	25	440	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: Lewiston School Department
School: Pettingill 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	9	0	0	0	0	4	100	0	0	438	6	0	11	47	42	432	5	1	42	36	21	440
B. less than one hour	63	1	4	21	78	3	11	2	7	447	64	4	48	30	19	442	74	4	62	27	7	445
C. one to two hours	26	1	9	4	36	6	55	0	0	444	23	3	40	35	23	440	18	5	59	29	7	446
D. more than two hours	2	0	0	0	0	0	0	1	100	422	7	0	0	22	78	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.	42	1	6	9	50	6	33	2	11	443	34	6	35	33	26	440	30	6	63	24	7	446
B. They match some of what I have learned.	49	1	5	15	71	4	19	1	5	448	47	2	52	29	17	442	52	4	63	27	6	446
C. They match just a little of what I have learned.	7	0	0	1	33	2	67	0	0	440	12	0	29	32	39	435	12	2	46	37	15	441
D. There is no match.	2	0	0	0	0	1	100	0	0	434	7	4	13	35	48	432	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	1	6	11	69	3	19	1	6	447	39	5	45	25	25	441	35	7	66	20	6	448
B. good	49	1	5	12	57	8	38	0	0	445	46	3	38	36	23	440	51	3	60	29	7	445
C. fair	12	0	0	2	40	1	20	2	40	440	12	0	43	28	30	438	12	1	44	40	16	440
D. poor	2	0	0	0	0	1	100	0	0	434	2	0	0	57	43	433	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	9	0	0	2	50	2	50	0	0	442	22	0	25	28	48	434	19	2	46	34	17	442
B. about the same as my regular schoolwork	79	1	3	21	62	10	29	2	6	445	61	5	49	32	14	443	62	5	64	26	5	446
C. easier than my regular schoolwork	12	1	20	2	40	1	20	1	20	448	18	2	34	32	32	437	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.	12	0	0	1	20	3	60	1	20	437	24	0	24	32	43	435	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	68	1	4	17	61	8	29	2	7	445	51	3	46	34	17	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	20	1	13	6	75	1	13	0	0	451	26	6	48	24	23	442	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	16	0	0	5	71	2	29	0	0	451	19	3	39	31	27	440	18	7	64	22	7	447
B. 20 minutes to an hour	67	1	3	18	62	9	31	1	3	445	47	5	50	30	16	443	55	4	64	26	6	446
C. less than 20 minutes	9	1	25	1	25	1	25	1	25	445	21	3	37	32	28	439	14	2	53	33	12	443
D. I rarely read at home.	7	0	0	1	33	1	33	1	33	433	13	0	14	35	51	431	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	17	0	0	2	29	4	57	1	14	438	23	3	28	31	39	435	23	3	50	34	13	442
B. six to ten pages	12	0	0	4	80	1	20	0	0	443	26	4	52	26	18	441	25	3	60	29	8	444
C. eleven or more pages	71	2	7	19	66	6	21	2	7	448	51	4	41	33	22	441	52	5	64	24	6	446
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	448	41	0	14	29	57	430						
B.	0										29	0	0	60	40	430						
C.	0										6	0	0	0	100	408						
D.	0										24	0	0	0	100	428						

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:	Lewiston School Department
School:	Pettingill 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	2	4	24	7	1294	9
	2006-2007	2	5	24	7	1054	8
	2007-2008	**1**	**2**	**10**	**3**	**1321**	**9**
	Cum. Total*	5	4	58	6	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	20	44	142	42	7000	50
	2006-2007	29	71	160	48	7394	53
	2007-2008	**25**	**58**	**121**	**37**	**7079**	**51**
	Cum. Total*	74	57	423	42	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	18	40	97	29	3784	27
	2006-2007	8	20	94	28	3729	27
	2007-2008	**15**	**35**	**106**	**32**	**3955**	**28**
	Cum. Total*	41	32	297	30	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	5	11	73	22	1894	14
	2006-2007	2	5	54	16	1735	12
	2007-2008	**2**	**5**	**92**	**28**	**1642**	**12**
	Cum. Total*	9	7	219	22	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	7.6	50.7	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	10.2	72.9	8.2	58.6	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.6	72.0	3.0	60.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	9.2	65.7	8.2	58.6	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: Lewiston School Department
School: Pettingill 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	43	1	2	25	58	15	35	2	5	445	329	3	37	32	28	437	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										83	1	16	27	57	425	386	4	26	34	36	434
American Indian or Native Alaskan	0										1						101	3	46	41	11	442
Asian or Pacific Islander	1										5	40	40	0	20	450	262	14	51	23	12	447
Hispanic	1										9	0	11	33	56	432	162	4	41	34	21	440
Caucasian/White	40	0	0	25	63	13	33	2	5	445	231	3	45	35	16	441	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	2	33	3	50	1	17	439	66	0	26	41	33	435	2372	3	31	36	30	436
No	37	1	3	23	62	12	32	1	3	446	263	4	40	30	27	438	11625	11	54	27	8	447
Current LEP																						
Yes	1										71	1	11	20	68	422	381	4	33	28	35	435
No	42	0	0	25	60	15	36	2	5	444	258	3	44	36	17	441	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	19	1	5	7	37	10	53	1	5	442	219	3	29	32	36	434	5472	5	41	35	19	440
No	24	0	0	18	75	5	21	1	4	447	110	4	53	32	12	443	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	43	1	2	25	58	15	35	2	5	445	329	3	37	32	28	437	13992	9	51	28	12	445
Gender																						
Female	20	0	0	9	45	10	50	1	5	441	159	3	35	35	28	437	6933	9	50	29	12	445
Male	23	1	4	16	70	5	22	1	4	448	170	4	39	29	28	437	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	8	0	0	0	0	7	88	1	13	435	115	1	10	41	48	428	1890	2	34	41	23	438
No	35	1	3	25	71	8	23	1	3	447	214	4	51	28	17	442	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										3						266	45	49	5	0	461
No	43	1	2	25	58	15	35	2	5	445	326	2	37	33	28	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: Lewiston School Department
School: Pettingill 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	9	0	0	0	0	4	100	0	0	435	6	0	16	47	37	427	5	6	34	33	27	438
B. less than one hour	63	1	4	20	74	6	22	0	0	448	64	3	42	31	23	440	74	10	52	28	10	446
C. one to two hours	26	0	0	5	45	5	45	1	9	443	23	4	35	36	25	438	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	0	0	1	100	416	7	0	13	17	70	417	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.	55	0	0	15	65	7	30	1	4	445	42	4	49	31	15	442	38	13	56	23	8	448
B. They match some of what I have learned.	33	1	7	9	64	3	21	1	7	448	36	3	36	36	25	438	48	8	52	29	10	445
C. They match just a little of what I have learned.	10	0	0	1	25	3	75	0	0	439	15	0	21	32	47	429	10	4	35	39	22	439
D. There is no match.	2	0	0	0	0	1	100	0	0	438	7	0	8	17	75	420	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	1	7	9	60	5	33	0	0	448	43	6	41	26	27	439	35	16	55	20	8	449
B. good	42	0	0	14	78	3	17	1	6	446	39	1	43	32	24	438	48	7	52	31	11	445
C. fair	21	0	0	2	22	6	67	1	11	438	15	0	15	50	35	431	14	3	41	38	18	440
D. poor	2	0	0	0	0	1	100	0	0	432	4	0	17	33	50	427	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	0	0	5	71	2	29	0	0	447	18	0	24	29	47	430	15	4	38	33	25	439
B. about the same as my regular schoolwork	74	1	3	15	48	13	42	2	6	443	59	3	41	35	21	440	64	10	54	28	9	446
C. easier than my regular schoolwork	10	0	0	4	100	0	0	0	0	453	23	5	36	32	27	436	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	0	0	2	33	3	50	1	17	439	17	0	27	34	39	433	23	8	47	29	16	443
B. two or three days a week	28	0	0	7	58	5	42	0	0	445	33	2	34	37	27	436	36	11	54	27	9	447
C. two or three times each month	33	1	7	9	64	4	29	0	0	448	28	1	42	26	30	436	25	10	53	27	10	446
D. never or almost never	26	0	0	7	64	3	27	1	9	444	22	10	42	32	17	442	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	30	0	0	6	46	5	38	2	15	441	10	0	29	32	38	434	5	3	30	33	33	436
B. two or three days a week	23	0	0	6	60	4	40	0	0	445	14	2	27	36	36	434	19	8	50	30	12	445
C. two or three times each month	26	1	9	7	64	3	27	0	0	447	22	4	48	27	21	441	38	11	55	26	8	447
D. never or almost never	21	0	0	6	67	3	33	0	0	447	54	3	37	33	27	437	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	14	0	0	3	50	2	33	1	17	437	18	0	27	32	41	432	8	3	33	38	25	438
B. 30–45 minutes	40	0	0	11	65	6	35	0	0	446	30	2	42	36	20	440	27	6	48	33	13	443
C. 45–60 minutes	40	1	6	10	59	5	29	1	6	447	36	7	43	32	19	442	38	11	54	26	9	447
D. more than 60 minutes	7	0	0	1	33	2	67	0	0	441	16	0	26	26	47	428	26	13	55	23	9	448
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	444	41	0	29	14	57	423						
B.	0										29	0	0	60	40	423						
C.	0										6	0	0	0	100	400						
D.	0										24	0	0	25	75	423						

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:	Lewiston School Department
School:	Pettingill 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	2	4	9	3	751	5
	2006-2007	3	7	15	5	963	7
	2007-2008	**2**	**5**	**13**	**4**	**882**	**6**
	Cum. Total*	7	5	37	4	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	20	44	136	41	7251	52
	2006-2007	23	56	134	41	6824	49
	2007-2008	**22**	**51**	**108**	**33**	**7130**	**51**
	Cum. Total*	65	50	378	38	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	17	38	123	37	4514	32
	2006-2007	12	29	120	36	4382	32
	2007-2008	**16**	**37**	**111**	**34**	**4433**	**32**
	Cum. Total*	45	35	354	36	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	6	13	64	19	1458	10
	2006-2007	3	7	61	18	1735	12
	2007-2008	**3**	**7**	**97**	**29**	**1546**	**11**
	Cum. Total*	12	9	222	22	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**	8.0	66.7	6.8	56.7	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	7.1	59.2	6.2	51.7	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	7.5	62.5	6.3	52.5	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.7	64.2	6.5	54.2	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: Lewiston School Department
School: Pettingill 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	43	2	5	22	51	16	37	3	7	444	329	4	33	34	29	437	13991	6	51	32	11	444
Ethnicity																						
African American/Black	1										83	1	11	25	63	425	385	2	27	35	36	434
American Indian or Native Alaskan	0										1						101	3	44	44	10	441
Asian or Pacific Islander	1										5	0	80	20	0	447	262	5	52	28	14	443
Hispanic	1										9	0	11	67	22	434	162	2	38	39	21	439
Caucasian/White	40	2	5	21	53	14	35	3	8	444	231	5	41	35	19	441	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	3	50	2	33	1	17	439	66	2	24	39	35	435	2370	2	32	41	25	437
No	37	2	5	19	51	14	38	2	5	445	263	5	35	32	28	438	11621	7	55	30	8	445
Current LEP																						
Yes	1										71	0	13	17	70	423	379	1	25	35	39	433
No	42	2	5	21	50	16	38	3	7	444	258	5	38	38	18	441	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	19	0	0	7	37	11	58	1	5	440	219	2	28	32	37	434	5470	3	41	39	18	440
No	24	2	8	15	63	5	21	2	8	447	110	8	42	36	14	443	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	43	2	5	22	51	16	37	3	7	444	329	4	33	34	29	437	13986	6	51	32	11	444
Gender																						
Female	20	1	5	6	30	10	50	3	15	440	159	4	28	35	33	436	6929	6	49	33	12	443
Male	23	1	4	16	70	6	26	0	0	448	170	4	37	32	26	438	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	8	0	0	1	13	5	63	2	25	435	115	0	14	34	52	428	1888	1	32	44	23	437
No	35	2	6	21	60	11	31	1	3	446	214	6	43	34	17	442	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										3						266	30	65	5	1	457
No	43	2	5	22	51	16	37	3	7	444	326	4	33	34	30	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: Lewiston School Department
School: Pettingill 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	9	0	0	0	0	4	100	0	0	435	6	0	16	42	42	429	5	4	37	36	22	439
B. less than one hour	63	2	7	17	63	7	26	1	4	447	64	6	38	33	23	440	74	6	53	31	10	444
C. one to two hours	26	0	0	5	45	4	36	2	18	441	23	1	31	37	31	437	18	7	52	32	8	445
D. more than two hours	2	0	0	0	0	1	100	0	0	430	7	0	9	26	65	422	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.	33	2	14	4	29	7	50	1	7	443	31	9	34	36	21	441	24	9	53	28	10	446
B. They match some of what I have learned.	53	0	0	17	74	5	22	1	4	447	42	1	41	30	28	438	49	6	54	31	9	445
C. They match just a little of what I have learned.	7	0	0	1	33	2	67	0	0	440	18	3	24	36	36	434	21	4	47	36	13	442
D. There is no match.	7	0	0	0	0	2	67	1	33	430	9	0	10	38	52	429	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	40	2	12	7	41	7	41	1	6	445	34	6	32	39	24	438	25	9	53	27	10	446
B. good	47	0	0	13	65	6	30	1	5	445	42	3	42	32	23	440	54	6	55	30	9	445
C. fair	12	0	0	2	40	3	60	0	0	444	21	4	22	30	43	434	19	3	43	40	15	441
D. poor	2	0	0	0	0	0	0	1	100	418	3	0	9	27	64	422	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	16	0	0	3	43	3	43	1	14	439	23	0	28	32	40	433	22	5	45	35	15	442
B. about the same as my regular schoolwork	67	1	3	16	55	10	34	2	7	444	58	5	37	38	20	440	62	7	53	31	9	445
C. easier than my regular schoolwork	16	1	14	3	43	3	43	0	0	447	19	7	30	26	38	435	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	0										33	7	34	28	30	438	24	7	48	33	12	444
B. a few times a week	91	2	5	21	54	14	36	2	5	445	49	2	34	43	20	439	53	7	54	31	9	445
C. once a week	5	0	0	0	0	2	100	0	0	436	9	0	20	23	57	427	9	6	46	33	15	442
D. a few times a month	5	0	0	1	50	0	0	1	50	430	8	4	38	12	46	433	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.	19	0	0	5	63	2	25	1	13	443	35	4	30	37	29	437	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	33	0	0	5	36	7	50	2	14	439	22	1	21	38	39	433	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	12	0	0	4	80	1	20	0	0	450	21	7	46	31	16	444	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	37	2	13	8	50	6	38	0	0	448	22	3	39	28	31	437	22	9	55	26	9	446
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	454	41	0	14	29	57	430						
B.	0										29	0	40	0	60	427						
C.	0										6	0	0	0	100	400						
D.	0										24	0	25	0	75	422						

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