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:	11391366
SAU:	Raymond School Department
School:	Raymond Elementary School

Contents of the Report

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

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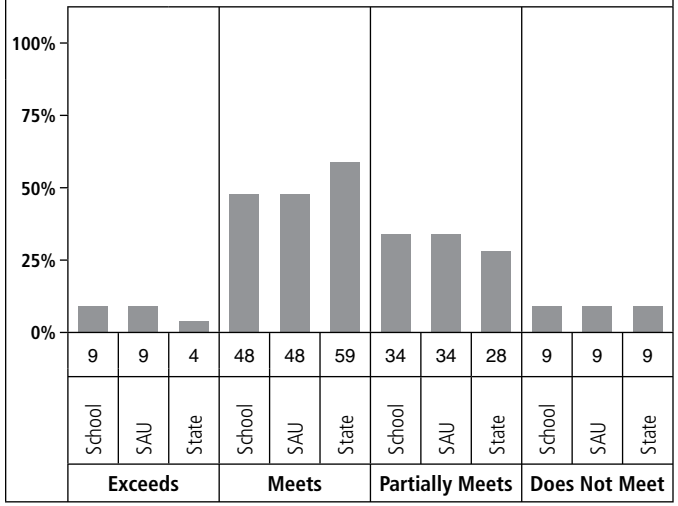
SUMMARY OF SCORES

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

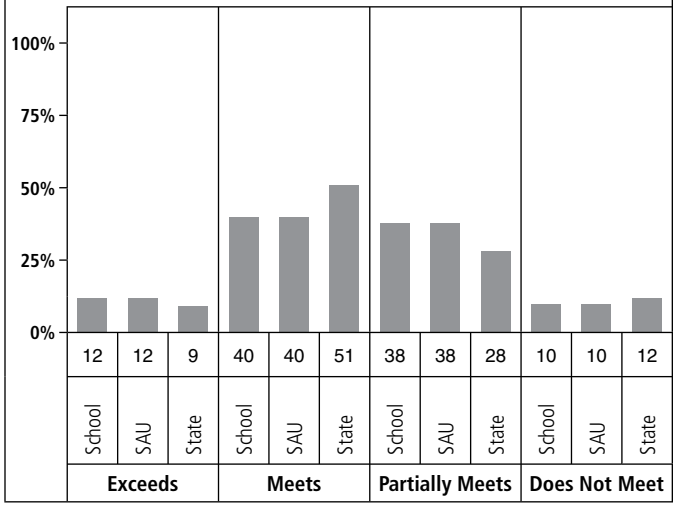
Summary of School, SAU, and State Scores

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

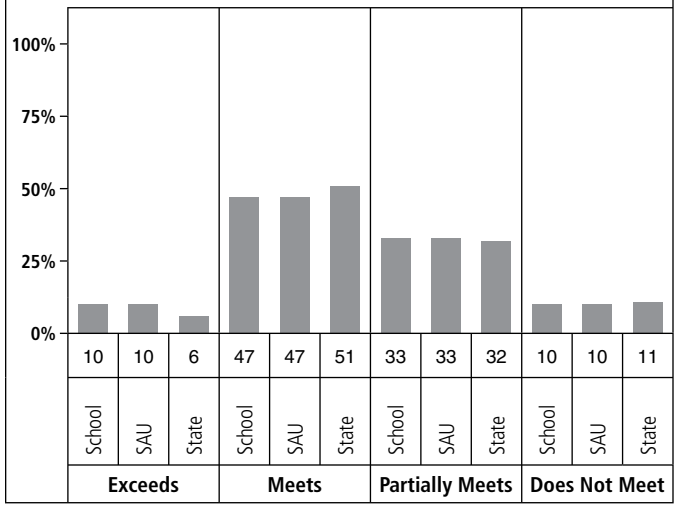
ELA – READING

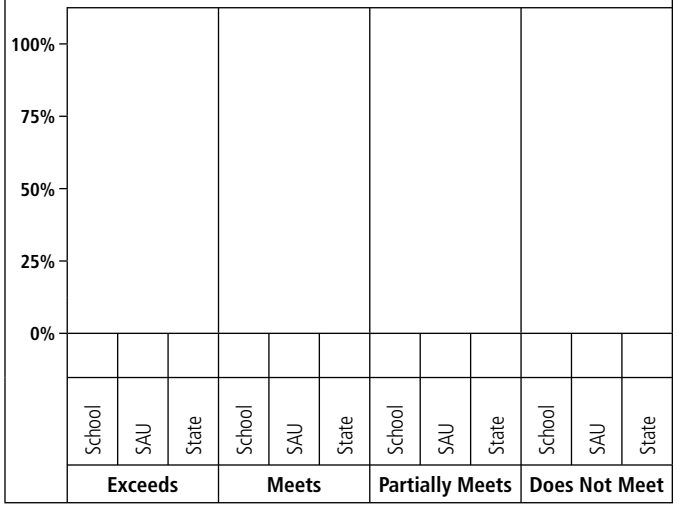


MATHEMATICS



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: Raymond School Department
School: Raymond 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	59	100	59	100	14207	100	59	100	59	100	14181	100	59	100	59	100	14123	100	59	100	59	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	2	3	2	3	101	1	2	100	2	100	101	100	2	100	2	100	101	100	2	100	2	100	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	57	97	57	97	13282	93	57	100	57	100	13264	100	57	100	57	100	13205	100	57	100	57	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	8	14	8	14	2524	18	8	100	8	100	2514	100	8	100	8	100	2498	99	8	100	8	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	14	24	14	24	5587	39	14	100	14	100	5569	100	14	100	14	100	5538	99	14	100	14	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	46	78	46	78	10755	76	46	78	46	78	10730	76	46	78	46	78	10776	76						
Identified disability (PET/IEP)	0	0	0	0	375	3	0	0	0	0	374	3	0	0	0	0	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	12	20	12	20	3298	23	12	20	12	20	3267	23	12	20	12	20	3215	23						
Identified disability (PET/IEP)	7	58	7	58	2013	61	7	58	7	58	1998	61	7	58	7	58	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	5	42	5	42	1046	32	5	42	5	42	1023	31	5	42	5	42	987	31						
Participation through alternate assessment (PAAP)	1	2	1	2	126	1	1	2	1	2	126	1	1	2	1	2	124	1						
Identified disability (PET/IEP)	1	100	1	100	126	100	1	100	1	100	126	100	1	100	1	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:	Raymond School Department
School:	Raymond 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	1	2	601	4
	2006-2007	1	2	1	2	507	4
	2007-2008	**5**	**9**	**5**	**9**	**559**	**4**
	Cum. Total*	7	4	7	4	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	32	67	32	65	7910	57
	2006-2007	45	74	45	74	8749	63
	2007-2008	**28**	**48**	**28**	**48**	**8308**	**59**
	Cum. Total*	105	63	105	63	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	13	27	14	29	3970	29
	2006-2007	13	21	13	21	3467	25
	2007-2008	**20**	**34**	**20**	**34**	**3922**	**28**
	Cum. Total*	46	28	47	28	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	4	2	4	1421	10
	2006-2007	2	3	2	3	1165	8
	2007-2008	**5**	**9**	**5**	**9**	**1264**	**9**
	Cum. Total*	9	5	9	5	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**	29.9	62.3	29.9	62.3	29.7	61.9
Literary Text	**24**	**50**	15.9	66.3	15.9	66.3	15.5	64.6
Informational Text	**24**	**50**	14.1	58.8	14.1	58.8	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: Raymond School Department
School: Raymond 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	58	5	9	28	48	20	34	5	9	445	58	9	48	34	9	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	2										2						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	56	5	9	28	50	19	34	4	7	446	56	9	50	34	7	446	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	5	71	0	0	440	7	0	29	71	0	440	2388	0	29	44	26	437
No	51	5	10	26	51	15	29	5	10	446	51	10	51	29	10	446	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	58	5	9	28	48	20	34	5	9	445	58	9	48	34	9	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	14	0	0	4	29	7	50	3	21	439	14	0	29	50	21	439	5502	1	47	37	14	441
No	44	5	11	24	55	13	30	2	5	447	44	11	55	30	5	447	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	58	5	9	28	48	20	34	5	9	445	58	9	48	34	9	445	14048	4	59	28	9	445
Gender																						
Female	35	4	11	19	54	8	23	4	11	447	35	11	54	23	11	447	6959	5	61	26	8	446
Male	23	1	4	9	39	12	52	1	4	444	23	4	39	52	4	444	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	0	37	46	17	439
No	58	5	9	28	48	20	34	5	9	445	58	9	48	34	9	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	58	5	9	28	48	20	34	5	9	445	58	9	48	34	9	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: Raymond School Department
School: Raymond 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	5	0	0	0	0	3	100	0	0	438	5	0	0	100	0	438	5	1	42	36	21	440
B. less than one hour	74	5	12	18	42	15	35	5	12	445	74	12	42	35	12	445	74	4	62	27	7	445
C. one to two hours	21	0	0	10	83	2	17	0	0	447	21	0	83	17	0	447	18	5	59	29	7	446
D. more than two hours	0										0						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.	19	2	18	5	45	3	27	1	9	448	19	18	45	27	9	448	30	6	63	24	7	446
B. They match some of what I have learned.	61	2	6	19	54	12	34	2	6	446	61	6	54	34	6	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	14	0	0	4	50	2	25	2	25	442	14	0	50	25	25	442	12	2	46	37	15	441
D. There is no match.	5	0	0	0	0	3	100	0	0	438	5	0	0	100	0	438	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	4	22	10	56	3	17	1	6	451	32	22	56	17	6	451	35	7	66	20	6	448
B. good	49	0	0	15	54	10	36	3	11	443	49	0	54	36	11	443	51	3	60	29	7	445
C. fair	19	0	0	3	27	7	64	1	9	441	19	0	27	64	9	441	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	23	0	0	5	38	6	46	2	15	441	23	0	38	46	15	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	61	1	3	20	57	12	34	2	6	445	61	3	57	34	6	445	62	5	64	26	5	446
C. easier than my regular schoolwork	16	3	33	3	33	2	22	1	11	452	16	33	33	22	11	452	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.	16	0	0	3	33	5	56	1	11	440	16	0	33	56	11	440	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	51	0	0	13	45	13	45	3	10	442	51	0	45	45	10	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	33	4	21	12	63	2	11	1	5	452	33	21	63	11	5	452	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	21	3	25	8	67	1	8	0	0	453	21	25	67	8	0	453	18	7	64	22	7	447
B. 20 minutes to an hour	53	1	3	13	43	11	37	5	17	443	53	3	43	37	17	443	55	4	64	26	6	446
C. less than 20 minutes	14	0	0	4	50	4	50	0	0	443	14	0	50	50	0	443	14	2	53	33	12	443
D. I rarely read at home.	12	0	0	3	43	4	57	0	0	444	12	0	43	57	0	444	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	2	10	7	35	10	50	1	5	445	36	10	35	50	5	445	23	3	50	34	13	442
B. six to ten pages	27	0	0	11	73	4	27	0	0	446	27	0	73	27	0	446	25	3	60	29	8	444
C. eleven or more pages	36	2	10	10	50	4	20	4	20	445	36	10	50	20	20	445	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	430	100	0	0	0	100	430						
D.	0										0											

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

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	4
SAU:	Raymond School Department
School:	Raymond 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	4	8	4	8	1294	9
	2006-2007	4	7	4	7	1054	8
	2007-2008	**7**	**12**	**7**	**12**	**1321**	**9**
	Cum. Total*	15	9	15	9	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	42	21	43	7000	50
	2006-2007	29	48	29	48	7394	53
	2007-2008	**23**	**40**	**23**	**40**	**7079**	**51**
	Cum. Total*	72	43	73	43	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	22	46	22	45	3784	27
	2006-2007	18	30	18	30	3729	27
	2007-2008	**22**	**38**	**22**	**38**	**3955**	**28**
	Cum. Total*	62	37	62	37	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	4	2	4	1894	14
	2006-2007	10	16	10	16	1735	12
	2007-2008	**6**	**10**	**6**	**10**	**1642**	**12**
	Cum. Total*	18	11	18	11	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**	9.5	63.3	9.5	63.3	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	9.0	64.3	9.0	64.3	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.1	62.0	3.1	62.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	9.5	67.9	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: Raymond School Department
School: Raymond 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	58	7	12	23	40	22	38	6	10	444	58	12	40	38	10	444	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	2										2						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	56	7	13	23	41	20	36	6	11	445	56	13	41	36	11	445	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	4	57	3	43	0	0	442	7	0	57	43	0	442	2372	3	31	36	30	436
No	51	7	14	19	37	19	37	6	12	445	51	14	37	37	12	445	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	58	7	12	23	40	22	38	6	10	444	58	12	40	38	10	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	14	1	7	2	14	10	71	1	7	440	14	7	14	71	7	440	5472	5	41	35	19	440
No	44	6	14	21	48	12	27	5	11	446	44	14	48	27	11	446	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	58	7	12	23	40	22	38	6	10	444	58	12	40	38	10	444	13992	9	51	28	12	445
Gender																						
Female	35	4	11	13	37	12	34	6	17	443	35	11	37	34	17	443	6933	9	50	29	12	445
Male	23	3	13	10	43	10	43	0	0	447	23	13	43	43	0	447	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	2	34	41	23	438
No	58	7	12	23	40	22	38	6	10	444	58	12	40	38	10	444	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	58	7	12	23	40	22	38	6	10	444	58	12	40	38	10	444	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: Raymond School Department
School: Raymond 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	5	1	33	0	0	2	67	0	0	447	5	33	0	67	0	447	5	6	34	33	27	438
B. less than one hour	74	5	12	17	40	16	37	5	12	444	74	12	40	37	12	444	74	10	52	28	10	446
C. one to two hours	21	1	8	6	50	4	33	1	8	444	21	8	50	33	8	444	18	10	52	28	10	446
D. more than two hours	0										0						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.	36	2	10	8	40	7	35	3	15	443	36	10	40	35	15	443	38	13	56	23	8	448
B. They match some of what I have learned.	52	4	14	12	41	11	38	2	7	446	52	14	41	38	7	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	11	0	0	3	50	3	50	0	0	442	11	0	50	50	0	442	10	4	35	39	22	439
D. There is no match.	2	0	0	0	0	0	0	1	100	422	2	0	0	0	100	422	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	4	25	9	56	3	19	0	0	454	28	25	56	19	0	454	35	16	55	20	8	449
B. good	53	2	7	11	37	13	43	4	13	440	53	7	37	43	13	440	48	7	52	31	11	445
C. fair	18	0	0	2	20	6	60	2	20	439	18	0	20	60	20	439	14	3	41	38	18	440
D. poor	2	0	0	1	100	0	0	0	0	448	2	0	100	0	0	448	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	6	60	1	10	3	30	437	18	0	60	10	30	437	15	4	38	33	25	439
B. about the same as my regular schoolwork	63	5	14	14	39	14	39	3	8	445	63	14	39	39	8	445	64	10	54	28	9	446
C. easier than my regular schoolwork	19	1	9	3	27	7	64	0	0	444	19	9	27	64	0	444	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	37	2	10	7	33	10	48	2	10	443	37	10	33	48	10	443	23	8	47	29	16	443
B. two or three days a week	42	3	13	10	42	8	33	3	13	444	42	13	42	33	13	444	36	11	54	27	9	447
C. two or three times each month	11	1	17	3	50	2	33	0	0	448	11	17	50	33	0	448	25	10	53	27	10	446
D. never or almost never	11	0	0	3	50	2	33	1	17	439	11	0	50	33	17	439	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	11	0	0	2	33	3	50	1	17	439	11	0	33	50	17	439	5	3	30	33	33	436
B. two or three days a week	49	1	4	11	39	12	43	4	14	441	49	4	39	43	14	441	19	8	50	30	12	445
C. two or three times each month	26	4	27	7	47	4	27	0	0	453	26	27	47	27	0	453	38	11	55	26	8	447
D. never or almost never	14	1	13	3	38	3	38	1	13	442	14	13	38	38	13	442	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	7	0	0	2	50	1	25	1	25	438	7	0	50	25	25	438	8	3	33	38	25	438
B. 30–45 minutes	20	0	0	3	27	6	55	2	18	437	20	0	27	55	18	437	27	6	48	33	13	443
C. 45–60 minutes	34	5	26	10	53	2	11	2	11	451	34	26	53	11	11	451	38	11	54	26	9	447
D. more than 60 minutes	39	1	5	8	36	12	55	1	5	442	39	5	36	55	5	442	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	432	100	0	0	100	0	432						
D.	0										0											

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

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	4
SAU:	Raymond School Department
School:	Raymond 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	5	10	5	10	751	5
	2006-2007	7	11	7	11	963	7
	2007-2008	**6**	**10**	**6**	**10**	**882**	**6**
	Cum. Total*	18	11	18	11	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	30	63	30	61	7251	52
	2006-2007	30	49	30	49	6824	49
	2007-2008	**27**	**47**	**27**	**47**	**7130**	**51**
	Cum. Total*	87	52	87	52	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	11	23	12	24	4514	32
	2006-2007	16	26	16	26	4382	32
	2007-2008	**19**	**33**	**19**	**33**	**4433**	**32**
	Cum. Total*	46	28	47	28	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	2	4	2	4	1458	10
	2006-2007	8	13	8	13	1735	12
	2007-2008	**6**	**10**	**6**	**10**	**1546**	**11**
	Cum. Total*	16	10	16	10	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**	8.3	69.2	8.3	69.2	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	7.1	59.2	7.1	59.2	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	7.8	65.0	7.8	65.0	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.6	63.3	7.6	63.3	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: Raymond School Department
School: Raymond 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	58	6	10	27	47	19	33	6	10	445	58	10	47	33	10	445	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	2										2						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	56	6	11	26	46	19	34	5	9	445	56	11	46	34	9	445	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	5	71	2	29	0	0	448	7	0	71	29	0	448	2370	2	32	41	25	437
No	51	6	12	22	43	17	33	6	12	445	51	12	43	33	12	445	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	58	6	10	27	47	19	33	6	10	445	58	10	47	33	10	445	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	14	0	0	7	50	6	43	1	7	444	14	0	50	43	7	444	5470	3	41	39	18	440
No	44	6	14	20	45	13	30	5	11	445	44	14	45	30	11	445	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	58	6	10	27	47	19	33	6	10	445	58	10	47	33	10	445	13986	6	51	32	11	444
Gender																						
Female	35	5	14	15	43	10	29	5	14	445	35	14	43	29	14	445	6929	6	49	33	12	443
Male	23	1	4	12	52	9	39	1	4	445	23	4	52	39	4	445	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1888	1	32	44	23	437
No	58	6	10	27	47	19	33	6	10	445	58	10	47	33	10	445	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	58	6	10	27	47	19	33	6	10	445	58	10	47	33	10	445	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: Raymond School Department
School: Raymond 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	5	0	0	2	67	1	33	0	0	443	5	0	67	33	0	443	5	4	37	36	22	439
B. less than one hour	74	6	14	20	47	11	26	6	14	446	74	14	47	26	14	446	74	6	53	31	10	444
C. one to two hours	21	0	0	5	42	7	58	0	0	442	21	0	42	58	0	442	18	7	52	32	8	445
D. more than two hours	0										0						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.	21	0	0	6	50	6	50	0	0	443	21	0	50	50	0	443	24	9	53	28	10	446
B. They match some of what I have learned.	47	5	19	12	44	8	30	2	7	448	47	19	44	30	7	448	49	6	54	31	9	445
C. They match just a little of what I have learned.	26	1	7	6	40	4	27	4	27	441	26	7	40	27	27	441	21	4	47	36	13	442
D. There is no match.	7	0	0	3	75	1	25	0	0	445	7	0	75	25	0	445	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	26	1	7	7	47	6	40	1	7	443	26	7	47	40	7	443	25	9	53	27	10	446
B. good	53	4	13	14	45	10	32	3	10	445	53	13	45	32	10	445	54	6	55	30	9	445
C. fair	19	1	9	5	45	3	27	2	18	446	19	9	45	27	18	446	19	3	43	40	15	441
D. poor	2	0	0	1	100	0	0	0	0	450	2	0	100	0	0	450	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	26	2	13	4	27	7	47	2	13	442	26	13	27	47	13	442	22	5	45	35	15	442
B. about the same as my regular schoolwork	53	4	13	15	48	9	29	3	10	446	53	13	48	29	10	446	62	7	53	31	9	445
C. easier than my regular schoolwork	21	0	0	8	67	3	25	1	8	446	21	0	67	25	8	446	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	7	0	0	1	25	1	25	2	50	431	7	0	25	25	50	431	24	7	48	33	12	444
B. a few times a week	79	5	11	23	50	15	33	3	7	447	79	11	50	33	7	447	53	7	54	31	9	445
C. once a week	3	0	0	0	0	1	50	1	50	426	3	0	0	50	50	426	9	6	46	33	15	442
D. a few times a month	10	1	17	3	50	2	33	0	0	449	10	17	50	33	0	449	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.	9	1	20	2	40	2	40	0	0	448	9	20	40	40	0	448	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	45	4	15	10	38	9	35	3	12	446	45	15	38	35	12	446	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	14	0	0	4	50	2	25	2	25	441	14	0	50	25	25	441	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	33	1	5	11	58	6	32	1	5	445	33	5	58	32	5	445	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	426	100	0	0	0	100	426						
D.	0										0											

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