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:	11551874
SAU:	South Portland School Dept
School:	Frank I Brown Elementary Sch

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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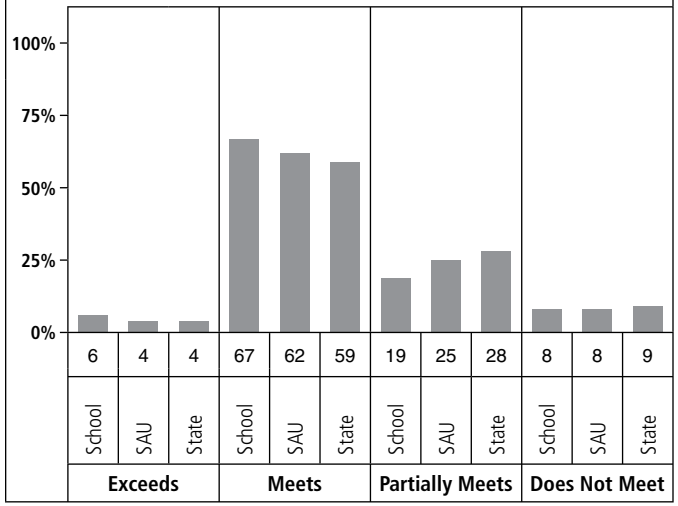
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	South Portland School Dept
School:	Frank I Brown Elementary Sch

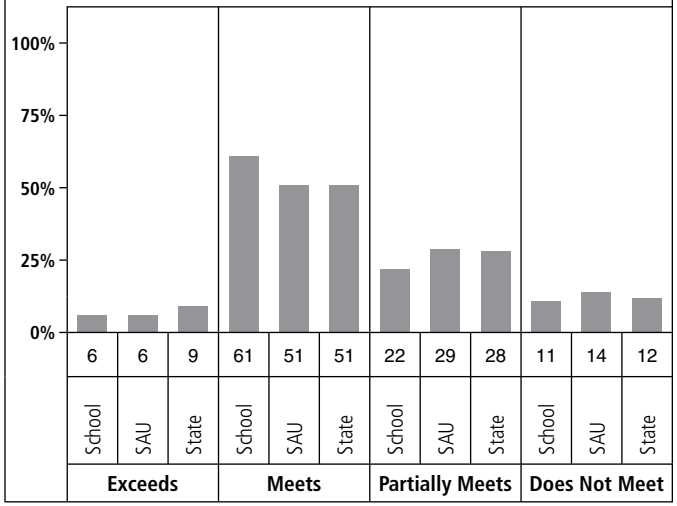
Summary of School, SAU, and State Scores

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

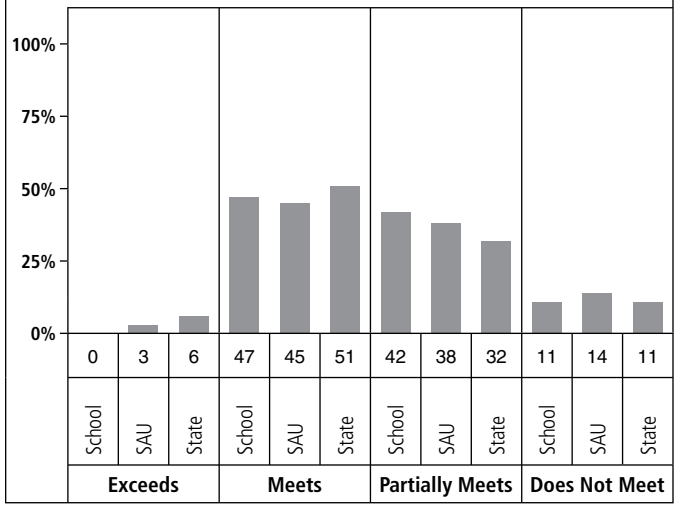
ELA – READING

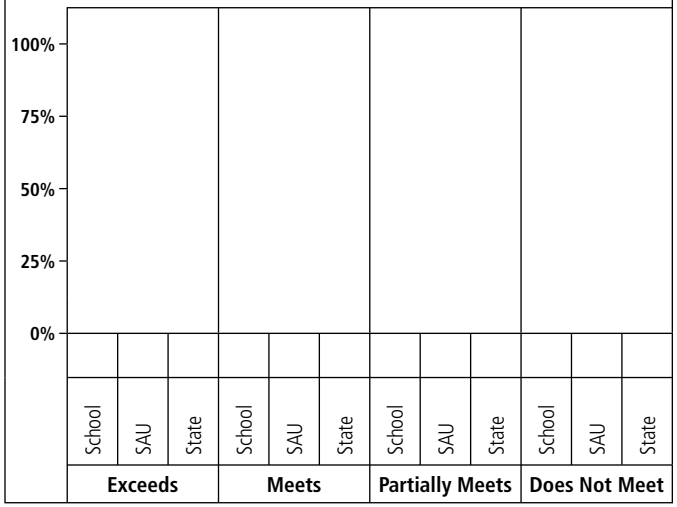


MATHEMATICS



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: South Portland School Dept
School: Frank I Brown Elementary Sch

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	36	100	221	100	14207	100	36	100	221	100	14181	100	36	100	221	100	14123	100	36	100	221	100	14115	99						
Ethnicity African American/Black	2	6	8	4	390	3	2	100	8	100	388	99	2	100	8	100	388	99	2	100	8	100	386	99						
American Indian or Native Alaskan	1	3	1	0	101	1	1	100	1	100	101	100	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	1	3	10	5	263	2	1	100	10	100	259	98	1	100	10	100	262	100	1	100	10	100	262	100						
Hispanic	2	6	6	3	170	1	2	100	6	100	168	99	2	100	6	100	166	98	2	100	6	100	166	98						
Caucasian/White	30	83	196	89	13282	93	30	100	196	100	13264	100	30	100	196	100	13205	100	30	100	196	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	1	3	33	15	2524	18	1	100	33	100	2514	100	1	100	33	100	2498	99	1	100	33	100	2494	99						
Current LEP	7	19	11	5	385	3	7	100	11	100	377	98	7	100	11	100	383	99	7	100	11	100	380	99						
Economically disadvantaged	10	28	82	37	5587	39	10	100	82	100	5569	100	10	100	82	100	5538	99	10	100	82	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	30	83	186	84	10755	76	30	83	186	84	10730	76	30	83	186	84	10776	76						
Identified disability (PET/IEP)	0	0	8	4	375	3	0	0	8	4	374	3	0	0	8	4	384	4						
LEP	3	10	5	3	148	1	3	10	5	3	148	1	3	10	5	3	150	1						
504 plan	0	0	5	3	114	1	0	0	5	3	114	1	0	0	5	3	115	1						
Participation with accommodations	6	17	34	15	3298	23	6	17	34	15	3267	23	6	17	34	15	3215	23						
Identified disability (PET/IEP)	1	17	24	71	2013	61	1	17	24	71	1998	61	1	17	24	71	1986	62						
LEP	4	67	6	18	225	7	4	67	6	18	233	7	4	67	6	18	229	7						
504 plan	0	0	1	3	69	2	0	0	1	3	68	2	0	0	1	3	67	2						
Other	2	33	7	21	1046	32	2	33	7	21	1023	31	2	33	7	21	987	31						
Participation through alternate assessment (PAAP)	0	0	1	0	126	1	0	0	1	0	126	1	0	0	1	0	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	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:	South Portland School Dept
School:	Frank I Brown Elementary Sch

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	0	0	9	4	601	4
	2006-2007	6	12	17	8	507	4
	2007-2008	**2**	**6**	**9**	**4**	**559**	**4**
	Cum. Total*	8	6	35	5	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	22	46	141	62	7910	57
	2006-2007	30	61	138	65	8749	63
	2007-2008	**24**	**67**	**137**	**62**	**8308**	**59**
	Cum. Total*	76	57	416	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	50	22	3970	29
	2006-2007	8	16	41	19	3467	25
	2007-2008	**7**	**19**	**56**	**25**	**3922**	**28**
	Cum. Total*	28	21	147	22	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	13	27	26	12	1421	10
	2006-2007	5	10	16	8	1165	8
	2007-2008	**3**	**8**	**18**	**8**	**1264**	**9**
	Cum. Total*	21	16	60	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	31.3	65.2	30.2	62.9	29.7	61.9
Literary Text	**24**	**50**	16.0	66.7	15.8	65.8	15.5	64.6
Informational Text	**24**	**50**	15.3	63.8	14.4	60.0	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: South Portland School Dept
School: Frank I Brown Elementary Sch

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	36	2	6	24	67	7	19	3	8	447	220	4	62	25	8	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	2										8	0	38	63	0	440	384	1	36	35	28	438
American Indian or Native Alaskan	1										1						101	1	46	44	10	442
Asian or Pacific Islander	1										10	0	70	0	30	440	259	6	61	22	11	445
Hispanic	2										6	0	17	50	33	436	164	0	45	38	16	440
Caucasian/White	30	2	7	23	77	4	13	1	3	450	195	5	64	25	7	446	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	1										32	0	22	41	38	434	2388	0	29	44	26	437
No	35	2	6	24	69	7	20	2	6	448	188	5	69	23	3	447	11665	5	65	25	6	446
Current LEP																						
Yes	7	0	0	2	29	4	57	1	14	436	11	0	36	36	27	437	373	1	32	35	32	436
No	29	2	7	22	76	3	10	2	7	450	209	4	64	25	7	446	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	10	0	0	5	50	3	30	2	20	441	82	1	51	29	18	441	5502	1	47	37	14	441
No	26	2	8	19	73	4	15	1	4	449	138	6	69	23	2	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	36	2	6	24	67	7	19	3	8	447	220	4	62	25	8	445	14048	4	59	28	9	445
Gender																						
Female	17	1	6	11	65	3	18	2	12	447	104	6	64	23	7	447	6959	5	61	26	8	446
Male	19	1	5	13	68	4	21	1	5	447	116	3	60	28	9	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	36	2	6	24	67	7	19	3	8	447	220	4	62	25	8	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	1										14	36	64	0	0	460	266	21	74	4	0	456
No	35	1	3	24	69	7	20	3	9	446	206	2	62	27	9	444	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: South Portland School Dept
School: Frank I Brown Elementary Sch

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	3	0	0	0	0	1	100	0	0	440	5	0	30	20	50	433	5	1	42	36	21	440
B. less than one hour	83	2	7	19	63	6	20	3	10	447	71	5	64	25	6	446	74	4	62	27	7	445
C. one to two hours	11	0	0	4	100	0	0	0	0	449	23	4	64	30	2	446	18	5	59	29	7	446
D. more than two hours	3	0	0	1	100	0	0	0	0	448	2	0	50	0	50	438	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.	14	1	20	3	60	1	20	0	0	452	21	11	64	22	2	450	30	6	63	24	7	446
B. They match some of what I have learned.	72	1	4	19	73	5	19	1	4	448	60	3	70	23	3	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	14	0	0	2	40	1	20	2	40	436	12	0	33	37	30	438	12	2	46	37	15	441
D. There is no match.	0										7	0	33	33	33	436	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	28	2	20	7	70	1	10	0	0	452	33	11	68	15	6	449	35	7	66	20	6	448
B. good	58	0	0	16	76	3	14	2	10	447	56	1	65	29	5	445	51	3	60	29	7	445
C. fair	14	0	0	1	20	3	60	1	20	437	11	0	29	42	29	438	12	1	44	40	16	440
D. poor	0										0	0	0	0	100	430	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	22	1	13	4	50	1	13	2	25	441	33	3	57	22	18	442	19	2	46	34	17	442
B. about the same as my regular schoolwork	75	1	4	19	70	6	22	1	4	449	58	5	64	28	3	447	62	5	64	26	5	446
C. easier than my regular schoolwork	3	0	0	1	100	0	0	0	0	450	9	5	70	20	5	447	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.	26	0	0	5	56	2	22	2	22	440	18	0	38	41	21	439	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	63	0	0	17	77	4	18	1	5	449	56	2	70	22	6	446	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	11	2	50	1	25	1	25	0	0	454	25	11	60	24	5	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	17	1	17	4	67	1	17	0	0	450	16	6	79	15	0	450	18	7	64	22	7	447
B. 20 minutes to an hour	75	1	4	18	67	6	22	2	7	447	68	5	61	28	6	446	55	4	64	26	6	446
C. less than 20 minutes	8	0	0	2	67	0	0	1	33	437	10	0	59	27	14	443	14	2	53	33	12	443
D. I rarely read at home.	0										7	0	33	27	40	435	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	39	0	0	8	57	3	21	3	21	442	24	0	56	25	19	442	23	3	50	34	13	442
B. six to ten pages	25	1	11	7	78	1	11	0	0	453	26	4	62	31	4	446	25	3	60	29	8	444
C. eleven or more pages	36	1	8	9	69	3	23	0	0	448	50	7	64	23	6	446	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										25	0	100	0	0	444						
B.	0										50	0	50	0	50	443						
C.	0										25	0	100	0	0	448						
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:	South Portland School Dept
School:	Frank I Brown Elementary Sch

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	17	7	1294	9
	2006-2007	1	2	11	5	1054	8
	2007-2008	**2**	**6**	**13**	**6**	**1321**	**9**
	Cum. Total*	5	4	41	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	22	43	118	51	7000	50
	2006-2007	31	63	121	57	7394	53
	2007-2008	**22**	**61**	**113**	**51**	**7079**	**51**
	Cum. Total*	75	55	352	53	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	16	31	72	31	3784	27
	2006-2007	12	24	54	25	3729	27
	2007-2008	**8**	**22**	**64**	**29**	**3955**	**28**
	Cum. Total*	36	26	190	29	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	11	22	25	11	1894	14
	2006-2007	5	10	26	12	1735	12
	2007-2008	**4**	**11**	**30**	**14**	**1642**	**12**
	Cum. Total*	20	15	81	12	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**	10.1	67.3	9.3	62.0	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	9.1	65.0	8.9	63.6	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.5	70.0	3.3	66.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	10.3	73.6	9.7	69.3	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: South Portland School Dept
School: Frank I Brown Elementary Sch

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	36	2	6	22	61	8	22	4	11	447	220	6	51	29	14	444	13997	9	51	28	12	445
Ethnicity																						
African American/Black	2										8	0	13	63	25	436	386	4	26	34	36	434
American Indian or Native Alaskan	1										1						101	3	46	41	11	442
Asian or Pacific Islander	1										10	0	50	20	30	436	262	14	51	23	12	447
Hispanic	2										6	0	17	50	33	434	162	4	41	34	21	440
Caucasian/White	30	2	7	21	70	6	20	1	3	450	195	7	54	28	12	445	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	1										32	3	22	25	50	432	2372	3	31	36	30	436
No	35	2	6	22	63	8	23	3	9	448	188	6	56	30	7	446	11625	11	54	27	8	447
Current LEP																						
Yes	7	0	0	1	14	3	43	3	43	433	11	0	27	27	45	435	381	4	33	28	35	435
No	29	2	7	21	72	5	17	1	3	450	209	6	53	29	12	445	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	10	0	0	3	30	3	30	4	40	435	82	5	34	30	30	438	5472	5	41	35	19	440
No	26	2	8	19	73	5	19	0	0	451	138	7	62	28	4	448	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	36	2	6	22	61	8	22	4	11	447	220	6	51	29	14	444	13992	9	51	28	12	445
Gender																						
Female	17	0	0	10	59	5	29	2	12	444	104	5	47	36	13	443	6933	9	50	29	12	445
Male	19	2	11	12	63	3	16	2	11	449	116	7	55	23	15	445	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	36	2	6	22	61	8	22	4	11	447	220	6	51	29	14	444	12107	11	53	26	10	446
Gifted/talented program																						
Yes	1										14	36	64	0	0	461	266	45	49	5	0	461
No	35	2	6	21	60	8	23	4	11	446	206	4	50	31	15	443	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: South Portland School Dept
School: Frank I Brown Elementary Sch

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	3	0	0	0	0	1	100	0	0	434	5	0	30	20	50	430	5	6	34	33	27	438
B. less than one hour	83	1	3	19	63	6	20	4	13	447	71	5	55	26	14	445	74	10	52	28	10	446
C. one to two hours	11	1	25	2	50	1	25	0	0	449	23	10	44	40	6	445	18	10	52	28	10	446
D. more than two hours	3	0	0	1	100	0	0	0	0	450	2	0	50	25	25	438	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.	44	2	13	10	63	2	13	2	13	448	32	6	60	21	13	445	38	13	56	23	8	448
B. They match some of what I have learned.	47	0	0	11	65	4	24	2	12	446	53	7	55	30	8	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	8	0	0	1	33	2	67	0	0	443	12	4	19	50	27	436	10	4	35	39	22	439
D. There is no match.	0										4	0	25	13	63	427	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	2	18	7	64	1	9	1	9	451	33	13	58	22	7	449	35	16	55	20	8	449
B. good	58	0	0	13	62	6	29	2	10	445	47	4	53	30	13	443	48	7	52	31	11	445
C. fair	8	0	0	1	33	1	33	1	33	441	16	0	37	43	20	440	14	3	41	38	18	440
D. poor	3	0	0	1	100	0	0	0	0	456	4	0	25	25	50	432	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	28	0	0	5	50	2	20	3	30	441	28	2	43	32	23	440	15	4	38	33	25	439
B. about the same as my regular schoolwork	58	1	5	14	67	6	29	0	0	449	61	6	55	31	8	446	64	10	54	28	9	446
C. easier than my regular schoolwork	14	1	20	3	60	0	0	1	20	448	12	16	48	16	20	444	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	3	100	0	0	0	0	449	24	2	54	27	17	443	23	8	47	29	16	443
B. two or three days a week	67	2	8	16	67	3	13	3	13	448	37	7	61	21	11	446	36	11	54	27	9	447
C. two or three times each month	11	0	0	2	50	2	50	0	0	445	25	9	44	39	7	445	25	10	53	27	10	446
D. never or almost never	14	0	0	1	20	3	60	1	20	438	14	3	32	39	26	439	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	426	5	0	27	18	55	429	5	3	30	33	33	436
B. two or three days a week	19	0	0	6	86	1	14	0	0	450	16	0	66	26	9	445	19	8	50	30	12	445
C. two or three times each month	58	2	10	13	62	3	14	3	14	447	44	8	55	26	11	446	38	11	55	26	8	447
D. never or almost never	19	0	0	3	43	4	57	0	0	445	35	6	44	35	14	444	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	1	20	1	20	3	60	428	12	0	42	19	38	437	8	3	33	38	25	438
B. 30–45 minutes	69	0	0	19	76	5	20	1	4	449	49	5	55	31	9	445	27	6	48	33	13	443
C. 45–60 minutes	17	2	33	2	33	2	33	0	0	452	28	10	52	30	8	446	38	11	54	26	9	447
D. more than 60 minutes	0										11	8	40	32	20	442	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										25	0	100	0	0	456						
B.	0										50	0	50	50	0	448						
C.	0										25	100	0	0	0	464						
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:	South Portland School Dept
School:	Frank I Brown Elementary Sch

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	13	6	751	5
	2006-2007	3	6	16	8	963	7
	2007-2008	**0**	**0**	**7**	**3**	**882**	**6**
	Cum. Total*	5	4	36	5	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	17	35	125	54	7251	52
	2006-2007	25	51	102	48	6824	49
	2007-2008	**17**	**47**	**100**	**45**	**7130**	**51**
	Cum. Total*	59	44	327	49	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	35	72	31	4514	32
	2006-2007	14	29	67	32	4382	32
	2007-2008	**15**	**42**	**83**	**38**	**4433**	**32**
	Cum. Total*	46	35	222	33	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	12	25	22	9	1458	10
	2006-2007	7	14	27	13	1735	12
	2007-2008	**4**	**11**	**30**	**14**	**1546**	**11**
	Cum. Total*	23	17	79	12	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**	6.9	57.5	6.7	55.8	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	6.8	56.7	7.1	59.2	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.3	60.8	7.5	62.5	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: South Portland School Dept
School: Frank I Brown Elementary Sch

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	36	0	0	17	47	15	42	4	11	440	220	3	45	38	14	441	13991	6	51	32	11	444
Ethnicity																						
African American/Black	2										8	0	25	50	25	434	385	2	27	35	36	434
American Indian or Native Alaskan	1										1						101	3	44	44	10	441
Asian or Pacific Islander	1										10	0	40	30	30	435	262	5	52	28	14	443
Hispanic	2										6	0	17	50	33	431	162	2	38	39	21	439
Caucasian/White	30	0	0	16	53	13	43	1	3	443	195	4	47	37	12	442	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	1										32	0	19	38	44	432	2370	2	32	41	25	437
No	35	0	0	17	49	15	43	3	9	441	188	4	50	38	9	443	11621	7	55	30	8	445
Current LEP																						
Yes	7	0	0	1	14	3	43	3	43	428	11	0	27	27	45	431	379	1	25	35	39	433
No	29	0	0	16	55	12	41	1	3	443	209	3	46	38	12	442	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	10	0	0	3	30	4	40	3	30	432	82	1	37	35	27	436	5470	3	41	39	18	440
No	26	0	0	14	54	11	42	1	4	443	138	4	51	39	6	444	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	36	0	0	17	47	15	42	4	11	440	220	3	45	38	14	441	13986	6	51	32	11	444
Gender																						
Female	17	0	0	8	47	7	41	2	12	439	104	5	48	35	13	442	6929	6	49	33	12	443
Male	19	0	0	9	47	8	42	2	11	441	116	2	43	41	15	440	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	36	0	0	17	47	15	42	4	11	440	220	3	45	38	14	441	12103	7	54	30	9	445
Gifted/talented program																						
Yes	1										14	29	71	0	0	459	266	30	65	5	1	457
No	35	0	0	16	46	15	43	4	11	440	206	1	44	40	15	440	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: South Portland School Dept
School: Frank I Brown Elementary Sch

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	3	0	0	0	0	1	100	0	0	440	5	0	20	30	50	431	5	4	37	36	22	439
B. less than one hour	83	0	0	14	47	12	40	4	13	440	71	4	45	38	13	441	74	6	53	31	10	444
C. one to two hours	11	0	0	2	50	2	50	0	0	442	23	2	52	40	6	443	18	7	52	32	8	445
D. more than two hours	3	0	0	1	100	0	0	0	0	446	2	0	25	25	50	434	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.	8	0	0	1	33	1	33	1	33	434	13	7	68	14	11	446	24	9	53	28	10	446
B. They match some of what I have learned.	61	0	0	13	59	7	32	2	9	442	53	3	44	40	13	441	49	6	54	31	9	445
C. They match just a little of what I have learned.	31	0	0	3	27	7	64	1	9	438	28	2	44	44	11	441	21	4	47	36	13	442
D. There is no match.	0										6	0	15	46	38	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	19	0	0	6	86	1	14	0	0	445	16	6	57	26	11	443	25	9	53	27	10	446
B. good	64	0	0	10	43	11	48	2	9	441	57	2	50	36	11	442	54	6	55	30	9	445
C. fair	17	0	0	1	17	3	50	2	33	430	26	4	29	50	18	438	19	3	43	40	15	441
D. poor	0										1	0	0	33	67	423	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	31	0	0	5	45	3	27	3	27	436	31	1	39	42	18	439	22	5	45	35	15	442
B. about the same as my regular schoolwork	63	0	0	9	41	12	55	1	5	441	56	5	46	38	11	442	62	7	53	31	9	445
C. easier than my regular schoolwork	6	0	0	2	100	0	0	0	0	446	13	0	59	30	11	442	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	22	0	0	3	38	4	50	1	13	437	16	0	41	41	18	438	24	7	48	33	12	444
B. a few times a week	50	0	0	9	50	7	39	2	11	442	42	5	49	37	9	443	53	7	54	31	9	445
C. once a week	3	0	0	0	0	1	100	0	0	430	19	2	44	34	20	441	9	6	46	33	15	442
D. a few times a month	25	0	0	5	56	3	33	1	11	440	24	2	42	40	15	439	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.	14	0	0	2	40	3	60	0	0	445	21	2	29	47	22	438	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	54	0	0	9	47	7	37	3	16	439	33	3	42	43	13	440	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	9	0	0	1	33	2	67	0	0	441	16	3	40	37	20	440	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	23	0	0	5	63	2	25	1	13	442	30	5	63	27	6	444	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										25	0	0	100	0	438						
B.	0										50	50	0	0	50	451						
C.	0										25	0	100	0	0	448						
D.	0										0											

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