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: 11961463
SAU: MSAD 01
School: Eva Hoyt Zippel 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

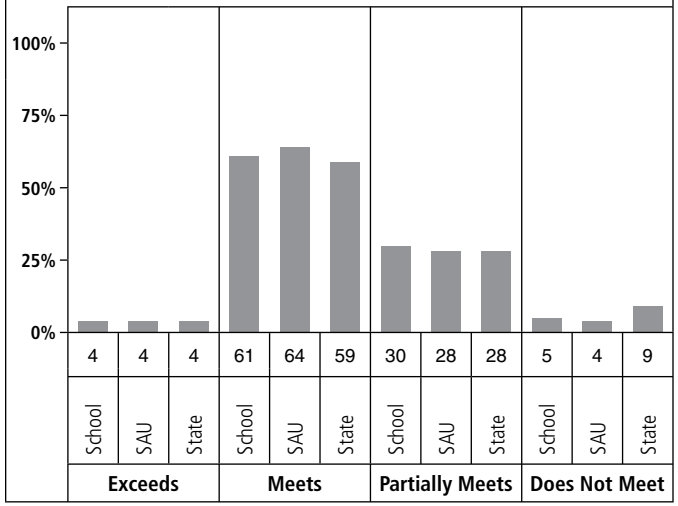
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 01
School: Eva Hoyt Zippel School

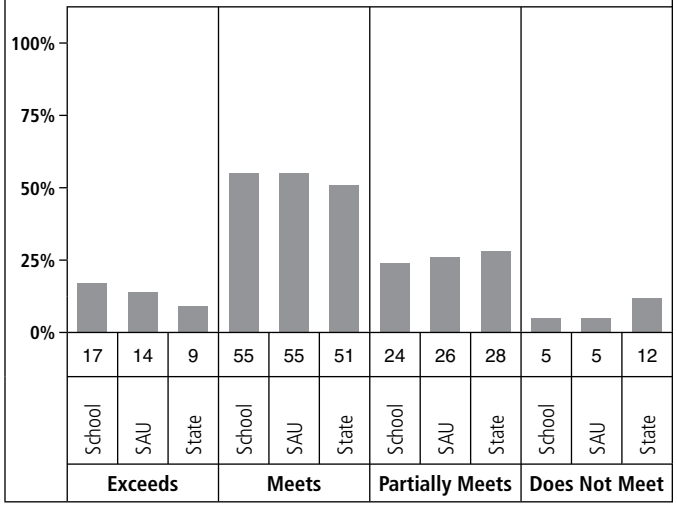
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	443	445	444
2006–2007	448	447	445
2007–2008	**446**	**446**	**445**
Cum. Avg.*	446	446	445
Mathematics			
2005–2006	445	446	444
2006–2007	447	447	445
2007–2008	**450**	**449**	**445**
Cum. Avg.*	447	447	445
Science & Technology			
2005–2006	445	445	444
2006–2007	448	448	444
2007–2008	**449**	**448**	**444**
Cum. Avg.*	447	447	444

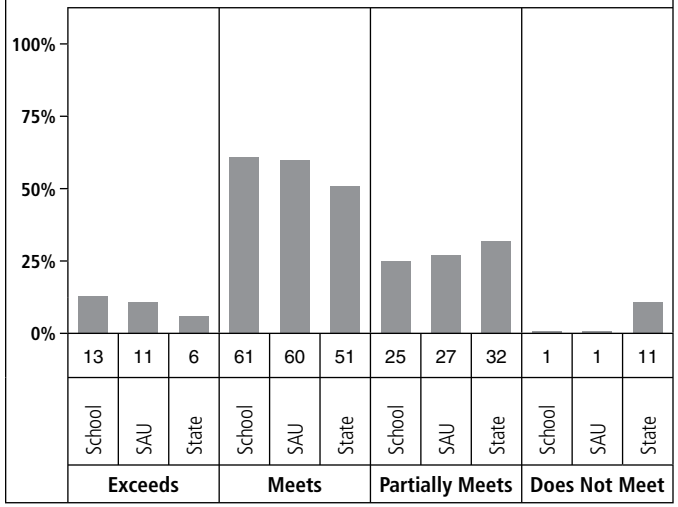
ELA – READING

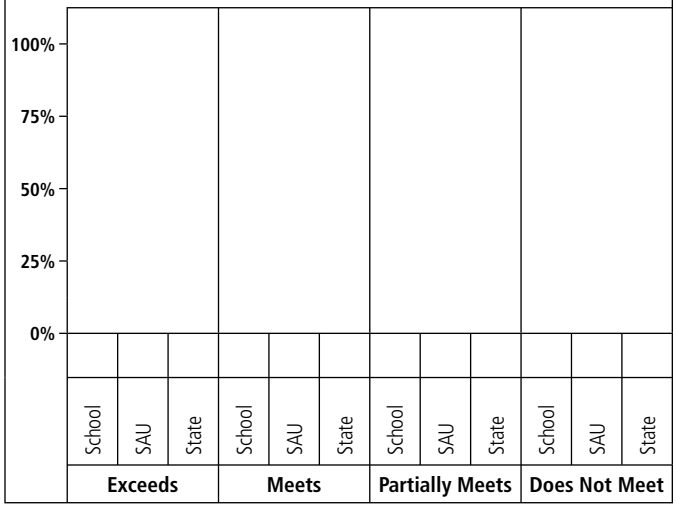


MATHEMATICS



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: MSAD 01
School: Eva Hoyt Zippel 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	108	100	144	100	14207	100	108	100	144	100	14181	100	108	100	144	100	14123	100	108	100	144	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	5	5	5	3	101	1	5	100	5	100	101	100	5	100	5	100	101	100	5	100	5	100	101	100						
Asian or Pacific Islander	2	2	2	1	263	2	2	100	2	100	259	98	2	100	2	100	262	100	2	100	2	100	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	101	94	137	95	13282	93	101	100	137	100	13264	100	101	100	137	100	13205	100	101	100	137	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	28	26	38	26	2524	18	28	100	38	100	2514	100	28	100	38	100	2498	99	28	100	38	100	2494	99						
Current LEP	1	1	1	1	385	3	1	100	1	100	377	98	1	100	1	100	383	99	1	100	1	100	380	99						
Economically disadvantaged	49	45	61	42	5587	39	49	100	61	100	5569	100	49	100	61	100	5538	99	49	100	61	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	59	55	72	50	10755	76	60	56	73	51	10730	76	59	55	72	50	10776	76						
Identified disability (PET/IEP)	2	3	2	3	375	3	2	3	2	3	374	3	2	3	2	3	384	4						
LEP	1	2	1	1	148	1	1	2	1	1	148	1	1	2	1	1	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	47	44	69	48	3298	23	46	43	68	47	3267	23	47	44	69	48	3215	23						
Identified disability (PET/IEP)	24	51	33	48	2013	61	24	52	33	49	1998	61	24	51	33	48	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	23	49	36	52	1046	32	22	48	35	51	1023	31	23	49	36	52	987	31						
Participation through alternate assessment (PAAP)	2	2	3	2	126	1	2	2	3	2	126	1	2	2	3	2	124	1						
Identified disability (PET/IEP)	2	100	3	100	126	100	2	100	3	100	126	100	2	100	3	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:	MSAD 01
School:	Eva Hoyt Zippel 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	8	7	11	7	601	4
	2006-2007	8	7	10	6	507	4
	2007-2008	**4**	**4**	**5**	**4**	**559**	**4**
	Cum. Total*	20	6	26	6	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	63	52	86	57	7910	57
	2006-2007	83	71	109	69	8749	63
	2007-2008	**65**	**61**	**90**	**64**	**8308**	**59**
	Cum. Total*	211	61	285	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	33	27	38	25	3970	29
	2006-2007	22	19	31	20	3467	25
	2007-2008	**32**	**30**	**40**	**28**	**3922**	**28**
	Cum. Total*	87	25	109	24	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	17	14	17	11	1421	10
	2006-2007	4	3	7	4	1165	8
	2007-2008	**5**	**5**	**6**	**4**	**1264**	**9**
	Cum. Total*	26	8	30	7	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**	30.8	64.2	30.8	64.2	29.7	61.9
Literary Text	**24**	**50**	16.0	66.7	16.0	66.7	15.5	64.6
Informational Text	**24**	**50**	14.7	61.3	14.8	61.7	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: MSAD 01
School: Eva Hoyt Zippel 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	106	4	4	65	61	32	30	5	5	446	141	4	64	28	4	446	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	5	0	0	3	60	2	40	0	0	447	5	0	60	40	0	447	101	1	46	44	10	442
Asian or Pacific Islander	2										2						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	99	4	4	61	62	29	29	5	5	446	134	4	64	28	4	446	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	26	0	0	8	31	13	50	5	19	439	35	0	37	46	17	440	2388	0	29	44	26	437
No	80	4	5	57	71	19	24	0	0	448	106	5	73	23	0	448	11665	5	65	25	6	446
Current LEP																						
Yes	1										1						373	1	32	35	32	436
No	105	4	4	64	61	32	30	5	5	446	140	4	64	29	4	446	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	47	1	2	22	47	21	45	3	6	442	59	2	47	44	7	442	5502	1	47	37	14	441
No	59	3	5	43	73	11	19	2	3	449	82	5	76	17	2	449	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	106	4	4	65	61	32	30	5	5	446	141	4	64	28	4	446	14048	4	59	28	9	445
Gender																						
Female	48	4	8	30	63	11	23	3	6	447	69	7	67	22	4	447	6959	5	61	26	8	446
Male	58	0	0	35	60	21	36	2	3	445	72	0	61	35	4	445	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	33	0	0	14	42	19	58	0	0	443	41	0	49	51	0	443	1890	0	37	46	17	439
No	73	4	5	51	70	13	18	5	7	447	100	5	70	19	6	447	12163	5	63	25	8	446
Gifted/talented program																						
Yes	3										5	20	80	0	0	457	266	21	74	4	0	456
No	103	4	4	62	60	32	31	5	5	446	136	3	63	29	4	446	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: MSAD 01
School: Eva Hoyt Zippel 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	12	0	0	3	23	7	54	3	23	436	11	0	27	53	20	437	5	1	42	36	21	440
B. less than one hour	65	4	6	43	62	21	30	1	1	447	67	5	66	26	2	447	74	4	62	27	7	445
C. one to two hours	20	0	0	17	81	3	14	1	5	448	19	0	74	22	4	447	18	5	59	29	7	446
D. more than two hours	3	0	0	2	67	1	33	0	0	447	3	0	75	25	0	450	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.	43	3	7	34	74	7	15	2	4	449	42	5	76	15	3	449	30	6	63	24	7	446
B. They match some of what I have learned.	44	1	2	26	55	20	43	0	0	445	46	3	57	40	0	445	52	4	63	27	6	446
C. They match just a little of what I have learned.	9	0	0	4	40	4	40	2	20	438	9	0	46	31	23	438	12	2	46	37	15	441
D. There is no match.	3	0	0	1	33	1	33	1	33	437	3	0	50	25	25	439	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	3	9	21	66	6	19	2	6	449	29	7	71	17	5	449	35	7	66	20	6	448
B. good	46	1	2	30	61	17	35	1	2	446	48	3	64	31	1	446	51	3	60	29	7	445
C. fair	21	0	0	13	59	9	41	0	0	444	21	0	57	40	3	443	12	1	44	40	16	440
D. poor	3	0	0	1	33	0	0	2	67	436	2	0	33	0	67	436	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	0	0	15	56	10	37	2	7	443	21	0	60	33	7	443	19	2	46	34	17	442
B. about the same as my regular schoolwork	51	4	7	35	65	13	24	2	4	449	54	7	67	22	4	448	62	5	64	26	5	446
C. easier than my regular schoolwork	24	0	0	15	60	9	36	1	4	443	24	0	62	35	3	444	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.	19	0	0	10	50	9	45	1	5	442	17	0	50	46	4	442	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	50	1	2	34	64	16	30	2	4	447	53	1	66	28	4	446	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	30	3	9	20	63	7	22	2	6	448	30	10	67	19	5	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	11	79	2	14	1	7	448	14	0	75	20	5	448	18	7	64	22	7	447
B. 20 minutes to an hour	28	3	10	19	63	8	27	0	0	450	28	10	63	28	0	450	55	4	64	26	6	446
C. less than 20 minutes	19	1	5	12	60	6	30	1	5	446	18	4	65	27	4	446	14	2	53	33	12	443
D. I rarely read at home.	40	0	0	23	55	16	38	3	7	443	39	0	60	33	7	443	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	24	0	0	14	56	9	36	2	8	443	25	3	57	34	6	444	23	3	50	34	13	442
B. six to ten pages	40	2	5	26	62	12	29	2	5	446	38	4	70	23	4	447	25	3	60	29	8	444
C. eleven or more pages	36	2	5	24	63	11	29	1	3	448	37	4	63	29	4	447	52	5	64	24	6	446
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	450	33	0	100	0	0	450						
B.	0										0											
C.	0										0											
D.	67	0	0	2	100	0	0	0	0	455	67	0	100	0	0	455						

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:	MSAD 01
School:	Eva Hoyt Zippel 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	12	10	16	11	1294	9
	2006-2007	6	5	9	6	1054	8
	2007-2008	**18**	**17**	**20**	**14**	**1321**	**9**
	Cum. Total*	36	10	45	10	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	64	53	78	51	7000	50
	2006-2007	80	68	101	64	7394	53
	2007-2008	**58**	**55**	**78**	**55**	**7079**	**51**
	Cum. Total*	202	59	257	57	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	36	30	47	31	3784	27
	2006-2007	21	18	33	21	3729	27
	2007-2008	**25**	**24**	**36**	**26**	**3955**	**28**
	Cum. Total*	82	24	116	26	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	9	7	11	7	1894	14
	2006-2007	10	9	14	9	1735	12
	2007-2008	**5**	**5**	**7**	**5**	**1642**	**12**
	Cum. Total*	24	7	32	7	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**	10.7	71.3	10.4	69.3	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	9.7	69.3	9.5	67.9	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	4.0	80.0	3.9	78.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	10.3	73.6	10.2	72.9	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: MSAD 01
School: Eva Hoyt Zippel 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	106	18	17	58	55	25	24	5	5	450	141	14	55	26	5	449	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	5	0	0	1	20	3	60	1	20	437	5	0	20	60	20	437	101	3	46	41	11	442
Asian or Pacific Islander	2										2						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	99	17	17	56	57	22	22	4	4	451	134	14	57	25	4	449	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	26	2	8	12	46	9	35	3	12	443	35	9	43	34	14	442	2372	3	31	36	30	436
No	80	16	20	46	58	16	20	2	3	453	106	16	59	23	2	451	11625	11	54	27	8	447
Current LEP																						
Yes	1										1						381	4	33	28	35	435
No	105	18	17	57	54	25	24	5	5	450	140	14	55	26	5	449	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	47	4	9	22	47	16	34	5	11	445	59	7	44	39	10	444	5472	5	41	35	19	440
No	59	14	24	36	61	9	15	0	0	454	82	20	63	16	1	453	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	106	18	17	58	55	25	24	5	5	450	141	14	55	26	5	449	13992	9	51	28	12	445
Gender																						
Female	48	10	21	22	46	14	29	2	4	450	69	16	51	29	4	449	6933	9	50	29	12	445
Male	58	8	14	36	62	11	19	3	5	450	72	13	60	22	6	449	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	33	5	15	15	45	12	36	1	3	448	41	12	46	39	2	447	1890	2	34	41	23	438
No	73	13	18	43	59	13	18	4	5	451	100	15	59	20	6	450	12107	11	53	26	10	446
Gifted/talented program																						
Yes	3										5	20	80	0	0	463	266	45	49	5	0	461
No	103	17	17	56	54	25	24	5	5	450	136	14	54	26	5	449	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: MSAD 01
School: Eva Hoyt Zippel 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	12	1	8	4	31	6	46	2	15	440	11	7	40	40	13	441	5	6	34	33	27	438
B. less than one hour	65	12	17	40	58	14	20	3	4	451	67	15	59	21	5	450	74	10	52	28	10	446
C. one to two hours	20	5	24	12	57	4	19	0	0	454	19	19	48	33	0	451	18	10	52	28	10	446
D. more than two hours	3	0	0	2	67	1	33	0	0	448	3	0	75	25	0	451	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.	52	12	22	34	62	8	15	1	2	454	50	19	59	21	1	452	38	13	56	23	8	448
B. They match some of what I have learned.	39	6	15	20	49	13	32	2	5	448	39	13	53	29	5	448	48	8	52	29	10	445
C. They match just a little of what I have learned.	8	0	0	3	38	3	38	2	25	440	9	0	54	23	23	442	10	4	35	39	22	439
D. There is no match.	2	0	0	1	50	1	50	0	0	441	2	0	33	67	0	440	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	7	16	27	63	7	16	2	5	452	37	17	63	15	4	452	35	16	55	20	8	449
B. good	38	10	26	19	49	9	23	1	3	452	42	17	53	26	3	449	48	7	52	31	11	445
C. fair	15	1	6	8	50	5	31	2	13	444	16	5	41	41	14	442	14	3	41	38	18	440
D. poor	6	0	0	3	50	3	50	0	0	445	5	0	57	43	0	446	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	15	0	0	9	56	4	25	3	19	443	17	0	52	30	17	442	15	4	38	33	25	439
B. about the same as my regular schoolwork	53	14	25	31	56	9	16	1	2	453	53	22	55	21	3	451	64	10	54	28	9	446
C. easier than my regular schoolwork	32	4	12	17	52	11	33	1	3	450	30	10	57	31	2	449	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	9	29	15	48	6	19	1	3	452	28	23	49	26	3	450	23	8	47	29	16	443
B. two or three days a week	50	7	13	27	52	15	29	3	6	449	46	11	55	30	5	449	36	11	54	27	9	447
C. two or three times each month	14	0	0	13	87	1	7	1	7	449	18	8	68	12	12	448	25	10	53	27	10	446
D. never or almost never	7	2	29	2	29	3	43	0	0	449	9	17	50	33	0	449	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	6	2	33	3	50	1	17	0	0	453	5	29	57	14	0	454	5	3	30	33	33	436
B. two or three days a week	29	4	13	18	60	7	23	1	3	451	26	11	56	31	3	449	19	8	50	30	12	445
C. two or three times each month	47	9	18	28	57	10	20	2	4	451	44	16	53	26	5	449	38	11	55	26	8	447
D. never or almost never	19	3	15	8	40	7	35	2	10	446	25	11	57	23	9	447	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	9	0	0	5	50	3	30	2	20	442	9	0	42	42	17	441	8	3	33	38	25	438
B. 30–45 minutes	25	4	15	16	62	5	19	1	4	451	26	14	53	25	8	449	27	6	48	33	13	443
C. 45–60 minutes	39	8	20	20	49	11	27	2	5	448	43	13	57	27	3	448	38	11	54	26	9	447
D. more than 60 minutes	27	6	21	17	59	6	21	0	0	455	23	21	61	18	0	455	26	13	55	23	9	448
Optional school/SAU question																						
A.	33	1	100	0	0	0	0	0	0	464	33	100	0	0	0	464						
B.	0										0											
C.	0										0											
D.	67	2	100	0	0	0	0	0	0	467	67	100	0	0	0	467						

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:	MSAD 01
School:	Eva Hoyt Zippel 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	4	7	5	751	5
	2006-2007	13	11	16	10	963	7
	2007-2008	**14**	**13**	**16**	**11**	**882**	**6**
	Cum. Total*	32	9	39	9	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	72	60	93	61	7251	52
	2006-2007	67	57	87	55	6824	49
	2007-2008	**65**	**61**	**85**	**60**	**7130**	**51**
	Cum. Total*	204	59	265	59	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	37	31	43	28	4514	32
	2006-2007	34	29	50	32	4382	32
	2007-2008	**26**	**25**	**38**	**27**	**4433**	**32**
	Cum. Total*	97	28	131	29	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	7	6	9	6	1458	10
	2006-2007	3	3	4	3	1735	12
	2007-2008	**1**	**1**	**2**	**1**	**1546**	**11**
	Cum. Total*	11	3	15	3	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**	8.8	73.3	8.7	72.5	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	8.2	68.3	8.0	66.7	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	8.2	68.3	8.1	67.5	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	8.0	66.7	8.1	67.5	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: MSAD 01
School: Eva Hoyt Zippel 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	106	14	13	65	61	26	25	1	1	449	141	11	60	27	1	448	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	5	0	0	2	40	3	60	0	0	442	5	0	40	60	0	442	101	3	44	44	10	441
Asian or Pacific Islander	2										2						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	99	14	14	61	62	23	23	1	1	450	134	12	60	26	1	449	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	26	3	12	11	42	12	46	0	0	445	35	11	46	43	0	445	2370	2	32	41	25	437
No	80	11	14	54	68	14	18	1	1	450	106	11	65	22	2	450	11621	7	55	30	8	445
Current LEP																						
Yes	1										1						379	1	25	35	39	433
No	105	14	13	64	61	26	25	1	1	449	140	11	60	27	1	449	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	47	4	9	29	62	13	28	1	2	446	59	7	59	31	3	445	5470	3	41	39	18	440
No	59	10	17	36	61	13	22	0	0	452	82	15	61	24	0	451	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	106	14	13	65	61	26	25	1	1	449	141	11	60	27	1	448	13986	6	51	32	11	444
Gender																						
Female	48	6	13	26	54	15	31	1	2	447	69	10	54	33	3	447	6929	6	49	33	12	443
Male	58	8	14	39	67	11	19	0	0	451	72	13	67	21	0	450	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	33	1	3	22	67	10	30	0	0	445	41	2	66	29	2	444	1888	1	32	44	23	437
No	73	13	18	43	59	16	22	1	1	451	100	15	58	26	1	450	12103	7	54	30	9	445
Gifted/talented program																						
Yes	3										5	40	60	0	0	461	266	30	65	5	1	457
No	103	12	12	64	62	26	25	1	1	449	136	10	60	28	1	448	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: MSAD 01
School: Eva Hoyt Zippel 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	12	1	8	5	38	7	54	0	0	445	11	7	33	60	0	444	5	4	37	36	22	439
B. less than one hour	65	12	17	41	59	15	22	1	1	450	67	14	60	24	2	449	74	6	53	31	10	444
C. one to two hours	20	1	5	17	81	3	14	0	0	449	19	4	78	19	0	448	18	7	52	32	8	445
D. more than two hours	3	0	0	2	67	1	33	0	0	445	3	25	50	25	0	453	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.	35	8	22	22	59	7	19	0	0	451	35	20	57	22	0	451	24	9	53	28	10	446
B. They match some of what I have learned.	49	5	10	34	67	12	24	0	0	449	48	7	64	27	1	448	49	6	54	31	9	445
C. They match just a little of what I have learned.	12	1	8	7	54	4	31	1	8	447	14	5	58	32	5	446	21	4	47	36	13	442
D. There is no match.	4	0	0	1	25	3	75	0	0	438	4	0	40	60	0	439	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	6	21	14	50	8	29	0	0	451	29	20	48	33	0	450	25	9	53	27	10	446
B. good	52	8	15	35	64	12	22	0	0	450	50	11	66	21	1	449	54	6	55	30	9	445
C. fair	18	0	0	12	63	6	32	1	5	445	19	0	59	37	4	444	19	3	43	40	15	441
D. poor	3	0	0	3	100	0	0	0	0	448	2	0	100	0	0	448	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	23	1	4	16	67	7	29	0	0	448	22	3	68	29	0	447	22	5	45	35	15	442
B. about the same as my regular schoolwork	61	11	17	38	58	15	23	1	2	450	60	14	56	27	2	449	62	7	53	31	9	445
C. easier than my regular schoolwork	16	2	12	11	65	4	24	0	0	448	18	12	64	24	0	449	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	11	2	17	7	58	3	25	0	0	448	17	8	58	29	4	446	24	7	48	33	12	444
B. a few times a week	76	11	14	49	60	20	25	1	1	450	67	14	60	26	1	449	53	7	54	31	9	445
C. once a week	4	0	0	3	75	1	25	0	0	447	6	0	56	44	0	444	9	6	46	33	15	442
D. a few times a month	8	1	11	6	67	2	22	0	0	449	10	7	71	21	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.	35	7	19	23	62	7	19	0	0	452	35	16	61	22	0	451	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	14	0	0	7	47	7	47	1	7	442	15	0	52	38	10	443	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	37	5	13	24	62	10	26	0	0	449	38	9	60	30	0	448	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	13	2	14	10	71	2	14	0	0	451	12	18	65	18	0	451	22	9	55	26	9	446
Optional school/SAU question																						
A.	33	1	100	0	0	0	0	0	0	464	33	100	0	0	0	464						
B.	0										0											
C.	0										0											
D.	67	0	0	2	100	0	0	0	0	455	67	0	100	0	0	455						

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