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: 12031510
SAU: MSAD 09
School: Cape Cod Hill Elem 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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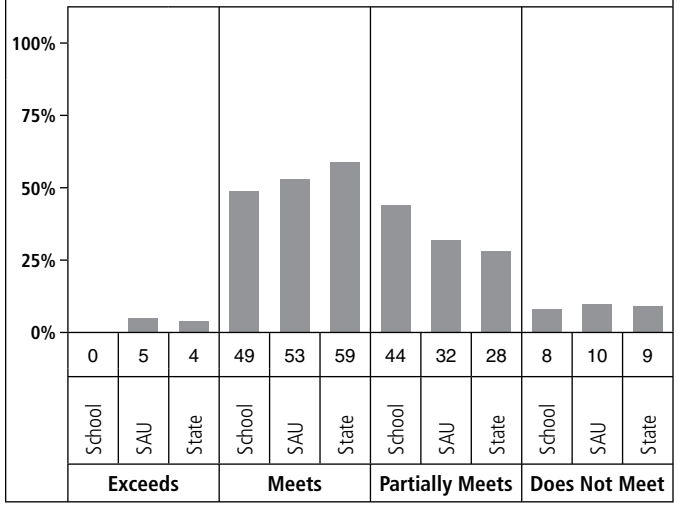
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	MSAD 09
School:	Cape Cod Hill Elem School

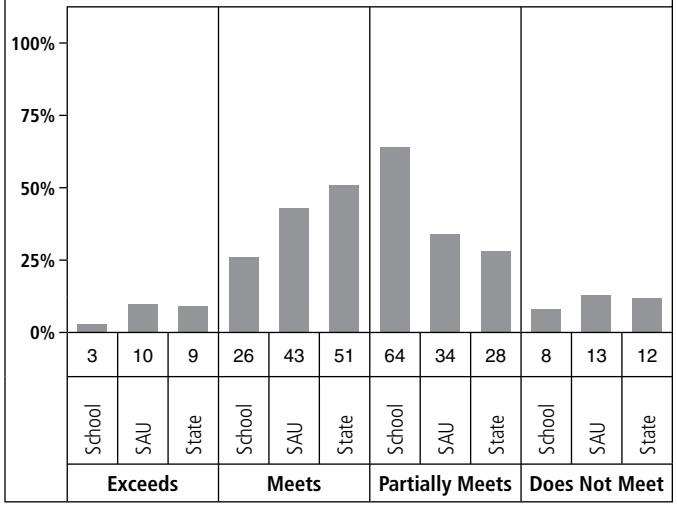
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	444	444	444
2006–2007	446	445	445
2007–2008	**441**	**444**	**445**
Cum. Avg.*	443	444	445
Mathematics			
2005–2006	433	439	444
2006–2007	442	443	445
2007–2008	**439**	**444**	**445**
Cum. Avg.*	438	442	445
Science & Technology			
2005–2006	440	442	444
2006–2007	444	443	444
2007–2008	**440**	**445**	**444**
Cum. Avg.*	441	443	444

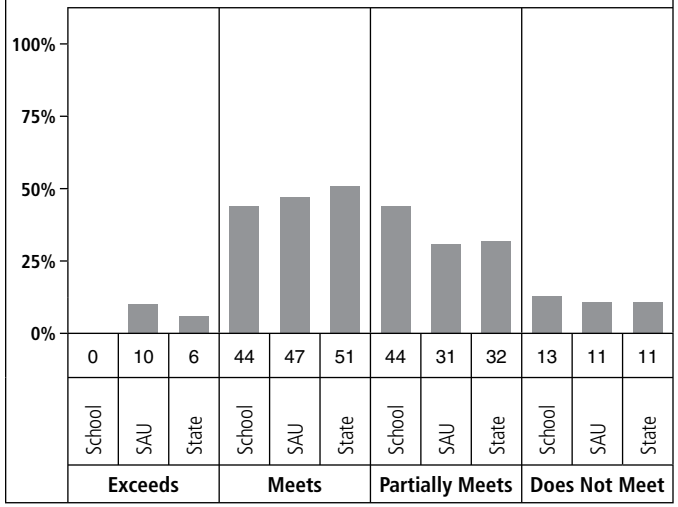
ELA – READING

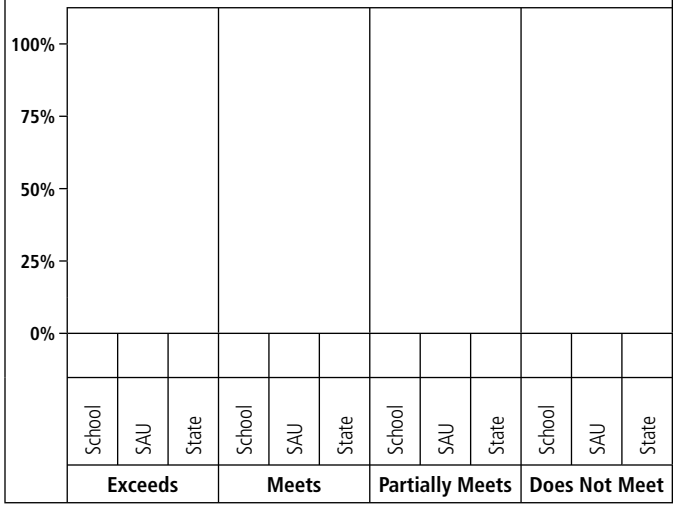


MATHEMATICS



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: MSAD 09
School: Cape Cod Hill Elem 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	39	100	184	100	14207	100	39	100	184	100	14181	100	39	100	184	100	14123	100	39	100	184	100	14115	99						
Ethnicity African American/Black	0	0	1	1	390	3	0	0	1	100	388	99	0	0	1	100	388	99	0	0	1	100	386	99						
American Indian or Native Alaskan	0	0	1	1	101	1	0	0	1	100	101	100	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	3	2	263	2	0	0	3	100	259	98	0	0	3	100	262	100	0	0	3	100	262	100						
Hispanic	0	0	1	1	170	1	0	0	1	100	168	99	0	0	1	100	166	98	0	0	1	100	166	98						
Caucasian/White	39	100	178	97	13282	93	39	100	178	100	13264	100	39	100	178	100	13205	100	39	100	178	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	6	15	30	16	2524	18	6	100	30	100	2514	100	6	100	30	100	2498	99	6	100	30	100	2494	99						
Current LEP	0	0	1	1	385	3	0	0	1	100	377	98	0	0	1	100	383	99	0	0	1	100	380	99						
Economically disadvantaged	24	62	84	46	5587	39	24	100	84	100	5569	100	24	100	84	100	5538	99	24	100	84	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	24	62	130	71	10755	76	24	62	130	71	10730	76	24	62	130	71	10776	76						
Identified disability (PET/IEP)	0	0	5	4	375	3	0	0	5	4	374	3	0	0	5	4	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	1	1	114	1	0	0	1	1	114	1	0	0	1	1	115	1						
Participation with accommodations	15	38	52	28	3298	23	15	38	52	28	3267	23	15	38	52	28	3215	23						
Identified disability (PET/IEP)	6	40	23	44	2013	61	6	40	23	44	1998	61	6	40	23	44	1986	62						
LEP	0	0	1	2	225	7	0	0	1	2	233	7	0	0	1	2	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	9	60	28	54	1046	32	9	60	28	54	1023	31	9	60	28	54	987	31						
Participation through alternate assessment (PAAP)	0	0	2	1	126	1	0	0	2	1	126	1	0	0	2	1	124	1						
Identified disability (PET/IEP)	0	0	2	100	126	100	0	0	2	100	126	100	0	0	2	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 09
School:	Cape Cod Hill Elem 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	3	10	6	3	601	4
	2006-2007	0	0	6	3	507	4
	2007-2008	**0**	**0**	**9**	**5**	**559**	**4**
	Cum. Total*	3	3	21	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	13	45	91	51	7910	57
	2006-2007	22	73	117	66	8749	63
	2007-2008	**19**	**49**	**96**	**53**	**8308**	**59**
	Cum. Total*	54	55	304	56	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	8	28	62	35	3970	29
	2006-2007	7	23	40	22	3467	25
	2007-2008	**17**	**44**	**59**	**32**	**3922**	**28**
	Cum. Total*	32	33	161	30	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	5	17	20	11	1421	10
	2006-2007	1	3	15	8	1165	8
	2007-2008	**3**	**8**	**18**	**10**	**1264**	**9**
	Cum. Total*	9	9	53	10	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**	27.2	56.7	29.1	60.6	29.7	61.9
Literary Text	**24**	**50**	14.7	61.3	15.5	64.6	15.5	64.6
Informational Text	**24**	**50**	12.5	52.1	13.6	56.7	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 09
School: Cape Cod Hill Elem 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	39	0	0	19	49	17	44	3	8	441	182	5	53	32	10	444	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										1						101	1	46	44	10	442
Asian or Pacific Islander	0										3						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	39	0	0	19	49	17	44	3	8	441	176	5	53	31	10	444	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	0	0	5	83	1	17	436	28	4	14	54	29	437	2388	0	29	44	26	437
No	33	0	0	19	58	12	36	2	6	442	154	5	60	29	6	446	11665	5	65	25	6	446
Current LEP																						
Yes	0										1						373	1	32	35	32	436
No	39	0	0	19	49	17	44	3	8	441	181	5	53	32	10	444	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	24	0	0	11	46	11	46	2	8	441	83	0	40	45	16	440	5502	1	47	37	14	441
No	15	0	0	8	53	6	40	1	7	443	99	9	64	22	5	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	39	0	0	19	49	17	44	3	8	441	182	5	53	32	10	444	14048	4	59	28	9	445
Gender																						
Female	18	0	0	8	44	8	44	2	11	441	83	6	54	34	6	446	6959	5	61	26	8	446
Male	21	0	0	11	52	9	43	1	5	442	99	4	52	31	13	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	4										11	0	36	45	18	439	1890	0	37	46	17	439
No	35	0	0	18	51	14	40	3	9	442	171	5	54	32	9	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										2						266	21	74	4	0	456
No	39	0	0	19	49	17	44	3	8	441	180	5	52	33	10	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: MSAD 09
School: Cape Cod Hill Elem 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	1	50	1	50	0	0	442	6	0	36	45	18	439	5	1	42	36	21	440
B. less than one hour	59	0	0	8	35	12	52	3	13	439	74	5	53	32	10	444	74	4	62	27	7	445
C. one to two hours	36	0	0	10	71	4	29	0	0	445	18	6	66	28	0	448	18	5	59	29	7	446
D. more than two hours	0										2	0	0	50	50	429	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.	13	0	0	3	60	2	40	0	0	444	26	13	49	26	13	444	30	6	63	24	7	446
B. They match some of what I have learned.	56	0	0	11	50	11	50	0	0	443	55	3	61	31	5	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	13	0	0	2	40	2	40	1	20	437	12	0	43	38	19	440	12	2	46	37	15	441
D. There is no match.	18	0	0	3	43	2	29	2	29	438	8	0	29	50	21	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	36	0	0	10	71	4	29	0	0	445	34	8	67	20	5	448	35	7	66	20	6	448
B. good	41	0	0	9	56	6	38	1	6	442	44	4	51	35	10	444	51	3	60	29	7	445
C. fair	18	0	0	0	0	6	86	1	14	436	18	3	41	41	16	441	12	1	44	40	16	440
D. poor	5	0	0	0	0	1	50	1	50	431	4	0	13	63	25	436	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	4	40	5	50	1	10	440	28	2	37	47	14	442	19	2	46	34	17	442
B. about the same as my regular schoolwork	50	0	0	11	58	8	42	0	0	444	53	8	58	29	5	446	62	5	64	26	5	446
C. easier than my regular schoolwork	24	0	0	4	44	3	33	2	22	438	20	3	63	17	17	443	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.	15	0	0	3	50	2	33	1	17	440	20	0	31	42	28	438	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	67	0	0	12	46	12	46	2	8	441	49	5	55	35	6	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	18	0	0	4	57	3	43	0	0	444	31	5	67	22	5	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	18	0	0	3	43	4	57	0	0	441	24	11	55	25	9	447	18	7	64	22	7	447
B. 20 minutes to an hour	51	0	0	13	65	6	30	1	5	443	40	3	63	26	8	445	55	4	64	26	6	446
C. less than 20 minutes	13	0	0	2	40	2	40	1	20	441	15	0	37	48	15	440	14	2	53	33	12	443
D. I rarely read at home.	18	0	0	1	14	5	71	1	14	437	20	5	43	41	11	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	22	0	0	3	38	5	63	0	0	442	20	0	47	44	8	442	23	3	50	34	13	442
B. six to ten pages	25	0	0	7	78	2	22	0	0	444	28	4	66	26	4	446	25	3	60	29	8	444
C. eleven or more pages	53	0	0	7	37	9	47	3	16	440	51	8	48	30	14	445	52	5	64	24	6	446
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	448	33	0	33	33	33	439						
B.	33	0	0	0	0	1	100	0	0	438	11	0	0	100	0	438						
C.	33	0	0	0	0	1	100	0	0	440	22	0	0	50	50	429						
D.	0										33	0	67	33	0	449						

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 09
School:	Cape Cod Hill Elem 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	0	0	9	5	1294	9
	2006-2007	1	3	10	6	1054	8
	2007-2008	**1**	**3**	**19**	**10**	**1321**	**9**
	Cum. Total*	2	2	38	7	3669	9
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 441–460)	2005-2006	8	28	70	38	7000	50
	2006-2007	15	50	91	51	7394	53
	2007-2008	**10**	**26**	**78**	**43**	**7079**	**51**
	Cum. Total*	33	34	239	44	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	9	31	61	34	3784	27
	2006-2007	9	30	52	29	3729	27
	2007-2008	**25**	**64**	**61**	**34**	**3955**	**28**
	Cum. Total*	43	44	174	32	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	12	41	42	23	1894	14
	2006-2007	5	17	25	14	1735	12
	2007-2008	**3**	**8**	**24**	**13**	**1642**	**12**
	Cum. Total*	20	20	91	17	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	8.2	54.7	9.1	60.7	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	7.9	56.4	8.9	63.6	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	2.8	56.0	3.2	64.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	9.1	65.0	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: MSAD 09
School: Cape Cod Hill Elem 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	39	1	3	10	26	25	64	3	8	439	182	10	43	34	13	444	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										1						101	3	46	41	11	442
Asian or Pacific Islander	0										3						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	39	1	3	10	26	25	64	3	8	439	176	10	43	33	14	444	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	0	0	5	83	1	17	432	28	0	29	29	43	433	2372	3	31	36	30	436
No	33	1	3	10	30	20	61	2	6	440	154	12	45	34	8	446	11625	11	54	27	8	447
Current LEP																						
Yes	0										1						381	4	33	28	35	435
No	39	1	3	10	26	25	64	3	8	439	181	10	43	33	13	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	24	1	4	6	25	15	63	2	8	439	83	4	34	43	19	439	5472	5	41	35	19	440
No	15	0	0	4	27	10	67	1	7	439	99	16	51	25	8	448	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	39	1	3	10	26	25	64	3	8	439	182	10	43	34	13	444	13992	9	51	28	12	445
Gender																						
Female	18	0	0	5	28	12	67	1	6	438	83	8	45	35	12	445	6933	9	50	29	12	445
Male	21	1	5	5	24	13	62	2	10	440	99	12	41	32	14	444	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	4										11	0	45	45	9	440	1890	2	34	41	23	438
No	35	1	3	9	26	23	66	2	6	440	171	11	43	33	13	444	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										2						266	45	49	5	0	461
No	39	1	3	10	26	25	64	3	8	439	180	9	43	34	13	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: MSAD 09
School: Cape Cod Hill Elem 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	2	100	0	0	432	6	0	27	45	27	437	5	6	34	33	27	438
B. less than one hour	59	0	0	6	26	14	61	3	13	437	74	12	43	33	13	445	74	10	52	28	10	446
C. one to two hours	36	1	7	4	29	9	64	0	0	443	18	9	50	34	6	446	18	10	52	28	10	446
D. more than two hours	0										2	0	25	25	50	434	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.	31	1	8	2	17	8	67	1	8	440	42	14	43	32	11	446	38	13	56	23	8	448
B. They match some of what I have learned.	49	0	0	7	37	12	63	0	0	441	44	10	49	33	8	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	18	0	0	1	14	5	71	1	14	433	12	0	24	48	29	435	10	4	35	39	22	439
D. There is no match.	3	0	0	0	0	0	0	1	100	428	3	0	20	0	80	424	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	0	0	6	50	5	42	1	8	443	43	15	49	23	13	447	35	16	55	20	8	449
B. good	53	1	5	4	20	14	70	1	5	440	43	8	39	42	12	442	48	7	52	31	11	445
C. fair	13	0	0	0	0	5	100	0	0	434	9	0	41	41	18	440	14	3	41	38	18	440
D. poor	3	0	0	0	0	0	0	1	100	406	5	11	33	33	22	442	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	0	0	1	13	5	63	2	25	434	16	3	31	41	24	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	66	0	0	8	32	17	68	0	0	441	56	10	47	31	12	445	64	10	54	28	9	446
C. easier than my regular schoolwork	13	1	20	1	20	2	40	1	20	438	27	17	42	31	10	446	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	0	0	2	67	1	33	431	11	0	20	30	50	433	23	8	47	29	16	443
B. two or three days a week	41	0	0	5	33	8	53	2	13	437	32	11	40	37	12	443	36	11	54	27	9	447
C. two or three times each month	22	0	0	1	13	7	88	0	0	439	38	13	51	31	4	448	25	10	53	27	10	446
D. never or almost never	30	1	9	4	36	6	55	0	0	444	19	11	46	31	11	445	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	100	0	0	432	3	0	17	50	33	433	5	3	30	33	33	436
B. two or three days a week	9	0	0	0	0	2	67	1	33	428	8	0	40	33	27	437	19	8	50	30	12	445
C. two or three times each month	66	0	0	7	30	16	70	0	0	440	32	9	44	42	5	444	38	11	55	26	8	447
D. never or almost never	23	1	13	3	38	2	25	2	25	442	56	14	46	25	15	446	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	11	0	0	0	0	3	75	1	25	433	7	0	15	31	54	430	8	3	33	38	25	438
B. 30–45 minutes	14	0	0	0	0	4	80	1	20	428	22	10	40	35	15	442	27	6	48	33	13	443
C. 45–60 minutes	57	1	5	8	38	11	52	1	5	442	58	13	51	29	7	448	38	11	54	26	9	447
D. more than 60 minutes	19	0	0	2	29	5	71	0	0	442	12	5	27	50	18	439	26	13	55	23	9	448
Optional school/SAU question																						
A.	33	0	0	0	0	1	100	0	0	440	33	0	0	33	67	427						
B.	33	0	0	0	0	0	0	1	100	412	11	0	0	0	100	412						
C.	33	0	0	0	0	1	100	0	0	430	22	0	0	50	50	419						
D.	0										33	33	33	33	0	454						

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 09
School:	Cape Cod Hill Elem School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	1	3	6	3	751	5
	2006-2007	1	3	10	6	963	7
	2007-2008	**0**	**0**	**19**	**10**	**882**	**6**
	Cum. Total*	2	2	35	6	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	13	45	81	45	7251	52
	2006-2007	14	47	81	46	6824	49
	2007-2008	**17**	**44**	**86**	**47**	**7130**	**51**
	Cum. Total*	44	45	248	46	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	8	28	71	39	4514	32
	2006-2007	14	47	63	35	4382	32
	2007-2008	**17**	**44**	**57**	**31**	**4433**	**32**
	Cum. Total*	39	40	191	35	13329	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	7	24	24	13	1458	10
	2006-2007	1	3	24	13	1735	12
	2007-2008	**5**	**13**	**20**	**11**	**1546**	**11**
	Cum. Total*	13	13	68	13	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**	7.8	65.0	8.5	70.8	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	6.9	57.5	7.4	61.7	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	5.7	47.5	7.0	58.3	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.3	60.8	7.7	64.2	7.6	63.3

Cluster 1: Life Sciences
- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences
- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences
- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science
- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

SCIENCE AND TECHNOLOGY RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Cape Cod Hill Elem 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	39	0	0	17	44	17	44	5	13	440	182	10	47	31	11	445	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										1						101	3	44	44	10	441
Asian or Pacific Islander	0										3						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	39	0	0	17	44	17	44	5	13	440	176	10	47	32	11	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	6	0	0	1	17	4	67	1	17	435	28	4	32	43	21	438	2370	2	32	41	25	437
No	33	0	0	16	48	13	39	4	12	440	154	12	50	29	9	446	11621	7	55	30	8	445
Current LEP																						
Yes	0										1						379	1	25	35	39	433
No	39	0	0	17	44	17	44	5	13	440	181	10	48	31	10	445	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	24	0	0	10	42	11	46	3	13	438	83	1	41	43	14	439	5470	3	41	39	18	440
No	15	0	0	7	47	6	40	2	13	442	99	18	53	21	8	449	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	39	0	0	17	44	17	44	5	13	440	182	10	47	31	11	445	13986	6	51	32	11	444
Gender																						
Female	18	0	0	7	39	9	50	2	11	438	83	11	49	29	11	445	6929	6	49	33	12	443
Male	21	0	0	10	48	8	38	3	14	441	99	10	45	33	11	444	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	4										11	0	36	64	0	439	1888	1	32	44	23	437
No	35	0	0	17	49	13	37	5	14	440	171	11	48	29	12	445	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										2						266	30	65	5	1	457
No	39	0	0	17	44	17	44	5	13	440	180	9	48	32	11	444	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 09
School: Cape Cod Hill Elem 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	100	0	0	0	0	448	6	0	64	18	18	441	5	4	37	36	22	439
B. less than one hour	59	0	0	7	30	11	48	5	22	437	74	11	45	31	13	444	74	6	53	31	10	444
C. one to two hours	36	0	0	8	57	6	43	0	0	443	18	13	53	34	0	448	18	7	52	32	8	445
D. more than two hours	0										2	0	25	50	25	438	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.	22	0	0	3	38	4	50	1	13	440	24	16	41	34	9	446	24	9	53	28	10	446
B. They match some of what I have learned.	43	0	0	6	38	7	44	3	19	439	51	10	54	28	8	446	49	6	54	31	9	445
C. They match just a little of what I have learned.	30	0	0	7	64	4	36	0	0	443	20	8	42	33	17	442	21	4	47	36	13	442
D. There is no match.	5	0	0	1	50	0	0	1	50	432	4	0	38	25	38	436	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	30	0	0	4	36	7	64	0	0	443	33	17	38	42	3	447	25	9	53	27	10	446
B. good	49	0	0	11	61	5	28	2	11	442	46	6	60	23	11	445	54	6	55	30	9	445
C. fair	19	0	0	2	29	3	43	2	29	433	16	14	43	25	18	443	19	3	43	40	15	441
D. poor	3	0	0	0	0	0	0	1	100	426	6	0	20	40	40	433	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	19	0	0	4	57	3	43	0	0	441	18	12	39	39	9	444	22	5	45	35	15	442
B. about the same as my regular schoolwork	54	0	0	10	50	8	40	2	10	442	56	11	51	28	10	446	62	7	53	31	9	445
C. easier than my regular schoolwork	27	0	0	3	30	4	40	3	30	436	26	9	48	28	15	443	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	35	0	0	6	46	6	46	1	8	441	18	12	33	42	12	443	24	7	48	33	12	444
B. a few times a week	62	0	0	10	43	9	39	4	17	439	59	9	54	28	8	445	53	7	54	31	9	445
C. once a week	3	0	0	1	100	0	0	0	0	452	9	13	50	13	25	444	9	6	46	33	15	442
D. a few times a month	0										13	13	38	38	13	446	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	19	0	0	3	43	4	57	0	0	442	12	5	59	32	5	445	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	27	0	0	6	60	2	20	2	20	442	37	6	45	37	12	443	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	49	0	0	7	39	8	44	3	17	438	26	9	46	33	13	443	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	5	0	0	1	50	1	50	0	0	442	25	23	48	18	11	450	22	9	55	26	9	446
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	456	33	0	33	33	33	439						
B.	33	0	0	0	0	1	100	0	0	438	11	0	0	100	0	438						
C.	33	0	0	1	100	0	0	0	0	442	22	0	50	0	50	430						
D.	0										33	0	67	33	0	445						

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