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: 12111537
SAU: MSAD 17
School: Harrison Elementary

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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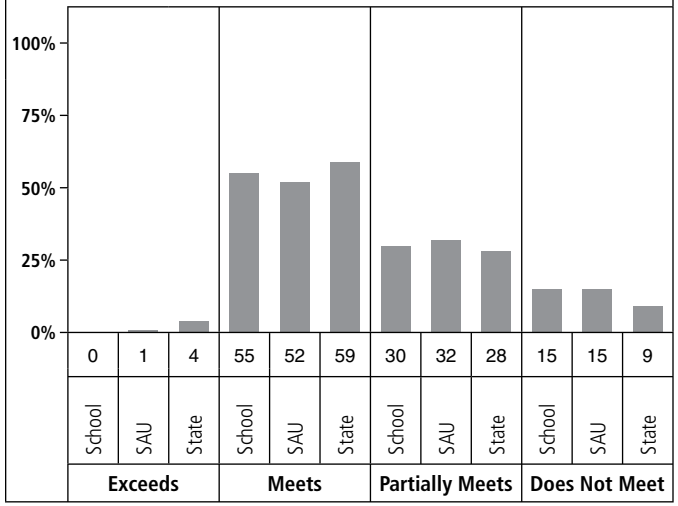
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 17
School: Harrison Elementary

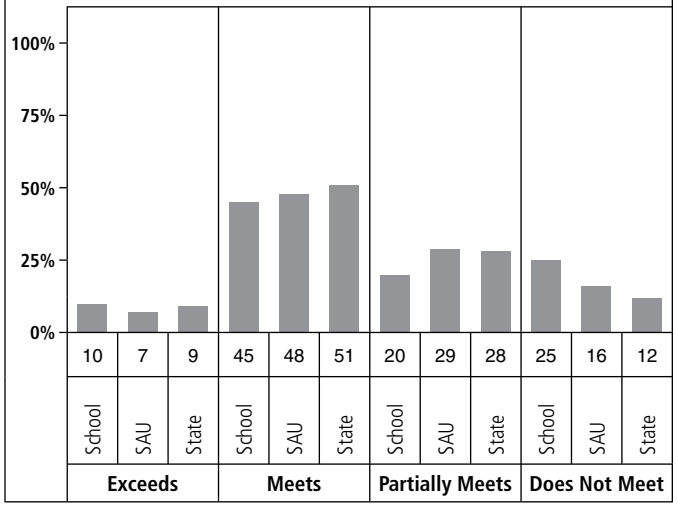
Summary of School, SAU, and State Scores

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

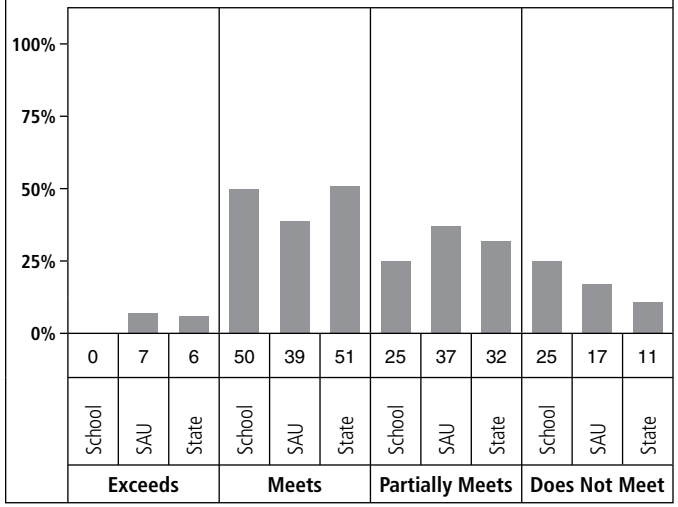
ELA – READING

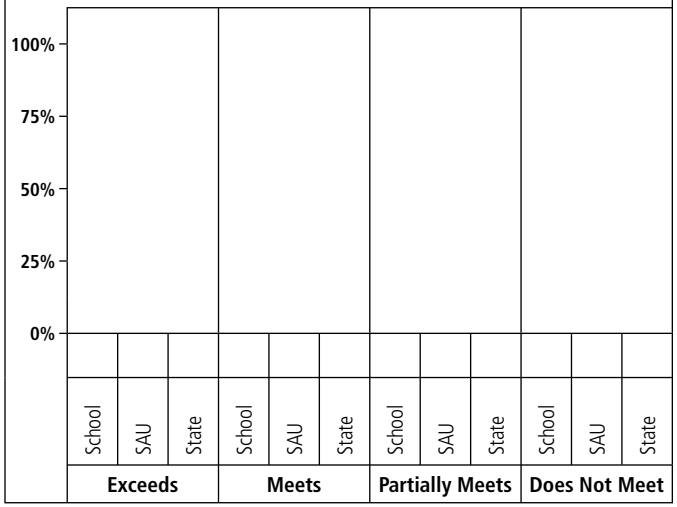


MATHEMATICS



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 17
School: Harrison Elementary

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	20	100	293	100	14207	100	20	100	292	100	14181	100	20	100	291	99	14123	100	20	100	292	100	14115	99						
Ethnicity African American/Black	0	0	4	1	390	3	0	0	4	100	388	99	0	0	4	100	388	99	0	0	4	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	5	3	1	263	2	1	100	3	100	259	98	1	100	3	100	262	100	1	100	3	100	262	100						
Hispanic	0	0	5	2	170	1	0	0	5	100	168	99	0	0	5	100	166	98	0	0	5	100	166	98						
Caucasian/White	19	95	281	96	13282	93	19	100	280	100	13264	100	19	100	279	99	13205	100	19	100	280	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	4	20	53	18	2524	18	4	100	53	100	2514	100	4	100	52	98	2498	99	4	100	53	100	2494	99						
Current LEP	0	0	1	0	385	3	0	0	1	100	377	98	0	0	1	100	383	99	0	0	1	100	380	99						
Economically disadvantaged	11	55	173	59	5587	39	11	100	172	99	5569	100	11	100	171	99	5538	99	11	100	172	99	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	13	65	187	64	10755	76	13	65	203	69	10730	76	13	65	206	70	10776	76						
Identified disability (PET/IEP)	0	0	5	3	375	3	0	0	8	4	374	3	0	0	7	3	384	4						
LEP	0	0	1	1	148	1	0	0	1	0	148	1	0	0	1	0	150	1						
504 plan	0	0	1	1	114	1	0	0	2	1	114	1	0	0	2	1	115	1						
Participation with accommodations	7	35	102	35	3298	23	7	35	85	29	3267	23	7	35	83	28	3215	23						
Identified disability (PET/IEP)	4	57	45	44	2013	61	4	57	41	48	1998	61	4	57	43	52	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	1	14	2	2	69	2	1	14	1	1	68	2	1	14	1	1	67	2						
Other	2	29	55	54	1046	32	2	29	43	51	1023	31	2	29	39	47	987	31						
Participation through alternate assessment (PAAP)	0	0	3	1	126	1	0	0	3	1	126	1	0	0	3	1	124	1						
Identified disability (PET/IEP)	0	0	3	100	126	100	0	0	3	100	126	100	0	0	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	1	0	11	0	0	0	2	1	68	0	0	0	1	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 17
School:	Harrison Elementary

ACHIEVEMENT LEVEL DEFINITIONS

The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	3	4	1	601	4
	2006-2007	2	6	8	3	507	4
	2007-2008	**0**	**0**	**4**	**1**	**559**	**4**
	Cum. Total*	3	4	16	2	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	150	54	7910	57
	2006-2007	17	55	122	50	8749	63
	2007-2008	**11**	**55**	**150**	**52**	**8308**	**59**
	Cum. Total*	41	51	422	52	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	9	31	88	31	3970	29
	2006-2007	11	35	79	32	3467	25
	2007-2008	**6**	**30**	**93**	**32**	**3922**	**28**
	Cum. Total*	26	33	260	32	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	6	21	38	14	1421	10
	2006-2007	1	3	36	15	1165	8
	2007-2008	**3**	**15**	**42**	**15**	**1264**	**9**
	Cum. Total*	10	13	116	14	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**	28.1	58.5	27.7	57.7	29.7	61.9
Literary Text	**24**	**50**	13.9	57.9	14.3	59.6	15.5	64.6
Informational Text	**24**	**50**	14.3	59.6	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

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

ELA–READING RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 17
School: Harrison Elementary

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	20	0	0	11	55	6	30	3	15	442	289	1	52	32	15	442	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										4						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	1										3						259	6	61	22	11	445
Hispanic	0										5	0	40	60	0	439	164	0	45	38	16	440
Caucasian/White	19	0	0	10	53	6	32	3	16	442	277	1	52	32	15	442	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	4										50	0	12	44	44	433	2388	0	29	44	26	437
No	16	0	0	11	69	4	25	1	6	446	239	2	60	30	8	444	11665	5	65	25	6	446
Current LEP																						
Yes	0										1						373	1	32	35	32	436
No	20	0	0	11	55	6	30	3	15	442	288	1	52	32	15	442	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	11	0	0	4	36	5	45	2	18	438	169	1	41	38	20	439	5502	1	47	37	14	441
No	9	0	0	7	78	1	11	1	11	448	120	3	67	24	7	446	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	20	0	0	11	55	6	30	3	15	442	289	1	52	32	15	442	14048	4	59	28	9	445
Gender																						
Female	11	0	0	5	45	5	45	1	9	443	121	1	53	31	15	443	6959	5	61	26	8	446
Male	9	0	0	6	67	1	11	2	22	442	168	2	51	33	14	442	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	20	0	0	11	55	6	30	3	15	442	289	1	52	32	15	442	12163	5	63	25	8	446
Gifted/talented program																						
Yes	2										12	8	92	0	0	453	266	21	74	4	0	456
No	18	0	0	9	50	6	33	3	17	442	277	1	50	34	15	442	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 17
School: Harrison Elementary

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	0										7	0	35	35	30	436	5	1	42	36	21	440
B. less than one hour	95	0	0	11	58	6	32	2	11	443	75	1	53	33	13	443	74	4	62	27	7	445
C. one to two hours	5	0	0	0	0	0	0	1	100	430	15	2	64	24	10	445	18	5	59	29	7	446
D. more than two hours	0										3	0	33	44	22	440	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.	50	0	0	6	60	2	20	2	20	442	33	3	61	25	11	444	30	6	63	24	7	446
B. They match some of what I have learned.	40	0	0	5	63	3	38	0	0	445	46	1	55	35	8	443	52	4	63	27	6	446
C. They match just a little of what I have learned.	10	0	0	0	0	1	50	1	50	435	14	0	33	33	35	437	12	2	46	37	15	441
D. There is no match.	0										7	0	37	42	21	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	55	0	0	9	82	1	9	1	9	445	34	2	75	17	6	446	35	7	66	20	6	448
B. good	25	0	0	1	20	3	60	1	20	439	48	1	46	38	15	442	51	3	60	29	7	445
C. fair	20	0	0	1	25	2	50	1	25	439	15	0	37	41	22	439	12	1	44	40	16	440
D. poor	0										4	0	17	50	33	435	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	30	0	0	2	33	2	33	2	33	437	23	0	35	40	25	438	19	2	46	34	17	442
B. about the same as my regular schoolwork	40	0	0	6	75	2	25	0	0	447	55	2	56	33	8	444	62	5	64	26	5	446
C. easier than my regular schoolwork	30	0	0	3	50	2	33	1	17	441	23	2	63	22	13	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.	25	0	0	1	20	2	40	2	40	432	14	0	15	48	38	435	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	35	0	0	4	57	3	43	0	0	445	46	0	50	36	14	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	40	0	0	6	75	1	13	1	13	447	39	4	72	19	5	447	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	45	0	0	5	56	2	22	2	22	441	23	3	69	18	9	446	18	7	64	22	7	447
B. 20 minutes to an hour	40	0	0	6	75	2	25	0	0	446	53	1	57	33	9	444	55	4	64	26	6	446
C. less than 20 minutes	5	0	0	0	0	0	0	1	100	428	15	0	33	33	33	437	14	2	53	33	12	443
D. I rarely read at home.	10	0	0	0	0	2	100	0	0	439	9	0	21	63	17	438	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	0	0	2	29	2	29	3	43	435	17	0	37	39	24	439	23	3	50	34	13	442
B. six to ten pages	16	0	0	3	100	0	0	0	0	451	17	0	48	43	9	441	25	3	60	29	8	444
C. eleven or more pages	47	0	0	6	67	3	33	0	0	446	67	2	59	27	11	444	52	5	64	24	6	446
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	414	50	0	33	0	67	428						
B.	0										17	0	0	0	100	430						
C.	0										17	0	100	0	0	444						
D.	0										17	0	0	100	0	440						

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 17
School:	Harrison Elementary

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	3	10	13	5	1294	9
	2006-2007	1	3	6	2	1054	8
	2007-2008	**2**	**10**	**21**	**7**	**1321**	**9**
	Cum. Total*	6	8	40	5	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	115	41	7000	50
	2006-2007	15	48	102	42	7394	53
	2007-2008	**9**	**45**	**137**	**48**	**7079**	**51**
	Cum. Total*	32	40	354	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	11	38	102	36	3784	27
	2006-2007	8	26	79	32	3729	27
	2007-2008	**4**	**20**	**84**	**29**	**3955**	**28**
	Cum. Total*	23	29	265	33	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	7	24	50	18	1894	14
	2006-2007	7	23	58	24	1735	12
	2007-2008	**5**	**25**	**46**	**16**	**1642**	**12**
	Cum. Total*	19	24	154	19	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	9.5	63.3	8.7	58.0	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	8.7	62.1	8.9	63.6	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.0	60.0	3.3	66.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	9.5	67.9	9.5	67.9	9.7	69.3

Cluster 1: Numbers and Operations
- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making
- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns
- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

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

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

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 17
School: Harrison Elementary

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	20	2	10	9	45	4	20	5	25	443	288	7	48	29	16	443	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										4						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	1										3						262	14	51	23	12	447
Hispanic	0										5	0	20	60	20	434	162	4	41	34	21	440
Caucasian/White	19	2	11	8	42	4	21	5	26	443	276	7	48	29	16	443	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	4										49	2	22	39	37	431	2372	3	31	36	30	436
No	16	2	13	9	56	4	25	1	6	450	239	8	53	27	12	445	11625	11	54	27	8	447
Current LEP																						
Yes	0										1						381	4	33	28	35	435
No	20	2	10	9	45	4	20	5	25	443	287	7	48	29	16	443	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	11	2	18	1	9	3	27	5	45	437	168	6	38	30	26	439	5472	5	41	35	19	440
No	9	0	0	8	89	1	11	0	0	451	120	9	61	28	3	448	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	20	2	10	9	45	4	20	5	25	443	288	7	48	29	16	443	13992	9	51	28	12	445
Gender																						
Female	11	1	9	5	45	3	27	2	18	442	121	6	46	30	18	442	6933	9	50	29	12	445
Male	9	1	11	4	44	1	11	3	33	444	167	8	49	29	14	443	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	20	2	10	9	45	4	20	5	25	443	288	7	48	29	16	443	12107	11	53	26	10	446
Gifted/talented program																						
Yes	2										12	50	42	8	0	462	266	45	49	5	0	461
No	18	1	6	8	44	4	22	5	28	441	276	5	48	30	17	442	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 17
School: Harrison Elementary

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	0										7	5	45	20	30	438	5	6	34	33	27	438
B. less than one hour	95	2	11	9	47	3	16	5	26	444	75	7	48	30	15	443	74	10	52	28	10	446
C. one to two hours	5	0	0	0	0	1	100	0	0	430	15	12	50	29	10	446	18	10	52	28	10	446
D. more than two hours	0										3	0	56	22	22	439	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.	45	1	11	3	33	1	11	4	44	437	40	8	50	22	20	443	38	13	56	23	8	448
B. They match some of what I have learned.	55	1	9	6	55	3	27	1	9	448	47	8	52	30	11	445	48	8	52	29	10	445
C. They match just a little of what I have learned.	0										7	10	33	48	10	442	10	4	35	39	22	439
D. There is no match.	0										6	0	38	31	31	435	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	1	14	4	57	0	0	2	29	445	41	13	56	18	13	446	35	16	55	20	8	449
B. good	50	1	10	5	50	3	30	1	10	446	40	4	46	37	13	442	48	7	52	31	11	445
C. fair	15	0	0	0	0	1	33	2	67	430	14	5	38	38	18	440	14	3	41	38	18	440
D. poor	0										5	0	31	23	46	433	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	5	0	0	0	0	0	0	1	100	406	17	2	35	39	24	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	74	2	14	7	50	3	21	2	14	448	66	9	49	28	15	444	64	10	54	28	9	446
C. easier than my regular schoolwork	21	0	0	2	50	1	25	1	25	443	17	9	66	21	4	447	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	45	1	11	4	44	1	11	3	33	440	21	5	39	31	25	439	23	8	47	29	16	443
B. two or three days a week	25	1	20	3	60	1	20	0	0	454	27	11	55	27	8	447	36	11	54	27	9	447
C. two or three times each month	20	0	0	2	50	0	0	2	50	439	30	7	53	26	14	444	25	10	53	27	10	446
D. never or almost never	10	0	0	0	0	2	100	0	0	439	22	6	44	34	16	441	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	25	0	0	3	60	0	0	2	40	436	6	0	44	31	25	440	5	3	30	33	33	436
B. two or three days a week	25	0	0	4	80	1	20	0	0	454	20	13	44	24	20	444	19	8	50	30	12	445
C. two or three times each month	20	2	50	2	50	0	0	0	0	461	36	6	58	25	11	444	38	11	55	26	8	447
D. never or almost never	30	0	0	0	0	3	50	3	50	429	38	7	44	34	15	442	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	0	0	0	0	1	50	1	50	422	8	0	36	32	32	434	8	3	33	38	25	438
B. 30–45 minutes	35	0	0	4	57	0	0	3	43	441	28	5	38	37	20	439	27	6	48	33	13	443
C. 45–60 minutes	30	1	17	3	50	2	33	0	0	450	34	11	51	32	7	446	38	11	54	26	9	447
D. more than 60 minutes	25	1	20	2	40	1	20	1	20	446	30	8	59	17	15	446	26	13	55	23	9	448
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	406	50	0	33	0	67	421						
B.	0										17	0	0	0	100	426						
C.	0										17	0	0	100	0	434						
D.	0										17	100	0	0	0	464						

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 17
School:	Harrison Elementary

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	0	0	11	4	751	5
	2006-2007	2	6	10	4	963	7
	2007-2008	**0**	**0**	**20**	**7**	**882**	**6**
	Cum. Total*	2	3	41	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	11	38	126	45	7251	52
	2006-2007	19	61	105	43	6824	49
	2007-2008	**10**	**50**	**114**	**39**	**7130**	**51**
	Cum. Total*	40	50	345	42	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	13	45	106	38	4514	32
	2006-2007	8	26	77	31	4382	32
	2007-2008	**5**	**25**	**106**	**37**	**4433**	**32**
	Cum. Total*	26	33	289	36	13329	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	17	37	13	1458	10
	2006-2007	2	6	53	22	1735	12
	2007-2008	**5**	**25**	**49**	**17**	**1546**	**11**
	Cum. Total*	12	15	139	17	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**	7.7	64.2	7.5	62.5	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	6.4	53.3	6.8	56.7	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	6.4	53.3	6.8	56.7	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.3	60.8	7.2	60.0	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 17
School: Harrison Elementary

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	20	0	0	10	50	5	25	5	25	440	289	7	39	37	17	441	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										4						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	1										3						262	5	52	28	14	443
Hispanic	0										5	0	60	20	20	438	162	2	38	39	21	439
Caucasian/White	19	0	0	9	47	5	26	5	26	439	277	7	39	36	17	441	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	4										50	0	20	40	40	433	2370	2	32	41	25	437
No	16	0	0	10	63	5	31	1	6	444	239	8	44	36	12	443	11621	7	55	30	8	445
Current LEP																						
Yes	0										1						379	1	25	35	39	433
No	20	0	0	10	50	5	25	5	25	440	288	7	39	37	17	441	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	11	0	0	5	45	2	18	4	36	436	169	3	33	43	22	438	5470	3	41	39	18	440
No	9	0	0	5	56	3	33	1	11	445	120	13	49	28	10	446	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	20	0	0	10	50	5	25	5	25	440	289	7	39	37	17	441	13986	6	51	32	11	444
Gender																						
Female	11	0	0	4	36	4	36	3	27	437	121	5	36	40	20	440	6929	6	49	33	12	443
Male	9	0	0	6	67	1	11	2	22	443	168	8	42	35	15	442	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	20	0	0	10	50	5	25	5	25	440	289	7	39	37	17	441	12103	7	54	30	9	445
Gifted/talented program																						
Yes	2										12	58	42	0	0	462	266	30	65	5	1	457
No	18	0	0	8	44	5	28	5	28	438	277	5	39	38	18	440	13725	6	51	32	11	444

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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 17
School: Harrison Elementary

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	0										7	5	30	25	40	435	5	4	37	36	22	439
B. less than one hour	95	0	0	10	53	4	21	5	26	440	75	7	42	37	15	442	74	6	53	31	10	444
C. one to two hours	5	0	0	0	0	1	100	0	0	430	15	12	33	43	12	442	18	7	52	32	8	445
D. more than two hours	0										3	0	56	33	11	439	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.	26	0	0	3	60	0	0	2	40	438	19	4	53	23	21	442	24	9	53	28	10	446
B. They match some of what I have learned.	47	0	0	5	56	1	11	3	33	440	51	10	36	37	17	442	49	6	54	31	9	445
C. They match just a little of what I have learned.	16	0	0	1	33	2	67	0	0	445	22	5	38	46	11	441	21	4	47	36	13	442
D. There is no match.	11	0	0	1	50	1	50	0	0	436	9	0	46	42	13	440	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	32	0	0	3	50	1	17	2	33	439	24	9	43	31	16	444	25	9	53	27	10	446
B. good	47	0	0	5	56	1	11	3	33	440	51	8	43	32	16	442	54	6	55	30	9	445
C. fair	16	0	0	2	67	1	33	0	0	443	22	3	31	51	15	439	19	3	43	40	15	441
D. poor	5	0	0	0	0	1	100	0	0	430	3	0	33	56	11	438	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	6	0	0	1	100	0	0	0	0	442	26	3	27	49	21	437	22	5	45	35	15	442
B. about the same as my regular schoolwork	76	0	0	6	46	3	23	4	31	439	60	11	40	36	13	444	62	7	53	31	9	445
C. easier than my regular schoolwork	18	0	0	3	100	0	0	0	0	451	13	0	68	16	16	443	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	21	0	0	1	25	0	0	3	75	430	21	9	34	38	19	440	24	7	48	33	12	444
B. a few times a week	42	0	0	6	75	1	13	1	13	445	49	7	42	38	14	442	53	7	54	31	9	445
C. once a week	5	0	0	0	0	1	100	0	0	430	14	8	41	31	21	441	9	6	46	33	15	442
D. a few times a month	32	0	0	3	50	2	33	1	17	442	17	6	43	36	15	442	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.	53	0	0	7	70	1	10	2	20	442	28	3	40	38	19	440	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	21	0	0	0	0	2	50	2	50	432	16	2	20	52	25	436	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	26	0	0	3	60	1	20	1	20	442	36	9	54	30	7	445	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	0										21	14	33	32	21	443	22	9	55	26	9	446
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	422	50	0	33	0	67	431						
B.	0										17	0	0	0	100	412						
C.	0										17	0	0	100	0	438						
D.	0										17	0	0	100	0	440						

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