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:	12161561
SAU:	MSAD 22
School:	Newburgh Elementary School

Contents of the Report

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

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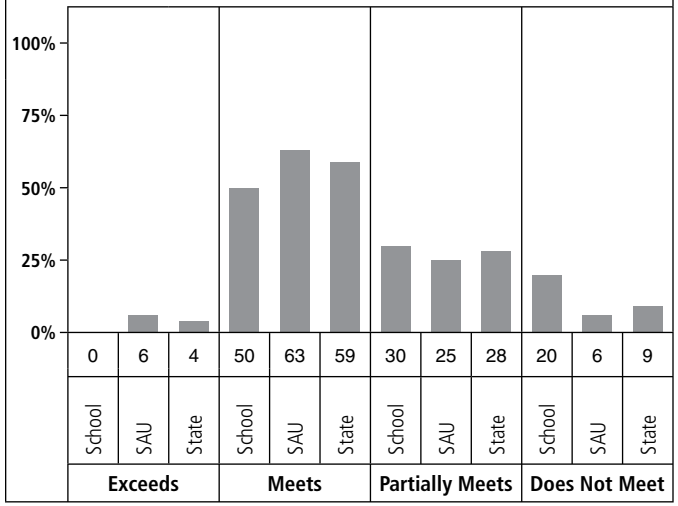
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	MSAD 22
School:	Newburgh Elementary School

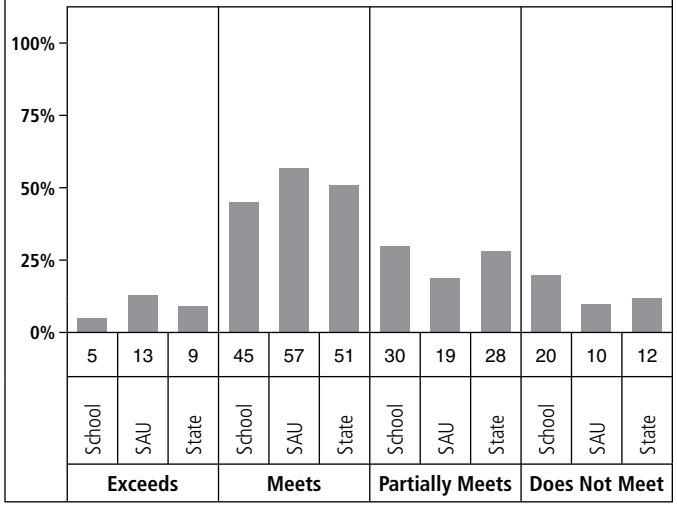
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	449	445	444
2006–2007	446	446	445
2007–2008	**441**	**447**	**445**
Cum. Avg.*	444	446	445
Mathematics			
2005–2006	440	447	444
2006–2007	448	446	445
2007–2008	**441**	**448**	**445**
Cum. Avg.*	443	447	445
Science & Technology			
2005–2006	447	446	444
2006–2007	449	445	444
2007–2008	**443**	**447**	**444**
Cum. Avg.*	445	446	444

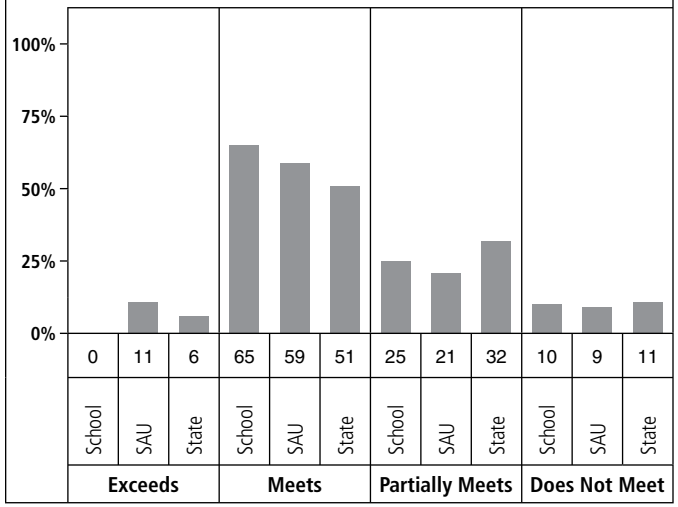
ELA – READING

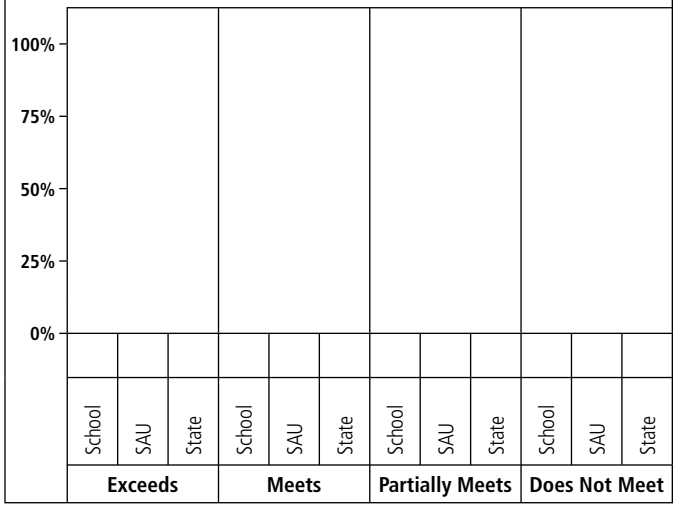


MATHEMATICS



SCIENCE AND TECHNOLOGY





*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: MSAD 22
School: Newburgh Elementary School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																							
							ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	20	100	171	100	14207	100	20	100	171	100	14181	100	20	100	171	100	14123	100	20	100	171	100	14115	99						
Ethnicity African American/Black	0	0	3	2	390	3	0	0	3	100	388	99	0	0	3	100	388	99	0	0	3	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	2	1	263	2	0	0	2	100	259	98	0	0	2	100	262	100	0	0	2	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	20	100	164	96	13282	93	20	100	164	100	13264	100	20	100	164	100	13205	100	20	100	164	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	7	35	47	27	2524	18	7	100	47	100	2514	100	7	100	47	100	2498	99	7	100	47	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	6	30	30	18	5587	39	6	100	30	100	5569	100	6	100	30	100	5538	99	6	100	30	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	12	60	114	67	10755	76	12	60	111	65	10730	76	12	60	114	67	10776	76						
Identified disability (PET/IEP)	1	8	3	3	375	3	1	8	3	3	374	3	1	8	3	3	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	2	2	114	1	0	0	2	2	114	1	0	0	2	2	115	1						
Participation with accommodations	8	40	52	30	3298	23	8	40	55	32	3267	23	8	40	52	30	3215	23						
Identified disability (PET/IEP)	6	75	39	75	2013	61	6	75	39	71	1998	61	6	75	39	75	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	1	2	69	2	0	0	1	2	68	2	0	0	1	2	67	2						
Other	2	25	12	23	1046	32	2	25	15	27	1023	31	2	25	12	23	987	31						
Participation through alternate assessment (PAAP)	0	0	5	3	126	1	0	0	5	3	126	1	0	0	5	3	124	1						
Identified disability (PET/IEP)	0	0	5	100	126	100	0	0	5	100	126	100	0	0	5	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 22
School:	Newburgh Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	2	29	12	7	601	4
	2006-2007	0	0	5	4	507	4
	2007-2008	**0**	**0**	**10**	**6**	**559**	**4**
	Cum. Total*	2	6	27	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	2	29	102	61	7910	57
	2006-2007	7	78	100	71	8749	63
	2007-2008	**10**	**50**	**104**	**63**	**8308**	**59**
	Cum. Total*	19	53	306	65	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	2	29	38	23	3970	29
	2006-2007	2	22	25	18	3467	25
	2007-2008	**6**	**30**	**42**	**25**	**3922**	**28**
	Cum. Total*	10	28	105	22	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	1	14	15	9	1421	10
	2006-2007	0	0	11	8	1165	8
	2007-2008	**4**	**20**	**10**	**6**	**1264**	**9**
	Cum. Total*	5	14	36	8	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**	26.8	55.8	31.1	64.8	29.7	61.9
Literary Text	**24**	**50**	14.2	59.2	16.3	67.9	15.5	64.6
Informational Text	**24**	**50**	12.6	52.5	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 22
School: Newburgh Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	0	0	10	50	6	30	4	20	441	166	6	63	25	6	447	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										3						384	1	36	35	28	438
American Indian or Native Alaskan	0										1						101	1	46	44	10	442
Asian or Pacific Islander	0										2						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	20	0	0	10	50	6	30	4	20	441	159	6	62	26	6	446	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	3	43	2	29	437	42	2	29	52	17	439	2388	0	29	44	26	437
No	13	0	0	8	62	3	23	2	15	444	124	7	74	16	2	449	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	20	0	0	10	50	6	30	4	20	441	166	6	63	25	6	447	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	6	0	0	0	0	3	50	3	50	433	29	3	38	45	14	441	5502	1	47	37	14	441
No	14	0	0	10	71	3	21	1	7	445	137	7	68	21	4	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	20	0	0	10	50	6	30	4	20	441	166	6	63	25	6	447	14048	4	59	28	9	445
Gender																						
Female	9	0	0	3	33	2	22	4	44	438	80	9	63	19	10	447	6959	5	61	26	8	446
Male	11	0	0	7	64	4	36	0	0	444	86	3	63	31	2	446	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	0	0	7	54	4	31	2	15	442	27	0	48	41	11	441	1890	0	37	46	17	439
No	7	0	0	3	43	2	29	2	29	440	139	7	65	22	5	448	12163	5	63	25	8	446
Gifted/talented program																						
Yes	3										15	40	60	0	0	459	266	21	74	4	0	456
No	17	0	0	7	41	6	35	4	24	440	151	3	63	28	7	445	13787	4	59	28	9	445

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

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 22
School: Newburgh Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	0	25	75	429	5	1	42	36	21	440
B. less than one hour	80	0	0	8	50	4	25	4	25	441	80	5	66	23	5	447	74	4	62	27	7	445
C. one to two hours	20	0	0	2	50	2	50	0	0	443	16	7	59	33	0	447	18	5	59	29	7	446
D. more than two hours	0										2	33	33	33	0	451	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.	25	0	0	5	100	0	0	0	0	448	35	9	72	16	3	450	30	6	63	24	7	446
B. They match some of what I have learned.	65	0	0	5	38	5	38	3	23	440	51	6	64	25	5	446	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	431	9	0	47	40	13	441	12	2	46	37	15	441
D. There is no match.	0										5	0	11	67	22	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	35	0	0	5	71	2	29	0	0	445	34	16	70	14	0	451	35	7	66	20	6	448
B. good	45	0	0	5	56	1	11	3	33	443	52	1	63	27	9	445	51	3	60	29	7	445
C. fair	15	0	0	0	0	2	67	1	33	433	13	0	52	38	10	442	12	1	44	40	16	440
D. poor	5	0	0	0	0	1	100	0	0	434	2	0	0	100	0	438	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	26	0	0	1	20	2	40	2	40	434	17	11	39	32	18	444	19	2	46	34	17	442
B. about the same as my regular schoolwork	42	0	0	6	75	1	13	1	13	447	59	6	71	21	2	448	62	5	64	26	5	446
C. easier than my regular schoolwork	32	0	0	3	50	2	33	1	17	441	24	3	62	28	8	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.	35	0	0	1	14	4	57	2	29	436	12	0	21	53	26	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	30	0	0	3	50	1	17	2	33	441	49	5	65	25	5	447	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	35	0	0	6	86	1	14	0	0	447	40	9	71	18	2	449	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	5	0	0	1	100	0	0	0	0	448	19	13	71	13	3	450	18	7	64	22	7	447
B. 20 minutes to an hour	40	0	0	4	50	2	25	2	25	441	62	6	68	22	4	447	55	4	64	26	6	446
C. less than 20 minutes	20	0	0	2	50	1	25	1	25	443	9	0	33	47	20	439	14	2	53	33	12	443
D. I rarely read at home.	35	0	0	3	43	3	43	1	14	440	10	0	41	47	12	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	20	0	0	2	50	2	50	0	0	442	20	3	50	31	16	443	23	3	50	34	13	442
B. six to ten pages	40	0	0	4	50	2	25	2	25	442	26	2	56	37	5	446	25	3	60	29	8	444
C. eleven or more pages	40	0	0	4	50	2	25	2	25	441	54	9	70	18	3	448	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	434	100	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

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	4
SAU:	MSAD 22
School:	Newburgh Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	14	24	14	1294	9
	2006-2007	1	11	12	9	1054	8
	2007-2008	**1**	**5**	**22**	**13**	**1321**	**9**
	Cum. Total*	3	8	58	12	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	2	29	81	49	7000	50
	2006-2007	5	56	82	58	7394	53
	2007-2008	**9**	**45**	**95**	**57**	**7079**	**51**
	Cum. Total*	16	44	258	54	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	1	14	42	25	3784	27
	2006-2007	3	33	30	21	3729	27
	2007-2008	**6**	**30**	**32**	**19**	**3955**	**28**
	Cum. Total*	10	28	104	22	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	3	43	20	12	1894	14
	2006-2007	0	0	17	12	1735	12
	2007-2008	**4**	**20**	**17**	**10**	**1642**	**12**
	Cum. Total*	7	19	54	11	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	9.1	60.7	10.0	66.7	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	8.6	61.4	9.3	66.4	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	2.9	58.0	3.6	72.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	9.1	65.0	10.3	73.6	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 22
School: Newburgh Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	1	5	9	45	6	30	4	20	441	166	13	57	19	10	448	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										3						386	4	26	34	36	434
American Indian or Native Alaskan	0										1						101	3	46	41	11	442
Asian or Pacific Islander	0										2						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	20	1	5	9	45	6	30	4	20	441	159	13	57	19	11	447	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	1	14	4	57	2	29	432	42	5	31	33	31	437	2372	3	31	36	30	436
No	13	1	8	8	62	2	15	2	15	446	124	16	66	15	3	451	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	20	1	5	9	45	6	30	4	20	441	166	13	57	19	10	448	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	6	0	0	1	17	1	17	4	67	427	29	3	41	28	28	439	5472	5	41	35	19	440
No	14	1	7	8	57	5	36	0	0	448	137	15	61	18	7	449	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	20	1	5	9	45	6	30	4	20	441	166	13	57	19	10	448	13992	9	51	28	12	445
Gender																						
Female	9	0	0	3	33	2	22	4	44	432	80	11	59	14	16	447	6933	9	50	29	12	445
Male	11	1	9	6	55	4	36	0	0	449	86	15	56	24	5	449	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	1	8	6	46	4	31	2	15	444	27	4	41	44	11	442	1890	2	34	41	23	438
No	7	0	0	3	43	2	29	2	29	436	139	15	60	14	10	449	12107	11	53	26	10	446
Gifted/talented program																						
Yes	3										15	67	33	0	0	464	266	45	49	5	0	461
No	17	0	0	7	41	6	35	4	24	438	151	8	60	21	11	446	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 22
School: Newburgh Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	25	0	0	75	432	5	6	34	33	27	438
B. less than one hour	80	1	6	7	44	5	31	3	19	442	80	13	58	21	8	448	74	10	52	28	10	446
C. one to two hours	20	0	0	2	50	1	25	1	25	441	16	11	63	15	11	448	18	10	52	28	10	446
D. more than two hours	0										2	33	67	0	0	458	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.	50	1	10	8	80	0	0	1	10	451	46	22	58	14	5	452	38	13	56	23	8	448
B. They match some of what I have learned.	35	0	0	1	14	4	57	2	29	431	43	7	64	22	7	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	10	0	0	0	0	1	50	1	50	431	5	0	22	22	56	432	10	4	35	39	22	439
D. There is no match.	5	0	0	0	0	1	100	0	0	434	5	0	25	38	38	432	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	3	43	1	14	2	29	443	40	30	55	9	6	454	35	16	55	20	8	449
B. good	35	0	0	5	71	2	29	0	0	446	36	3	63	23	10	445	48	7	52	31	11	445
C. fair	20	0	0	0	0	3	75	1	25	433	20	0	48	36	15	440	14	3	41	38	18	440
D. poor	10	0	0	1	50	0	0	1	50	437	4	0	71	0	29	443	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	35	0	0	2	29	2	29	3	43	436	14	4	52	22	22	443	15	4	38	33	25	439
B. about the same as my regular schoolwork	45	0	0	5	56	4	44	0	0	445	58	13	61	20	6	449	64	10	54	28	9	446
C. easier than my regular schoolwork	20	1	25	2	50	0	0	1	25	443	28	19	51	17	13	447	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	0	0	3	50	0	0	3	50	434	27	11	52	18	18	445	23	8	47	29	16	443
B. two or three days a week	50	1	10	6	60	3	30	0	0	448	55	12	68	15	4	450	36	11	54	27	9	447
C. two or three times each month	15	0	0	0	0	2	67	1	33	434	13	27	23	36	14	445	25	10	53	27	10	446
D. never or almost never	5	0	0	0	0	1	100	0	0	440	5	0	56	22	22	440	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	0	0	0	0	1	100	400	2	0	50	25	25	433	5	3	30	33	33	436
B. two or three days a week	20	0	0	0	0	2	50	2	50	429	18	17	43	20	20	446	19	8	50	30	12	445
C. two or three times each month	40	0	0	6	75	2	25	0	0	451	54	17	64	16	3	451	38	11	55	26	8	447
D. never or almost never	35	1	14	3	43	2	29	1	14	443	26	5	53	26	16	443	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	0										1	0	100	0	0	448	8	3	33	38	25	438
B. 30–45 minutes	10	0	0	0	0	1	50	1	50	431	16	4	50	27	19	442	27	6	48	33	13	443
C. 45–60 minutes	10	0	0	1	50	0	0	1	50	440	19	6	56	22	16	444	38	11	54	26	9	447
D. more than 60 minutes	80	1	6	8	50	5	31	2	13	443	64	18	59	17	7	450	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	446	100	0	67	33	0	447						

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 22
School:	Newburgh Elementary School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	1	14	13	8	751	5
	2006-2007	1	11	10	7	963	7
	2007-2008	**0**	**0**	**18**	**11**	**882**	**6**
	Cum. Total*	2	6	41	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	4	57	99	59	7251	52
	2006-2007	6	67	75	53	6824	49
	2007-2008	**13**	**65**	**98**	**59**	**7130**	**51**
	Cum. Total*	23	64	272	57	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	2	29	43	26	4514	32
	2006-2007	2	22	37	26	4382	32
	2007-2008	**5**	**25**	**35**	**21**	**4433**	**32**
	Cum. Total*	9	25	115	24	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	0	0	13	8	1458	10
	2006-2007	0	0	19	13	1735	12
	2007-2008	**2**	**10**	**15**	**9**	**1546**	**11**
	Cum. Total*	2	6	47	10	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	7.6	63.3	8.4	70.0	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	6.8	56.7	7.3	60.8	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	8.2	68.3	8.3	69.2	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.8	65.0	8.3	69.2	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 22
School: Newburgh Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	0	0	13	65	5	25	2	10	443	166	11	59	21	9	447	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										3						385	2	27	35	36	434
American Indian or Native Alaskan	0										1						101	3	44	44	10	441
Asian or Pacific Islander	0										2						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	20	0	0	13	65	5	25	2	10	443	159	9	60	21	9	447	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	5	71	1	14	1	14	440	42	2	45	29	24	440	2370	2	32	41	25	437
No	13	0	0	8	62	4	31	1	8	445	124	14	64	19	4	450	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	20	0	0	13	65	5	25	2	10	443	166	11	59	21	9	447	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	6	0	0	2	33	3	50	1	17	438	29	3	41	38	17	440	5470	3	41	39	18	440
No	14	0	0	11	79	2	14	1	7	445	137	12	63	18	7	449	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	20	0	0	13	65	5	25	2	10	443	166	11	59	21	9	447	13986	6	51	32	11	444
Gender																						
Female	9	0	0	4	44	3	33	2	22	438	80	10	53	26	11	446	6929	6	49	33	12	443
Male	11	0	0	9	82	2	18	0	0	447	86	12	65	16	7	448	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	13	0	0	8	62	4	31	1	8	444	27	0	48	37	15	441	1888	1	32	44	23	437
No	7	0	0	5	71	1	14	1	14	442	139	13	61	18	8	448	12103	7	54	30	9	445
Gifted/talented program																						
Yes	3										15	40	60	0	0	457	266	30	65	5	1	457
No	17	0	0	10	59	5	29	2	12	442	151	8	59	23	10	446	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 22
School: Newburgh Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	25	50	25	435	5	4	37	36	22	439
B. less than one hour	80	0	0	10	63	4	25	2	13	442	80	10	60	20	10	447	74	6	53	31	10	444
C. one to two hours	20	0	0	3	75	1	25	0	0	448	16	15	63	22	0	450	18	7	52	32	8	445
D. more than two hours	0										2	33	33	0	33	449	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.	5	0	0	1	100	0	0	0	0	458	22	6	69	19	6	449	24	9	53	28	10	446
B. They match some of what I have learned.	50	0	0	8	80	2	20	0	0	446	53	13	60	22	6	449	49	6	54	31	9	445
C. They match just a little of what I have learned.	45	0	0	4	44	3	33	2	22	438	22	14	49	19	19	444	21	4	47	36	13	442
D. There is no match.	0										3	0	40	40	20	438	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	6	100	0	0	0	0	450	23	18	62	15	5	452	25	9	53	27	10	446
B. good	50	0	0	6	60	3	30	1	10	442	55	10	63	21	7	448	54	6	55	30	9	445
C. fair	15	0	0	1	33	1	33	1	33	435	20	6	48	24	21	441	19	3	43	40	15	441
D. poor	5	0	0	0	0	1	100	0	0	440	2	0	33	67	0	443	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	15	0	0	2	67	1	33	0	0	444	26	12	60	16	12	446	22	5	45	35	15	442
B. about the same as my regular schoolwork	80	0	0	11	69	4	25	1	6	445	54	12	57	25	6	448	62	7	53	31	9	445
C. easier than my regular schoolwork	5	0	0	0	0	0	0	1	100	420	20	6	59	19	16	446	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	5	0	0	0	0	1	100	0	0	440	16	8	69	15	8	448	24	7	48	33	12	444
B. a few times a week	25	0	0	4	80	0	0	1	20	442	66	15	57	19	9	449	53	7	54	31	9	445
C. once a week	5	0	0	0	0	1	100	0	0	434	3	0	20	60	20	438	9	6	46	33	15	442
D. a few times a month	65	0	0	9	69	3	23	1	8	444	15	0	64	28	8	443	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.	5	0	0	1	100	0	0	0	0	442	16	7	52	30	11	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	40	0	0	5	63	3	38	0	0	444	14	4	39	35	22	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	10	0	0	2	100	0	0	0	0	446	40	12	67	15	6	449	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	45	0	0	5	56	2	22	2	22	442	30	14	61	18	6	450	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	440	100	33	33	33	0	453						

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