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: 12411659
SAU: MSAD 47
School: Williams 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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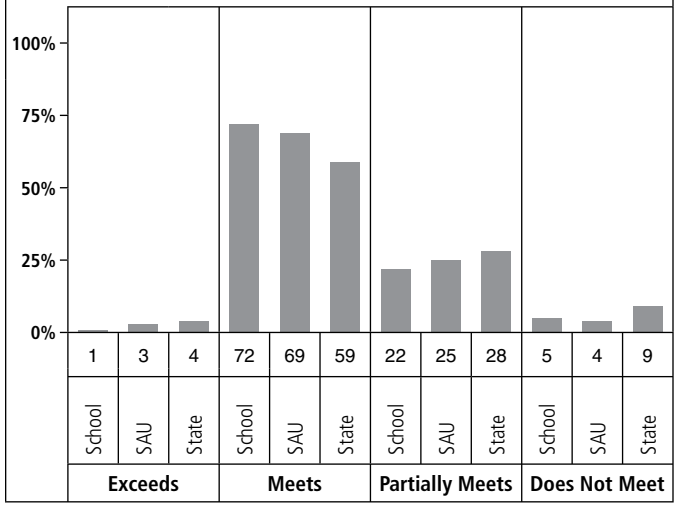
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 47
School: Williams Elementary School

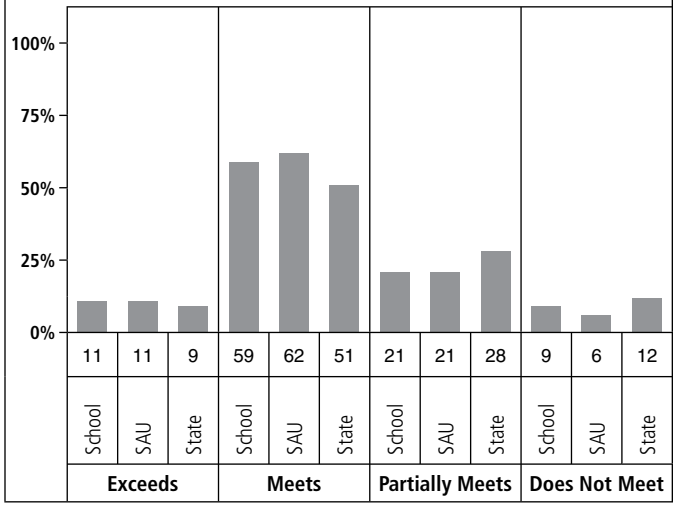
Summary of School, SAU, and State Scores

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

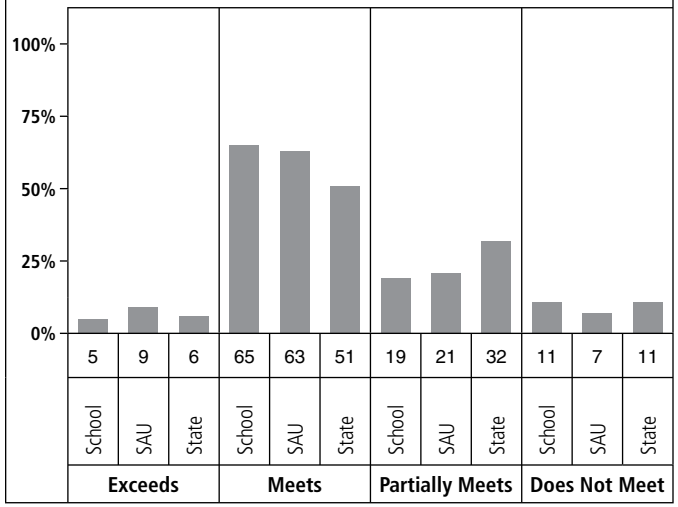
ELA – READING

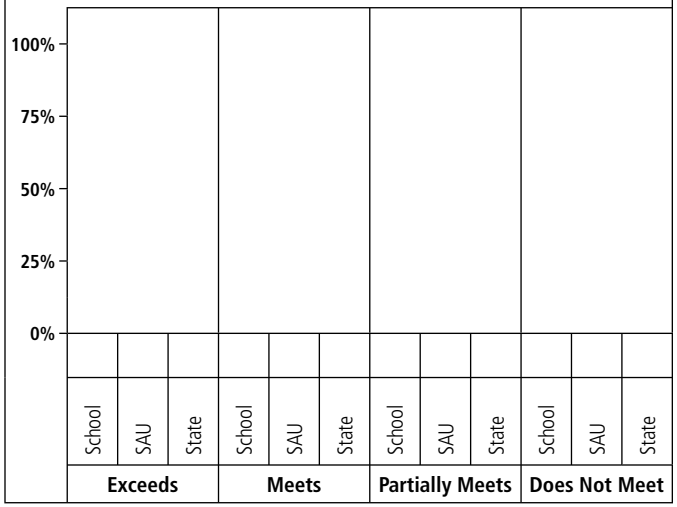


MATHEMATICS



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 47
School: Williams 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	81	100	199	100	14207	100	81	100	198	99	14181	100	81	100	198	99	14123	100	81	100	198	99	14115	99						
Ethnicity African American/Black	1	1	1	1	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	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	2	2	5	3	263	2	2	100	5	100	259	98	2	100	5	100	262	100	2	100	5	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	78	96	193	97	13282	93	78	100	192	99	13264	100	78	100	192	99	13205	100	78	100	192	99	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	13	16	28	14	2524	18	13	100	28	100	2514	100	13	100	28	100	2498	99	13	100	28	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	32	40	65	33	5587	39	32	100	65	100	5569	100	32	100	65	100	5538	99	32	100	65	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	67	83	169	85	10755	76	67	83	171	86	10730	76	67	83	171	86	10776	76						
Identified disability (PET/IEP)	3	4	6	4	375	3	3	4	6	4	374	3	3	4	6	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	2	1	114	1	0	0	2	1	114	1	0	0	2	1	115	1						
Participation with accommodations	14	17	28	14	3298	23	14	17	26	13	3267	23	14	17	26	13	3215	23						
Identified disability (PET/IEP)	10	71	21	75	2013	61	10	71	21	81	1998	61	10	71	21	81	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	4	29	7	25	1046	32	4	29	5	19	1023	31	4	29	5	19	987	31						
Participation through alternate assessment (PAAP)	0	0	1	1	126	1	0	0	1	1	126	1	0	0	1	1	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	1	1	11	0	0	0	1	1	68	0	0	0	1	1	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 47
School:	Williams 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	4	5	7	4	601	4
	2006-2007	1	1	6	4	507	4
	2007-2008	**1**	**1**	**5**	**3**	**559**	**4**
	Cum. Total*	6	3	18	3	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	52	66	116	67	7910	57
	2006-2007	48	70	106	66	8749	63
	2007-2008	**58**	**72**	**135**	**69**	**8308**	**59**
	Cum. Total*	158	69	357	67	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	16	20	40	23	3970	29
	2006-2007	17	25	37	23	3467	25
	2007-2008	**18**	**22**	**49**	**25**	**3922**	**28**
	Cum. Total*	51	22	126	24	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	7	9	9	5	1421	10
	2006-2007	3	4	11	7	1165	8
	2007-2008	**4**	**5**	**8**	**4**	**1264**	**9**
	Cum. Total*	14	6	28	5	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	30.8	64.2	30.9	64.4	29.7	61.9
Literary Text	**24**	**50**	16.3	67.9	16.2	67.5	15.5	64.6
Informational Text	**24**	**50**	14.5	60.4	14.7	61.3	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 47
School: Williams 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	81	1	1	58	72	18	22	4	5	446	197	3	69	25	4	446	14053	4	59	28	9	445
Ethnicity																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	2										5	0	100	0	0	450	259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	78	1	1	55	71	18	23	4	5	446	191	3	68	26	4	446	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	4	31	6	46	3	23	437	27	0	22	59	19	437	2388	0	29	44	26	437
No	68	1	1	54	79	12	18	1	1	447	170	3	76	19	2	447	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	81	1	1	58	72	18	22	4	5	446	197	3	69	25	4	446	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	32	0	0	19	59	11	34	2	6	443	65	2	60	34	5	444	5502	1	47	37	14	441
No	49	1	2	39	80	7	14	2	4	448	132	3	73	20	4	447	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	81	1	1	58	72	18	22	4	5	446	197	3	69	25	4	446	14048	4	59	28	9	445
Gender																						
Female	38	1	3	29	76	6	16	2	5	447	98	5	73	18	3	448	6959	5	61	26	8	446
Male	43	0	0	29	67	12	28	2	5	445	99	0	64	31	5	444	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	20	0	0	9	45	11	55	0	0	441	43	0	37	58	5	440	1890	0	37	46	17	439
No	61	1	2	49	80	7	11	4	7	447	154	3	77	16	4	448	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										5	40	60	0	0	459	266	21	74	4	0	456
No	81	1	1	58	72	18	22	4	5	446	192	2	69	26	4	446	13787	4	59	28	9	445

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

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

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 47
School: Williams 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	1	0	0	0	0	0	0	1	100	422	1	0	50	0	50	441	5	1	42	36	21	440
B. less than one hour	89	1	1	53	74	16	22	2	3	446	89	3	69	25	3	446	74	4	62	27	7	445
C. one to two hours	9	0	0	5	71	2	29	0	0	445	9	0	72	28	0	448	18	5	59	29	7	446
D. more than two hours	1	0	0	0	0	0	0	1	100	428	1	0	0	0	100	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.	46	1	3	29	78	6	16	1	3	448	43	4	76	19	1	448	30	6	63	24	7	446
B. They match some of what I have learned.	44	0	0	25	69	10	28	1	3	445	49	2	69	24	5	445	52	4	63	27	6	446
C. They match just a little of what I have learned.	9	0	0	4	57	2	29	1	14	443	6	0	42	50	8	443	12	2	46	37	15	441
D. There is no match.	1	0	0	0	0	0	0	1	100	422	2	0	0	75	25	436	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	0	0	21	84	3	12	1	4	448	39	4	75	19	1	449	35	7	66	20	6	448
B. good	62	1	2	36	72	10	20	3	6	446	51	2	71	23	4	446	51	3	60	29	7	445
C. fair	7	0	0	1	17	5	83	0	0	439	9	0	29	59	12	437	12	1	44	40	16	440
D. poor	0										1	0	0	0	100	430	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	1	11	5	56	2	22	1	11	447	14	7	59	30	4	445	19	2	46	34	17	442
B. about the same as my regular schoolwork	76	0	0	45	75	14	23	1	2	447	68	1	71	25	4	446	62	5	64	26	5	446
C. easier than my regular schoolwork	13	0	0	7	70	2	20	1	10	442	18	6	71	20	3	447	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	14	0	0	7	64	4	36	0	0	442	11	0	62	38	0	442	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	62	1	2	33	66	13	26	3	6	446	53	2	63	28	7	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	25	0	0	18	90	1	5	1	5	448	36	4	79	16	1	449	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	16	0	0	10	77	3	23	0	0	448	17	0	71	29	0	447	18	7	64	22	7	447
B. 20 minutes to an hour	58	1	2	34	72	11	23	1	2	446	58	4	69	23	4	447	55	4	64	26	6	446
C. less than 20 minutes	15	0	0	9	75	2	17	1	8	446	19	0	68	27	5	445	14	2	53	33	12	443
D. I rarely read at home.	11	0	0	5	56	2	22	2	22	440	6	0	64	18	18	441	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	18	0	0	8	57	6	43	0	0	443	17	0	64	36	0	444	23	3	50	34	13	442
B. six to ten pages	32	0	0	18	72	6	24	1	4	445	23	2	57	34	7	444	25	3	60	29	8	444
C. eleven or more pages	50	1	3	32	82	4	10	2	5	448	60	4	76	17	4	448	52	5	64	24	6	446
Optional school/SAU question																						
A.	11	0	0	5	56	4	44	0	0	445	12	0	50	50	0	444						
B.	50	1	3	29	73	9	23	1	3	447	49	2	73	22	2	447						
C.	13	0	0	7	70	1	10	2	20	445	12	0	70	10	20	445						
D.	26	0	0	17	81	4	19	0	0	447	27	0	77	23	0	446						

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 47
School:	Williams 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	12	15	22	13	1294	9
	2006-2007	2	3	10	6	1054	8
	2007-2008	**9**	**11**	**22**	**11**	**1321**	**9**
	Cum. Total*	23	10	54	10	3669	9
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 441–460)	2005-2006	47	59	112	65	7000	50
	2006-2007	44	64	100	63	7394	53
	2007-2008	**48**	**59**	**122**	**62**	**7079**	**51**
	Cum. Total*	139	60	334	63	21473	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	16	20	32	18	3784	27
	2006-2007	18	26	35	22	3729	27
	2007-2008	**17**	**21**	**42**	**21**	**3955**	**28**
	Cum. Total*	51	22	109	21	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	5	6	7	4	1894	14
	2006-2007	5	7	15	9	1735	12
	2007-2008	**7**	**9**	**11**	**6**	**1642**	**12**
	Cum. Total*	17	7	33	6	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	10.3	68.7	10.3	68.7	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	9.7	69.3	9.6	68.6	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	3.6	72.0	3.7	74.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	10.0	71.4	10.2	72.9	9.7	69.3

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

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

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

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

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

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

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 47
School: Williams 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	81	9	11	48	59	17	21	7	9	448	197	11	62	21	6	449	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	2										5	0	100	0	0	450	262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	78	9	12	46	59	16	21	7	9	448	191	12	61	21	6	449	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	3	23	5	38	5	38	431	27	0	30	41	30	434	2372	3	31	36	30	436
No	68	9	13	45	66	12	18	2	3	452	170	13	67	18	2	451	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	81	9	11	48	59	17	21	7	9	448	197	11	62	21	6	449	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	32	0	0	19	59	9	28	4	13	442	65	2	60	29	9	444	5472	5	41	35	19	440
No	49	9	18	29	59	8	16	3	6	452	132	16	63	17	4	451	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	81	9	11	48	59	17	21	7	9	448	197	11	62	21	6	449	13992	9	51	28	12	445
Gender																						
Female	38	3	8	23	61	9	24	3	8	448	98	11	63	19	6	448	6933	9	50	29	12	445
Male	43	6	14	25	58	8	19	4	9	449	99	11	61	23	5	449	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	20	0	0	8	40	10	50	2	10	440	43	0	42	49	9	440	1890	2	34	41	23	438
No	61	9	15	40	66	7	11	5	8	451	154	14	68	14	5	451	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										5	100	0	0	0	469	266	45	49	5	0	461
No	81	9	11	48	59	17	21	7	9	448	192	9	64	22	6	448	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 47
School: Williams 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	1	0	0	0	0	0	0	1	100	414	1	0	0	50	50	427	5	6	34	33	27	438
B. less than one hour	89	9	13	44	61	15	21	4	6	450	89	12	64	21	4	450	74	10	52	28	10	446
C. one to two hours	9	0	0	4	57	2	29	1	14	444	9	11	56	28	6	448	18	10	52	28	10	446
D. more than two hours	1	0	0	0	0	0	0	1	100	400	1	0	0	0	100	410	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.	46	6	17	22	61	6	17	2	6	451	51	18	65	13	4	452	38	13	56	23	8	448
B. They match some of what I have learned.	45	2	6	23	66	9	26	1	3	449	39	4	64	30	3	448	48	8	52	29	10	445
C. They match just a little of what I have learned.	6	1	20	1	20	2	40	1	20	443	8	13	50	25	13	445	10	4	35	39	22	439
D. There is no match.	3	0	0	1	50	0	0	1	50	422	3	0	20	60	20	430	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	4	15	17	65	4	15	1	4	451	34	18	58	21	3	451	35	16	55	20	8	449
B. good	49	4	10	23	58	9	23	4	10	448	52	8	65	21	7	448	48	7	52	31	11	445
C. fair	16	1	8	7	54	4	31	1	8	446	11	9	59	27	5	446	14	3	41	38	18	440
D. poor	2	0	0	1	50	0	0	1	50	432	3	0	60	20	20	444	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	2	18	5	45	4	36	0	0	452	9	12	47	35	6	448	15	4	38	33	25	439
B. about the same as my regular schoolwork	65	4	8	33	62	11	21	5	9	447	68	8	64	23	5	448	64	10	54	28	9	446
C. easier than my regular schoolwork	21	3	18	10	59	2	12	2	12	449	24	20	61	11	9	451	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	4	14	17	61	5	18	2	7	448	38	15	62	18	5	449	23	8	47	29	16	443
B. two or three days a week	38	5	16	19	61	5	16	2	6	453	37	14	64	18	4	451	36	11	54	27	9	447
C. two or three times each month	22	0	0	9	50	7	39	2	11	443	20	0	59	33	8	446	25	10	53	27	10	446
D. never or almost never	5	0	0	3	75	0	0	1	25	440	5	10	50	30	10	444	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	2	50	1	25	1	25	435	4	13	38	38	13	443	5	3	30	33	33	436
B. two or three days a week	35	3	11	19	68	5	18	1	4	450	23	11	60	22	7	448	19	8	50	30	12	445
C. two or three times each month	28	3	13	13	57	5	22	2	9	449	45	11	63	23	3	450	38	11	55	26	8	447
D. never or almost never	32	3	12	14	54	6	23	3	12	448	28	11	65	17	7	449	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	5	0	0	2	50	0	0	2	50	435	5	11	33	33	22	440	8	3	33	38	25	438
B. 30–45 minutes	25	2	10	9	45	8	40	1	5	447	21	7	54	32	7	446	27	6	48	33	13	443
C. 45–60 minutes	22	2	11	10	56	4	22	2	11	447	21	10	63	23	5	449	38	11	54	26	9	447
D. more than 60 minutes	48	5	13	27	69	5	13	2	5	451	54	13	67	16	4	451	26	13	55	23	9	448
Optional school/SAU question																						
A.	11	1	11	4	44	4	44	0	0	448	12	10	40	50	0	447						
B.	50	3	8	28	70	6	15	3	8	449	49	7	68	17	7	449						
C.	13	3	30	5	50	0	0	2	20	449	12	30	50	0	20	449						
D.	26	2	10	11	52	7	33	1	5	448	27	9	50	36	5	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 47
School:	Williams 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	11	14	28	16	751	5
	2006-2007	5	7	17	11	963	7
	2007-2008	**4**	**5**	**18**	**9**	**882**	**6**
	Cum. Total*	20	9	63	12	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	50	63	111	64	7251	52
	2006-2007	38	55	87	54	6824	49
	2007-2008	**53**	**65**	**124**	**63**	**7130**	**51**
	Cum. Total*	141	61	322	61	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	11	14	24	14	4514	32
	2006-2007	21	30	44	27	4382	32
	2007-2008	**15**	**19**	**42**	**21**	**4433**	**32**
	Cum. Total*	47	20	110	21	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	8	10	10	6	1458	10
	2006-2007	5	7	13	8	1735	12
	2007-2008	**9**	**11**	**13**	**7**	**1546**	**11**
	Cum. Total*	22	10	36	7	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	**12**	**25**	8.8	73.3	8.9	74.2	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	7.4	61.7	7.5	62.5	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	7.7	64.2	8.0	66.7	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.5	62.5	8.0	66.7	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 47
School: Williams 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	81	4	5	53	65	15	19	9	11	446	197	9	63	21	7	447	13991	6	51	32	11	444
Ethnicity																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	2										5	0	100	0	0	451	262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	78	4	5	51	65	14	18	9	12	446	191	9	62	21	7	447	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	5	38	4	31	4	31	434	27	0	33	41	26	435	2370	2	32	41	25	437
No	68	4	6	48	71	11	16	5	7	448	170	11	68	18	4	449	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	81	4	5	53	65	15	19	9	11	446	197	9	63	21	7	447	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	32	0	0	20	63	9	28	3	9	442	65	3	57	32	8	443	5470	3	41	39	18	440
No	49	4	8	33	67	6	12	6	12	448	132	12	66	16	6	449	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	81	4	5	53	65	15	19	9	11	446	197	9	63	21	7	447	13986	6	51	32	11	444
Gender																						
Female	38	1	3	24	63	8	21	5	13	444	98	9	62	21	7	447	6929	6	49	33	12	443
Male	43	3	7	29	67	7	16	4	9	447	99	9	64	21	6	448	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	20	0	0	7	35	8	40	5	25	436	43	5	40	37	19	439	1888	1	32	44	23	437
No	61	4	7	46	75	7	11	4	7	449	154	10	69	17	3	450	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										5	100	0	0	0	473	266	30	65	5	1	457
No	81	4	5	53	65	15	19	9	11	446	192	7	65	22	7	447	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 47
School: Williams 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	1	0	0	0	0	0	0	1	100	408	1	0	50	0	50	426	5	4	37	36	22	439
B. less than one hour	89	4	6	49	68	13	18	6	8	447	89	9	65	21	5	448	74	6	53	31	10	444
C. one to two hours	9	0	0	4	57	2	29	1	14	445	9	17	50	28	6	449	18	7	52	32	8	445
D. more than two hours	1	0	0	0	0	0	0	1	100	412	1	0	0	0	100	419	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	1	5	13	62	5	24	2	10	446	27	12	56	25	8	448	24	9	53	28	10	446
B. They match some of what I have learned.	53	3	7	29	67	8	19	3	7	448	54	10	70	16	4	449	49	6	54	31	9	445
C. They match just a little of what I have learned.	20	0	0	11	69	2	13	3	19	442	16	3	59	25	13	444	21	4	47	36	13	442
D. There is no match.	1	0	0	0	0	0	0	1	100	408	3	0	33	50	17	435	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	20	1	6	11	69	0	0	4	25	445	28	19	63	9	9	450	25	9	53	27	10	446
B. good	58	3	6	32	68	10	21	2	4	448	58	7	65	25	4	448	54	6	55	30	9	445
C. fair	21	0	0	9	53	5	29	3	18	440	14	0	56	30	15	442	19	3	43	40	15	441
D. poor	1	0	0	1	100	0	0	0	0	450	1	0	100	0	0	450	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	9	1	14	4	57	1	14	1	14	445	13	13	63	17	8	448	22	5	45	35	15	442
B. about the same as my regular schoolwork	77	2	3	42	68	13	21	5	8	446	70	8	64	23	6	447	62	7	53	31	9	445
C. easier than my regular schoolwork	15	1	8	7	58	1	8	3	25	445	18	15	62	15	9	450	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	28	2	9	11	50	6	27	3	14	444	23	16	58	18	9	449	24	7	48	33	12	444
B. a few times a week	46	1	3	26	70	6	16	4	11	446	58	9	64	21	6	448	53	7	54	31	9	445
C. once a week	15	1	8	9	75	2	17	0	0	449	9	6	67	28	0	447	9	6	46	33	15	442
D. a few times a month	11	0	0	7	78	0	0	2	22	446	10	0	68	21	11	445	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.	22	0	0	11	61	4	22	3	17	442	19	8	57	22	14	445	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	28	1	4	17	74	2	9	3	13	445	31	10	63	20	7	447	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	36	2	7	18	62	7	24	2	7	446	23	11	57	25	7	447	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	14	1	9	7	64	2	18	1	9	451	27	8	74	17	2	450	22	9	55	26	9	446
Optional school/SAU question																						
A.	11	0	0	5	56	3	33	1	11	442	12	0	50	40	10	442						
B.	50	1	3	31	78	6	15	2	5	448	49	2	78	15	5	448						
C.	13	1	10	5	50	2	20	2	20	443	12	10	50	20	20	443						
D.	26	2	10	12	57	4	19	3	14	447	27	9	55	23	14	446						

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