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:	12461690
SAU:	MSAD 52
School:	Greene Central School

Contents of the Report

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

Topic ***Page***

Summary of Scores 2
Summary of Student Participation 3
English Language Arts – Reading Results 4-6
Mathematics Results. 7-9
Science and Technology Results 10-12

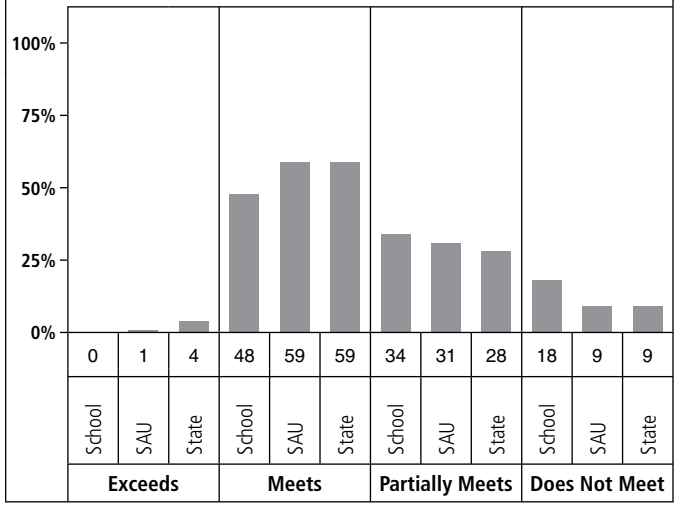
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	MSAD 52
School:	Greene Central School

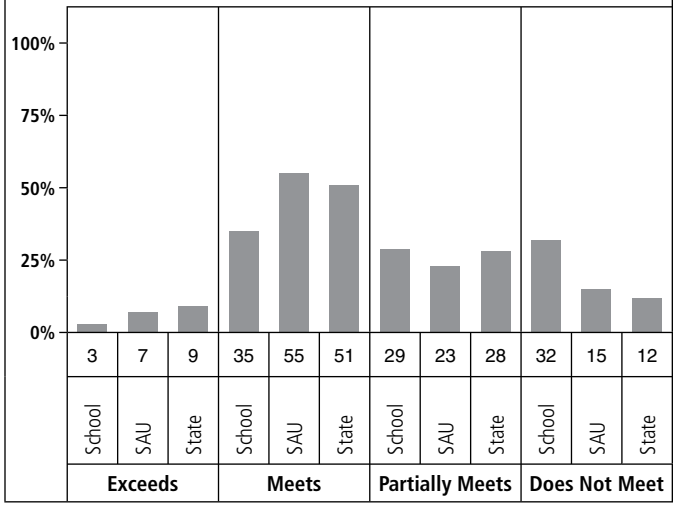
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	440	441	444
2006–2007	439	441	445
2007–2008	**440**	**444**	**445**
Cum. Avg.*	440	442	445
Mathematics			
2005–2006	438	443	444
2006–2007	437	441	445
2007–2008	**438**	**445**	**445**
Cum. Avg.*	438	443	445
Science & Technology			
2005–2006	439	441	444
2006–2007	435	440	444
2007–2008	**437**	**442**	**444**
Cum. Avg.*	437	441	444

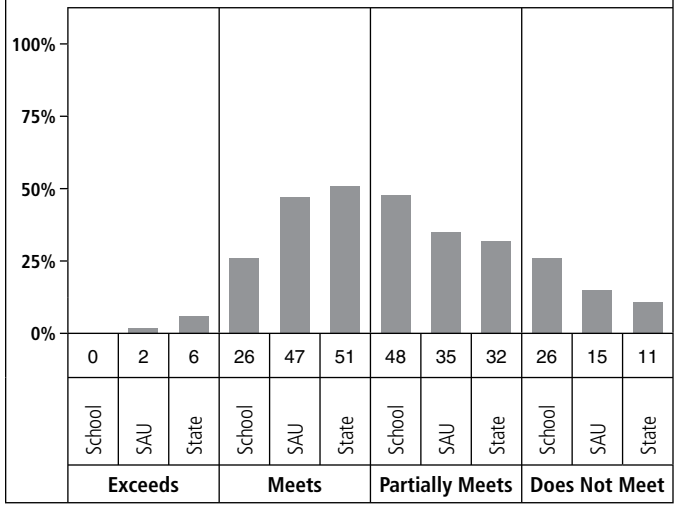
ELA – READING

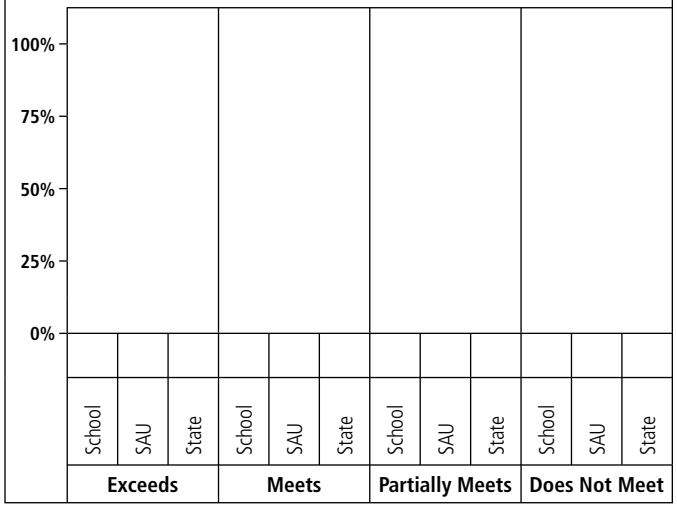


MATHEMATICS



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 52
School: Greene Central 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	63	100	164	100	14207	100	63	100	164	100	14181	100	63	100	164	100	14123	100	63	100	164	100	14115	99						
Ethnicity African American/Black	2	3	3	2	390	3	2	100	3	100	388	99	2	100	3	100	388	99	2	100	3	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	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	5	3	170	1	0	0	5	100	168	99	0	0	5	100	166	98	0	0	5	100	166	98						
Caucasian/White	61	97	156	95	13282	93	61	100	156	100	13264	100	61	100	156	100	13205	100	61	100	156	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	24	38	38	23	2524	18	24	100	38	100	2514	100	24	100	38	100	2498	99	24	100	38	100	2494	99						
Current LEP	0	0	5	3	385	3	0	0	5	100	377	98	0	0	5	100	383	99	0	0	5	100	380	99						
Economically disadvantaged	16	25	54	33	5587	39	16	100	54	100	5569	100	16	100	54	100	5538	99	16	100	54	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	41	65	132	80	10755	76	41	65	132	80	10730	76	41	65	132	80	10776	76						
Identified disability (PET/IEP)	2	5	7	5	375	3	2	5	6	5	374	3	2	5	7	5	384	4						
LEP	0	0	3	2	148	1	0	0	3	2	148	1	0	0	3	2	150	1						
504 plan	0	0	3	2	114	1	0	0	3	2	114	1	0	0	3	2	115	1						
Participation with accommodations	21	33	30	18	3298	23	21	33	30	18	3267	23	21	33	30	18	3215	23						
Identified disability (PET/IEP)	21	100	29	97	2013	61	21	100	30	100	1998	61	21	100	29	97	1986	62						
LEP	0	0	2	7	225	7	0	0	2	7	233	7	0	0	2	7	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	1	3	1046	32	0	0	0	0	1023	31	0	0	1	3	987	31						
Participation through alternate assessment (PAAP)	1	2	2	1	126	1	1	2	2	1	126	1	1	2	2	1	124	1						
Identified disability (PET/IEP)	1	100	2	100	126	100	1	100	2	100	126	100	1	100	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.
2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	4
SAU:	MSAD 52
School:	Greene Central 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	1	2	4	2	601	4
	2006-2007	0	0	5	3	507	4
	2007-2008	**0**	**0**	**2**	**1**	**559**	**4**
	Cum. Total*	1	1	11	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	21	41	80	45	7910	57
	2006-2007	22	37	82	50	8749	63
	2007-2008	**30**	**48**	**95**	**59**	**8308**	**59**
	Cum. Total*	73	42	257	51	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	20	39	64	36	3970	29
	2006-2007	28	47	54	33	3467	25
	2007-2008	**21**	**34**	**50**	**31**	**3922**	**28**
	Cum. Total*	69	40	168	33	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	9	18	30	17	1421	10
	2006-2007	10	17	24	15	1165	8
	2007-2008	**11**	**18**	**15**	**9**	**1264**	**9**
	Cum. Total*	30	17	69	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**	26.2	54.6	28.9	60.2	29.7	61.9
Literary Text	**24**	**50**	13.7	57.1	15.3	63.8	15.5	64.6
Informational Text	**24**	**50**	12.5	52.1	13.7	57.1	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 52
School: Greene Central 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	62	0	0	30	48	21	34	11	18	440	162	1	59	31	9	444	14053	4	59	28	9	445
Ethnicity																						
African American/Black	2										3						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										5	0	40	60	0	442	164	0	45	38	16	440
Caucasian/White	60	0	0	28	47	21	35	11	18	440	154	1	58	31	10	444	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	23	0	0	1	4	15	65	7	30	434	36	0	6	69	25	435	2388	0	29	44	26	437
No	39	0	0	29	74	6	15	4	10	444	126	2	74	20	5	446	11665	5	65	25	6	446
Current LEP																						
Yes	0										5	0	40	60	0	442	373	1	32	35	32	436
No	62	0	0	30	48	21	34	11	18	440	157	1	59	30	10	444	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	15	0	0	3	20	7	47	5	33	435	53	2	38	45	15	441	5502	1	47	37	14	441
No	47	0	0	27	57	14	30	6	13	442	109	1	69	24	6	445	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	62	0	0	30	48	21	34	11	18	440	162	1	59	31	9	444	14048	4	59	28	9	445
Gender																						
Female	27	0	0	13	48	8	30	6	22	440	72	1	64	26	8	445	6959	5	61	26	8	446
Male	35	0	0	17	49	13	37	5	14	441	90	1	54	34	10	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	2										35	0	43	57	0	442	1890	0	37	46	17	439
No	60	0	0	30	50	19	32	11	18	440	127	2	63	24	12	444	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	62	0	0	30	48	21	34	11	18	440	162	1	59	31	9	444	13787	4	59	28	9	445

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

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

ELA–READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 52
School: Greene Central 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	2	0	0	1	100	0	0	0	0	450	3	0	50	25	25	441	5	1	42	36	21	440
B. less than one hour	76	0	0	21	50	12	29	9	21	440	83	1	63	27	9	444	74	4	62	27	7	445
C. one to two hours	20	0	0	4	36	6	55	1	9	440	14	5	38	52	5	442	18	5	59	29	7	446
D. more than two hours	2	0	0	0	0	1	100	0	0	440	1	0	0	100	0	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.	31	0	0	9	53	6	35	2	12	442	23	0	64	31	6	444	30	6	63	24	7	446
B. They match some of what I have learned.	55	0	0	15	50	9	30	6	20	440	50	0	59	32	9	443	52	4	63	27	6	446
C. They match just a little of what I have learned.	15	0	0	2	25	4	50	2	25	438	25	5	58	24	13	446	12	2	46	37	15	441
D. There is no match.	0										2	0	0	100	0	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	40	0	0	11	50	8	36	3	14	442	35	4	56	35	5	446	35	7	66	20	6	448
B. good	47	0	0	12	46	8	31	6	23	440	48	0	61	25	13	443	51	3	60	29	7	445
C. fair	9	0	0	3	60	1	20	1	20	436	12	0	63	32	5	442	12	1	44	40	16	440
D. poor	4	0	0	0	0	2	100	0	0	434	4	0	33	67	0	439	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	23	0	0	3	25	4	33	5	42	435	30	2	53	29	16	444	19	2	46	34	17	442
B. about the same as my regular schoolwork	66	0	0	19	54	11	31	5	14	442	53	1	62	30	7	444	62	5	64	26	5	446
C. easier than my regular schoolwork	11	0	0	3	50	3	50	0	0	442	17	0	62	38	0	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.	20	0	0	3	27	5	45	3	27	435	14	0	23	64	14	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	40	0	0	11	50	6	27	5	23	440	52	1	63	26	10	444	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	40	0	0	12	55	8	36	2	9	443	34	2	67	25	6	446	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	1	14	4	57	2	29	437	15	4	43	35	17	443	18	7	64	22	7	447
B. 20 minutes to an hour	69	0	0	22	58	10	26	6	16	441	62	1	67	25	7	445	55	4	64	26	6	446
C. less than 20 minutes	7	0	0	2	50	2	50	0	0	443	14	0	57	38	5	444	14	2	53	33	12	443
D. I rarely read at home.	11	0	0	1	17	3	50	2	33	436	10	0	33	53	13	440	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	44	0	0	10	42	8	33	6	25	438	22	0	48	33	18	439	23	3	50	34	13	442
B. six to ten pages	30	0	0	9	56	4	25	3	19	441	23	0	51	34	14	442	25	3	60	29	8	444
C. eleven or more pages	26	0	0	7	50	6	43	1	7	444	55	2	67	27	4	446	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										20	0	0	100	0	440						
B.	67	0	0	0	0	0	0	2	100	419	40	0	0	0	100	419						
C.	33	0	0	0	0	0	0	1	100	430	40	50	0	0	50	455						
D.	0										0											

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 52
School:	Greene Central 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	2	4	13	7	1294	9
	2006-2007	0	0	7	4	1054	8
	2007-2008	**2**	**3**	**11**	**7**	**1321**	**9**
	Cum. Total*	4	2	31	6	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	19	37	88	49	7000	50
	2006-2007	23	38	77	47	7394	53
	2007-2008	**22**	**35**	**89**	**55**	**7079**	**51**
	Cum. Total*	64	37	254	50	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	17	33	49	28	3784	27
	2006-2007	24	40	53	32	3729	27
	2007-2008	**18**	**29**	**37**	**23**	**3955**	**28**
	Cum. Total*	59	34	139	28	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	13	25	28	16	1894	14
	2006-2007	13	22	28	17	1735	12
	2007-2008	**20**	**32**	**25**	**15**	**1642**	**12**
	Cum. Total*	46	27	81	16	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	**15**	**31**	8.1	54.0	9.5	63.3	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	7.9	56.4	8.9	63.6	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	2.9	58.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	8.2	58.6	9.6	68.6	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 52
School: Greene Central 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	62	2	3	22	35	18	29	20	32	438	162	7	55	23	15	445	13997	9	51	28	12	445
Ethnicity																						
African American/Black	2										3						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										5	0	80	20	0	448	162	4	41	34	21	440
Caucasian/White	60	1	2	21	35	18	30	20	33	437	154	6	55	23	16	444	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	23	0	0	4	17	7	30	12	52	431	36	0	36	25	39	435	2372	3	31	36	30	436
No	39	2	5	18	46	11	28	8	21	442	126	9	60	22	9	447	11625	11	54	27	8	447
Current LEP																						
Yes	0										5	0	80	20	0	448	381	4	33	28	35	435
No	62	2	3	22	35	18	29	20	32	438	157	7	54	23	16	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	15	0	0	2	13	3	20	10	67	429	53	4	47	26	23	441	5472	5	41	35	19	440
No	47	2	4	20	43	15	32	10	21	441	109	8	59	21	12	446	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	62	2	3	22	35	18	29	20	32	438	162	7	55	23	15	445	13992	9	51	28	12	445
Gender																						
Female	27	0	0	9	33	5	19	13	48	435	72	8	58	11	22	445	6933	9	50	29	12	445
Male	35	2	6	13	37	13	37	7	20	440	90	6	52	32	10	445	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	2										35	0	63	29	9	444	1890	2	34	41	23	438
No	60	2	3	22	37	17	28	19	32	438	127	9	53	21	17	445	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	62	2	3	22	35	18	29	20	32	438	162	7	55	23	15	445	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 52
School: Greene Central 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	2	0	0	0	0	1	100	0	0	440	3	0	50	25	25	434	5	6	34	33	27	438
B. less than one hour	76	1	2	16	38	10	24	15	36	438	83	7	57	22	14	446	74	10	52	28	10	446
C. one to two hours	20	1	9	5	45	3	27	2	18	441	14	10	57	19	14	445	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	1	100	0	0	434	1	0	0	100	0	434	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	0	0	10	45	7	32	5	23	440	37	7	63	19	11	447	38	13	56	23	8	448
B. They match some of what I have learned.	53	2	7	11	38	7	24	9	31	439	52	8	58	20	15	445	48	8	52	29	10	445
C. They match just a little of what I have learned.	4	0	0	0	0	1	50	1	50	431	8	0	33	58	8	440	10	4	35	39	22	439
D. There is no match.	4	0	0	0	0	0	0	2	100	426	4	17	33	0	50	437	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	1	6	10	59	5	29	1	6	446	32	16	68	12	4	451	35	16	55	20	8	449
B. good	56	1	3	9	29	7	23	14	45	435	52	4	52	22	22	442	48	7	52	31	11	445
C. fair	11	0	0	2	33	3	50	1	17	438	12	0	61	33	6	445	14	3	41	38	18	440
D. poor	2	0	0	0	0	0	0	1	100	424	4	0	17	67	17	437	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	1	7	1	7	4	29	8	57	432	18	7	22	37	33	437	15	4	38	33	25	439
B. about the same as my regular schoolwork	58	1	3	15	47	9	28	7	22	441	64	6	61	21	11	446	64	10	54	28	9	446
C. easier than my regular schoolwork	16	0	0	5	56	2	22	2	22	440	18	11	71	11	7	449	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	35	1	5	3	16	5	26	10	53	432	35	9	52	19	20	445	23	8	47	29	16	443
B. two or three days a week	31	1	6	11	65	3	18	2	12	445	36	9	66	16	9	447	36	11	54	27	9	447
C. two or three times each month	22	0	0	6	50	4	33	2	17	442	19	3	57	33	7	445	25	10	53	27	10	446
D. never or almost never	13	0	0	1	14	3	43	3	43	433	9	0	36	36	29	437	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	13	0	0	1	14	3	43	3	43	432	5	0	25	38	38	435	5	3	30	33	33	436
B. two or three days a week	22	1	8	3	25	2	17	6	50	434	14	5	36	23	36	436	19	8	50	30	12	445
C. two or three times each month	42	1	4	11	48	7	30	4	17	442	53	7	64	20	9	447	38	11	55	26	8	447
D. never or almost never	24	0	0	6	46	3	23	4	31	440	28	9	58	23	9	447	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	18	0	0	2	20	4	40	4	40	434	10	0	33	27	40	435	8	3	33	38	25	438
B. 30–45 minutes	51	1	4	13	46	6	21	8	29	440	23	3	50	25	22	441	27	6	48	33	13	443
C. 45–60 minutes	25	1	7	5	36	3	21	5	36	439	36	7	55	25	13	446	38	11	54	26	9	447
D. more than 60 minutes	5	0	0	1	33	2	67	0	0	437	31	13	71	15	2	450	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										20	0	0	100	0	436						
B.	67	0	0	0	0	0	0	2	100	426	40	0	0	0	100	426						
C.	33	0	0	0	0	1	100	0	0	434	40	0	50	50	0	445						
D.	0										0											

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 52
School:	Greene Central 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	2	1	1	751	5
	2006-2007	0	0	8	5	963	7
	2007-2008	**0**	**0**	**4**	**2**	**882**	**6**
	Cum. Total*	1	1	13	3	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	21	41	87	49	7251	52
	2006-2007	10	17	53	32	6824	49
	2007-2008	**16**	**26**	**76**	**47**	**7130**	**51**
	Cum. Total*	47	27	216	43	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	19	37	67	38	4514	32
	2006-2007	35	58	73	44	4382	32
	2007-2008	**30**	**48**	**57**	**35**	**4433**	**32**
	Cum. Total*	84	49	197	39	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	10	20	23	13	1458	10
	2006-2007	15	25	31	19	1735	12
	2007-2008	**16**	**26**	**25**	**15**	**1546**	**11**
	Cum. Total*	41	24	79	16	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**	6.8	56.7	7.8	65.0	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	5.9	49.2	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	6.0	50.0	7.0	58.3	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	7.0	58.3	7.4	61.7	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 52
School: Greene Central 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	62	0	0	16	26	30	48	16	26	437	162	2	47	35	15	442	13991	6	51	32	11	444
Ethnicity																						
African American/Black	2										3						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										5	0	20	60	20	439	162	2	38	39	21	439
Caucasian/White	60	0	0	14	23	30	50	16	27	437	154	2	47	35	16	442	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	23	0	0	1	4	12	52	10	43	432	36	0	8	53	39	433	2370	2	32	41	25	437
No	39	0	0	15	38	18	46	6	15	440	126	3	58	30	9	445	11621	7	55	30	8	445
Current LEP																						
Yes	0										5	0	20	60	20	439	379	1	25	35	39	433
No	62	0	0	16	26	30	48	16	26	437	157	3	48	34	15	442	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	15	0	0	3	20	4	27	8	53	432	53	2	43	28	26	440	5470	3	41	39	18	440
No	47	0	0	13	28	26	55	8	17	439	109	3	49	39	10	443	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	62	0	0	16	26	30	48	16	26	437	162	2	47	35	15	442	13986	6	51	32	11	444
Gender																						
Female	27	0	0	6	22	11	41	10	37	435	72	4	42	36	18	442	6929	6	49	33	12	443
Male	35	0	0	10	29	19	54	6	17	439	90	1	51	34	13	443	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	2										35	3	43	43	11	441	1888	1	32	44	23	437
No	60	0	0	16	27	29	48	15	25	437	127	2	48	33	17	443	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	62	0	0	16	26	30	48	16	26	437	162	2	47	35	15	442	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 52
School: Greene Central 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	2	0	0	1	100	0	0	0	0	454	3	0	50	25	25	442	5	4	37	36	22	439
B. less than one hour	76	0	0	10	24	21	50	11	26	437	83	2	50	34	13	443	74	6	53	31	10	444
C. one to two hours	20	0	0	3	27	6	55	2	18	439	14	5	33	43	19	441	18	7	52	32	8	445
D. more than two hours	2	0	0	0	0	0	0	1	100	428	1	0	0	0	100	428	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.	27	0	0	6	40	6	40	3	20	441	25	5	53	32	11	445	24	9	53	28	10	446
B. They match some of what I have learned.	60	0	0	7	21	18	55	8	24	436	47	0	43	42	15	441	49	6	54	31	9	445
C. They match just a little of what I have learned.	13	0	0	1	14	3	43	3	43	435	17	0	35	38	27	438	21	4	47	36	13	442
D. There is no match.	0										11	12	71	12	6	451	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	24	0	0	3	23	9	69	1	8	440	25	3	45	37	16	442	25	9	53	27	10	446
B. good	61	0	0	9	27	15	45	9	27	438	54	1	52	36	11	443	54	6	55	30	9	445
C. fair	13	0	0	2	29	1	14	4	57	433	19	7	45	28	21	443	19	3	43	40	15	441
D. poor	2	0	0	0	0	1	100	0	0	432	2	0	0	67	33	433	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	25	0	0	3	21	7	50	4	29	437	34	4	53	29	14	444	22	5	45	35	15	442
B. about the same as my regular schoolwork	62	0	0	10	29	15	44	9	26	437	53	3	45	39	14	442	62	7	53	31	9	445
C. easier than my regular schoolwork	13	0	0	1	14	5	71	1	14	438	13	0	40	40	20	441	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	11	0	0	1	17	4	67	1	17	435	10	0	33	47	20	440	24	7	48	33	12	444
B. a few times a week	60	0	0	8	24	18	55	7	21	438	57	2	46	37	15	442	53	7	54	31	9	445
C. once a week	27	0	0	4	27	5	33	6	40	436	13	0	35	35	30	438	9	6	46	33	15	442
D. a few times a month	2	0	0	1	100	0	0	0	0	448	20	6	65	26	3	448	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.	33	0	0	1	6	10	56	7	39	433	50	4	47	34	14	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	33	0	0	4	22	9	50	5	28	436	20	0	30	47	23	438	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	22	0	0	5	42	6	50	1	8	442	21	3	56	34	6	445	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	13	0	0	4	57	2	29	1	14	444	10	0	60	20	20	444	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										20	0	0	100	0	438						
B.	67	0	0	0	0	0	0	2	100	425	40	0	0	0	100	425						
C.	33	0	0	0	0	1	100	0	0	434	40	50	0	50	0	454						
D.	0										0											

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