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:	12691814
SAU:	Education in Unorganized Terr
School:	Connor Consolidated 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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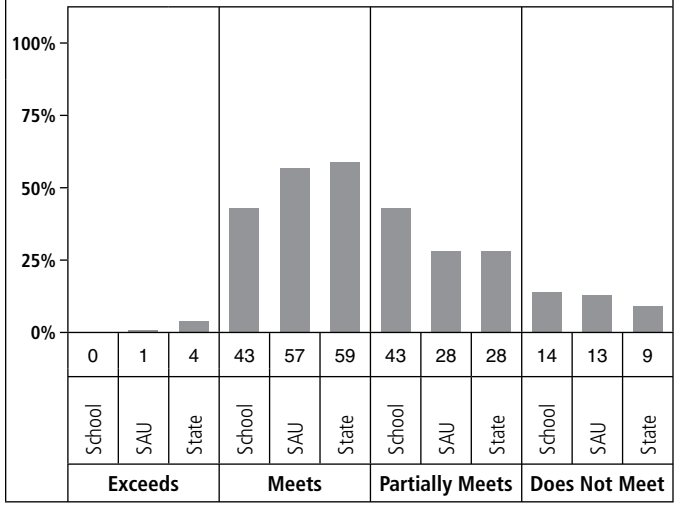
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	4
SAU:	Education in Unorganized Terr
School:	Connor Consolidated School

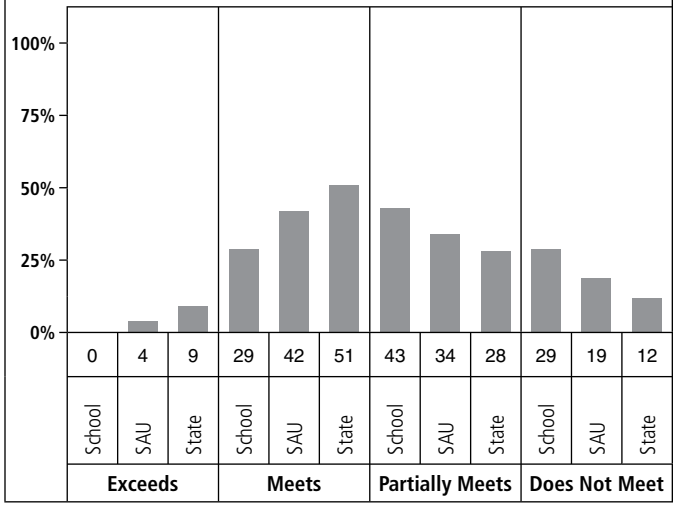
Summary of School, SAU, and State Scores

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

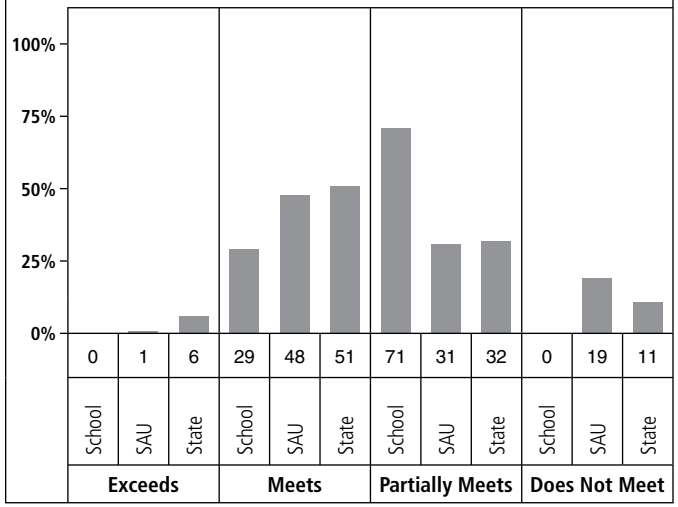
ELA – READING

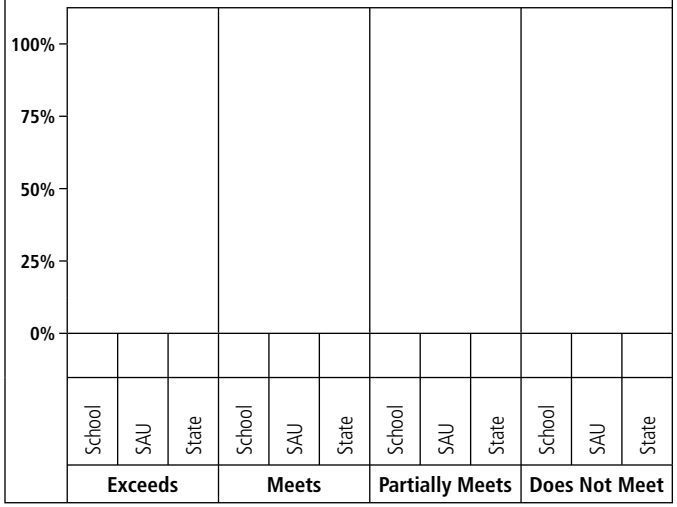


MATHEMATICS



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: Education in Unorganized Terr
School: Connor Consolidated 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	7	100	68	100	14207	100	7	100	68	100	14181	100	7	100	68	100	14123	100	7	100	68	100	14115	99						
Ethnicity African American/Black	0	0	1	1	390	3	0	0	1	100	388	99	0	0	1	100	388	99	0	0	1	100	386	99						
American Indian or Native Alaskan	0	0	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	1	1	263	2	0	0	1	100	259	98	0	0	1	100	262	100	0	0	1	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	7	100	65	96	13282	93	7	100	65	100	13264	100	7	100	65	100	13205	100	7	100	65	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	1	14	14	21	2524	18	1	100	14	100	2514	100	1	100	14	100	2498	99	1	100	14	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	0	0	39	57	5587	39	0	0	39	100	5569	100	0	0	39	100	5538	99	0	0	39	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	6	86	52	76	10755	76	6	86	52	76	10730	76	6	86	52	76	10776	76						
Identified disability (PET/IEP)	0	0	4	8	375	3	0	0	4	8	374	3	0	0	4	8	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	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	1	14	15	22	3298	23	1	14	15	22	3267	23	1	14	15	22	3215	23						
Identified disability (PET/IEP)	1	100	9	60	2013	61	1	100	9	60	1998	61	1	100	9	60	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	0	0	6	40	1046	32	0	0	6	40	1023	31	0	0	6	40	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	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:	Education in Unorganized Terr
School:	Connor Consolidated 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			0	0	601	4
	2006-2007			3	5	507	4
	2007-2008	**0**	**0**	**1**	**1**	**559**	**4**
	Cum. Total*			4	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			23	49	7910	57
	2006-2007			32	50	8749	63
	2007-2008	**3**	**43**	**38**	**57**	**8308**	**59**
	Cum. Total*			93	52	24967	60
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006			19	40	3970	29
	2006-2007			24	38	3467	25
	2007-2008	**3**	**43**	**19**	**28**	**3922**	**28**
	Cum. Total*			62	35	11359	27
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006			5	11	1421	10
	2006-2007			5	8	1165	8
	2007-2008	**1**	**14**	**9**	**13**	**1264**	**9**
	Cum. Total*			19	11	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	**48**	**100**	28.1	58.5	28.3	59.0	29.7	61.9
Literary Text	**24**	**50**	14.0	58.3	14.6	60.8	15.5	64.6
Informational Text	**24**	**50**	14.1	58.8	13.8	57.5	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: Education in Unorganized Terr
School: Connor Consolidated 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	7	0	0	3	43	3	43	1	14	443	67	1	57	28	13	443	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										1						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	7	0	0	3	43	3	43	1	14	443	64	2	59	27	13	443	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	1										13	0	31	31	38	435	2388	0	29	44	26	437
No	6	0	0	2	33	3	50	1	17	443	54	2	63	28	7	445	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	7	0	0	3	43	3	43	1	14	443	67	1	57	28	13	443	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	0										38	3	50	26	21	442	5502	1	47	37	14	441
No	7	0	0	3	43	3	43	1	14	443	29	0	66	31	3	445	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	7	0	0	3	43	3	43	1	14	443	67	1	57	28	13	443	14048	4	59	28	9	445
Gender																						
Female	4										34	3	59	24	15	443	6959	5	61	26	8	446
Male	3										33	0	55	33	12	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										10	0	30	50	20	437	1890	0	37	46	17	439
No	7	0	0	3	43	3	43	1	14	443	57	2	61	25	12	444	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	7	0	0	3	43	3	43	1	14	443	67	1	57	28	13	443	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: Education in Unorganized Terr
School: Connor Consolidated 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	14	0	0	0	0	0	0	1	100	430	6	0	50	0	50	440	5	1	42	36	21	440
B. less than one hour	71	0	0	2	40	3	60	0	0	446	67	2	52	39	7	444	74	4	62	27	7	445
C. one to two hours	14	0	0	1	100	0	0	0	0	442	24	0	75	13	13	445	18	5	59	29	7	446
D. more than two hours	0										3	0	0	0	100	425	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.	29	0	0	2	100	0	0	0	0	454	24	0	63	25	13	445	30	6	63	24	7	446
B. They match some of what I have learned.	57	0	0	1	25	3	75	0	0	441	65	2	51	33	14	443	52	4	63	27	6	446
C. They match just a little of what I have learned.	14	0	0	0	0	0	0	1	100	430	9	0	67	17	17	440	12	2	46	37	15	441
D. There is no match.	0										2	0	100	0	0	446	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	29	0	0	2	100	0	0	0	0	454	26	6	59	24	12	447	35	7	66	20	6	448
B. good	71	0	0	1	20	3	60	1	20	438	65	0	58	28	14	442	51	3	60	29	7	445
C. fair	0										8	0	20	60	20	436	12	1	44	40	16	440
D. poor	0										2	0	100	0	0	442	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	14	0	0	0	0	1	100	0	0	440	23	0	47	47	7	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	86	0	0	3	50	2	33	1	17	443	66	2	60	26	12	445	62	5	64	26	5	446
C. easier than my regular schoolwork	0										11	0	71	14	14	442	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	0	0	1	100	0	0	440	14	0	44	44	11	441	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	29	0	0	0	0	1	50	1	50	435	52	0	55	33	12	442	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	57	0	0	3	75	1	25	0	0	448	34	5	68	18	9	447	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	29	0	0	2	100	0	0	0	0	454	23	0	60	27	13	444	18	7	64	22	7	447
B. 20 minutes to an hour	43	0	0	1	33	2	67	0	0	441	43	4	64	21	11	445	55	4	64	26	6	446
C. less than 20 minutes	0										9	0	67	33	0	444	14	2	53	33	12	443
D. I rarely read at home.	29	0	0	0	0	1	50	1	50	435	25	0	38	44	19	439	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	0	0	1	100	0	0	0	0	442	23	0	40	47	13	442	23	3	50	34	13	442
B. six to ten pages	43	0	0	1	33	2	67	0	0	444	28	6	50	44	0	445	25	3	60	29	8	444
C. eleven or more pages	43	0	0	1	33	1	33	1	33	442	48	0	71	13	16	444	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										22	0	50	50	0	443						
B.	0										11	0	0	100	0	434						
C.	0										67	0	50	17	33	438						
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:	Education in Unorganized Terr
School:	Connor Consolidated 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			4	9	1294	9
	2006-2007			1	2	1054	8
	2007-2008	**0**	**0**	**3**	**4**	**1321**	**9**
	Cum. Total*			8	4	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			21	45	7000	50
	2006-2007			30	46	7394	53
	2007-2008	**2**	**29**	**28**	**42**	**7079**	**51**
	Cum. Total*			79	44	21473	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006			16	34	3784	27
	2006-2007			20	31	3729	27
	2007-2008	**3**	**43**	**23**	**34**	**3955**	**28**
	Cum. Total*			59	33	11468	27
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006			6	13	1894	14
	2006-2007			14	22	1735	12
	2007-2008	**2**	**29**	**13**	**19**	**1642**	**12**
	Cum. Total*			33	18	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**	7.4	49.3	8.2	54.7	9.5	63.3
Cluster 2: Shape and Size	**14**	**29**	6.7	47.9	8.4	60.0	9.1	65.0
Cluster 3: Mathematical Decision Making	**5**	**10**	2.7	54.0	3.0	60.0	3.4	68.0
Cluster 4: Patterns	**14**	**29**	10.0	71.4	9.3	66.4	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: Education in Unorganized Terr
School: Connor Consolidated 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	7	0	0	2	29	3	43	2	29	438	67	4	42	34	19	441	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										1						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	7	0	0	2	29	3	43	2	29	438	64	5	42	34	19	441	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	1										13	0	23	31	46	432	2372	3	31	36	30	436
No	6	0	0	2	33	3	50	1	17	440	54	6	46	35	13	443	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	7	0	0	2	29	3	43	2	29	438	67	4	42	34	19	441	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	0										38	8	32	34	26	440	5472	5	41	35	19	440
No	7	0	0	2	29	3	43	2	29	438	29	0	55	34	10	443	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	7	0	0	2	29	3	43	2	29	438	67	4	42	34	19	441	13992	9	51	28	12	445
Gender																						
Female	4										34	0	47	29	24	440	6933	9	50	29	12	445
Male	3										33	9	36	39	15	442	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										10	0	10	50	40	432	1890	2	34	41	23	438
No	7	0	0	2	29	3	43	2	29	438	57	5	47	32	16	443	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	7	0	0	2	29	3	43	2	29	438	67	4	42	34	19	441	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: Education in Unorganized Terr
School: Connor Consolidated 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	14	0	0	0	0	0	0	1	100	428	6	0	25	25	50	438	5	6	34	33	27	438
B. less than one hour	71	0	0	2	40	3	60	0	0	442	67	5	45	41	9	443	74	10	52	28	10	446
C. one to two hours	14	0	0	0	0	0	0	1	100	428	24	6	38	25	31	440	18	10	52	28	10	446
D. more than two hours	0										3	0	0	0	100	413	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.	43	0	0	1	33	1	33	1	33	439	32	0	52	29	19	442	38	13	56	23	8	448
B. They match some of what I have learned.	57	0	0	1	25	2	50	1	25	437	46	7	47	33	13	444	48	8	52	29	10	445
C. They match just a little of what I have learned.	0										14	11	22	44	22	436	10	4	35	39	22	439
D. There is no match.	0										8	0	0	60	40	431	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	0	0	1	50	1	50	0	0	441	34	14	41	27	18	444	35	16	55	20	8	449
B. good	57	0	0	1	25	2	50	1	25	439	48	0	45	39	16	441	48	7	52	31	11	445
C. fair	14	0	0	0	0	0	0	1	100	428	18	0	33	42	25	436	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	0	0	0	0	1	100	0	0	434	17	0	9	73	18	437	15	4	38	33	25	439
B. about the same as my regular schoolwork	57	0	0	1	25	2	50	1	25	437	64	7	56	27	10	446	64	10	54	28	9	446
C. easier than my regular schoolwork	29	0	0	1	50	0	0	1	50	442	19	0	25	33	42	431	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										23	0	27	40	33	434	23	8	47	29	16	443
B. two or three days a week	0										29	11	58	26	5	448	36	11	54	27	9	447
C. two or three times each month	57	0	0	1	25	3	75	0	0	441	23	7	40	40	13	444	25	10	53	27	10	446
D. never or almost never	43	0	0	1	33	0	0	2	67	435	25	0	38	38	25	438	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	14	0	0	0	0	0	0	1	100	428	12	0	25	25	50	432	5	3	30	33	33	436
B. two or three days a week	0										22	7	43	36	14	443	19	8	50	30	12	445
C. two or three times each month	43	0	0	0	0	3	100	0	0	435	23	7	47	47	0	444	38	11	55	26	8	447
D. never or almost never	43	0	0	2	67	0	0	1	33	444	43	4	43	32	21	442	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										9	0	33	33	33	439	8	3	33	38	25	438
B. 30–45 minutes	29	0	0	0	0	1	50	1	50	431	37	0	42	42	17	440	27	6	48	33	13	443
C. 45–60 minutes	71	0	0	2	40	2	40	1	20	441	43	7	43	32	18	442	38	11	54	26	9	447
D. more than 60 minutes	0										11	14	43	29	14	446	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										22	0	50	50	0	439						
B.	0										11	0	0	0	100	420						
C.	0										67	0	67	0	33	437						
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:	Education in Unorganized Terr
School:	Connor Consolidated 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			0	0	751	5
	2006-2007			4	6	963	7
	2007-2008	**0**	**0**	**1**	**1**	**882**	**6**
	Cum. Total*			5	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			26	55	7251	52
	2006-2007			22	34	6824	49
	2007-2008	**2**	**29**	**32**	**48**	**7130**	**51**
	Cum. Total*			80	45	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			17	36	4514	32
	2006-2007			30	46	4382	32
	2007-2008	**5**	**71**	**21**	**31**	**4433**	**32**
	Cum. Total*			68	38	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			4	9	1458	10
	2006-2007			9	14	1735	12
	2007-2008	**0**	**0**	**13**	**19**	**1546**	**11**
	Cum. Total*			26	15	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**	7.9	65.8	7.5	62.5	8.0	66.7
Cluster 2: Physical Sciences	**12**	**25**	6.3	52.5	6.6	55.0	7.2	60.0
Cluster 3: Earth and Space Sciences	**12**	**25**	7.9	65.8	7.0	58.3	7.4	61.7
Cluster 4: Nature and Implications of Science	**12**	**25**	6.4	53.3	7.1	59.2	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: Education in Unorganized Terr
School: Connor Consolidated 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	7	0	0	2	29	5	71	0	0	441	67	1	48	31	19	440	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										1						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	7	0	0	2	29	5	71	0	0	441	64	2	50	28	20	441	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	1										13	0	23	46	31	434	2370	2	32	41	25	437
No	6	0	0	2	33	4	67	0	0	442	54	2	54	28	17	442	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	7	0	0	2	29	5	71	0	0	441	67	1	48	31	19	440	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	0										38	3	45	26	26	439	5470	3	41	39	18	440
No	7	0	0	2	29	5	71	0	0	441	29	0	52	38	10	441	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	7	0	0	2	29	5	71	0	0	441	67	1	48	31	19	440	13986	6	51	32	11	444
Gender																						
Female	4										34	3	41	35	21	440	6929	6	49	33	12	443
Male	3										33	0	55	27	18	441	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										10	0	40	20	40	434	1888	1	32	44	23	437
No	7	0	0	2	29	5	71	0	0	441	57	2	49	33	16	441	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	7	0	0	2	29	5	71	0	0	441	67	1	48	31	19	440	13725	6	51	32	11	444

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

SCIENCE AND TECHNOLOGY RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Education in Unorganized Terr
School: Connor Consolidated 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	14	0	0	0	0	1	100	0	0	438	6	0	50	25	25	439	5	4	37	36	22	439
B. less than one hour	71	0	0	2	40	3	60	0	0	442	67	2	48	34	16	442	74	6	53	31	10	444
C. one to two hours	14	0	0	0	0	1	100	0	0	436	24	0	50	25	25	439	18	7	52	32	8	445
D. more than two hours	0										3	0	0	50	50	421	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.	29	0	0	1	50	1	50	0	0	448	26	0	24	29	47	433	24	9	53	28	10	446
B. They match some of what I have learned.	43	0	0	1	33	2	67	0	0	439	45	3	66	28	3	446	49	6	54	31	9	445
C. They match just a little of what I have learned.	29	0	0	0	0	2	100	0	0	437	25	0	44	44	13	440	21	4	47	36	13	442
D. There is no match.	0										5	0	33	33	33	433	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	0										18	8	42	17	33	442	25	9	53	27	10	446
B. good	86	0	0	2	33	4	67	0	0	441	58	0	58	29	13	442	54	6	55	30	9	445
C. fair	14	0	0	0	0	1	100	0	0	438	22	0	29	50	21	437	19	3	43	40	15	441
D. poor	0										2	0	0	100	0	438	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	14	0	0	0	0	1	100	0	0	430	22	0	50	36	14	440	22	5	45	35	15	442
B. about the same as my regular schoolwork	86	0	0	2	33	4	67	0	0	443	67	2	51	35	12	443	62	7	53	31	9	445
C. easier than my regular schoolwork	0										11	0	29	14	57	435	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	86	0	0	2	33	4	67	0	0	442	47	3	37	43	17	439	24	7	48	33	12	444
B. a few times a week	0										33	0	62	24	14	444	53	7	54	31	9	445
C. once a week	0										6	0	75	0	25	446	9	6	46	33	15	442
D. a few times a month	14	0	0	0	0	1	100	0	0	436	14	0	33	33	33	437	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.	100	0	0	2	29	5	71	0	0	441	28	0	44	44	11	441	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	0										35	0	48	22	30	438	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	0										14	11	44	33	11	444	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	0										23	0	53	33	13	442	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										22	0	0	50	50	434						
B.	0										11	0	0	0	100	420						
C.	0										67	0	50	17	33	434						
D.	0										0											

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N = Number