



July 2006

**DEPARTMENT OF EDUCATION**

2005–2006 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. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards this year. These new achievement standards will be used to establish a baseline to which future scores for both groups of students and individuals can be compared. The standards are the result of a comprehensive process approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards 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. Student 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. More information about the design of the MEA is available at [www.maine.gov/education/mea/index/htm](http://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



# School Report Grade 8

ID: 11551403  
School: Daniel F. Mahoney Middle Sch  
District: South Portland School Dept  
Date: March 2006

## Contents of the Report

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

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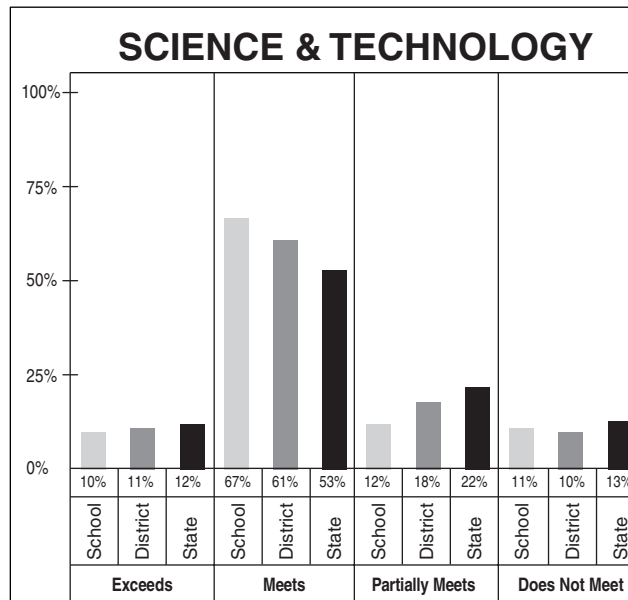
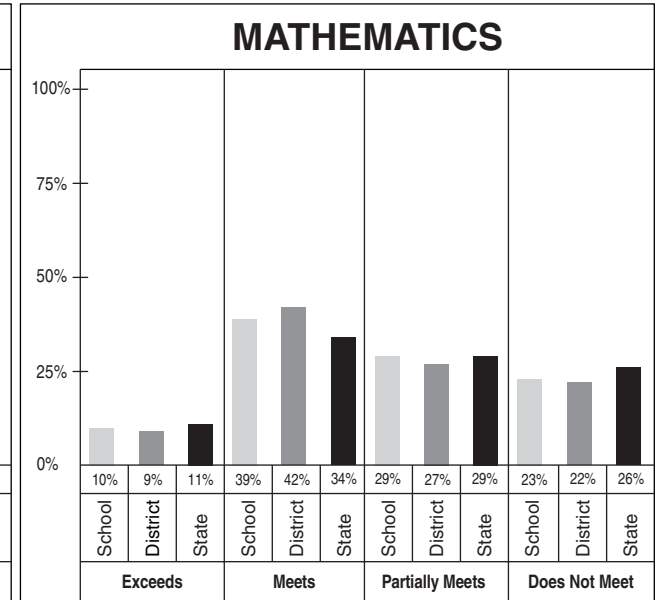
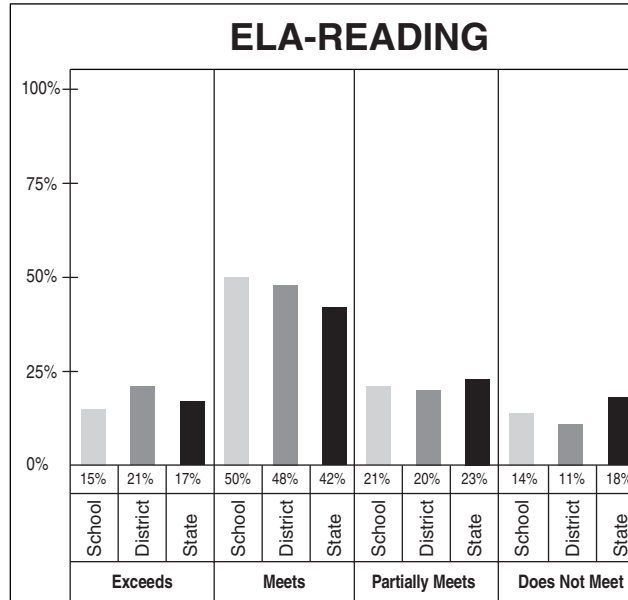


# SUMMARY OF SCORES

School: Daniel F. Mahoney Middle Sch  
 District: South Portland School Dept  
 Grade: 8  
 Date: March 2006

## Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	846	848	845
MATHEMATICS 2005–2006	841	841	840
SCIENCE & TECHNOLOGY 2005–2006	848	847	846





# SUMMARY OF STUDENT PARTICIPATION

School: Daniel F. Mahoney Middle Sch  
 District: South Portland School Dept  
 Grade: 8  
 Date: March 2006

## CONTENT AREA PARTICIPATION<sup>2</sup>

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					
	School		District		State	
	n	%	n	%	n	%
<b>Total number of students</b>	115	100	235	100	16699	100
<b>Ethnicity</b>						
African American/Black	1	1	5	2	297	2
American Indian/Native Alaskan	0	0	0	0	106	1
Asian/Pacific Islander	9	8	14	6	214	1
Caucasian/White	103	90	212	90	15930	95
Hispanic	2	2	4	2	139	1
Not Reported	0	0	0	0	13	0
<b>Identified disability</b>	24	21	45	19	2717	16
<b>Current LEP</b>	8	7	10	4	239	1
<b>Economically disadvantaged</b>	39	34	69	29	5670	34
<b>Migrant</b>	0	0	0	0	25	0

ELA-Reading			Mathematics			Science & Technology											
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
111	97	230	98	16486	99	114	99	233	99	16486	99	111	97	230	98	16461	99
0	0	4	80	290	98	1	100	5	100	291	98	0	0	4	80	290	98
0		0		102	96	0	0	0		101	95	0		0		102	96
8	89	13	93	210	98	9	100	14	100	211	99	8	89	13	93	210	98
101	98	209	99	15736	99	102	99	210	99	15735	99	101	98	209	99	15712	99
2	100	4	100	135	97	2	100	4	100	136	98	2	100	4	100	135	97
0		0		13	100	0	0	0		12	92	0		0		12	92
24	100	44	98	2659	98	24	100	44	98	2657	98	24	100	44	98	2648	97
5	63	7	70	231	97	8	100	10	100	237	99	5	63	7	70	232	97
36	92	66	96	5555	98	38	97	68	99	5552	98	36	92	66	96	5537	98
0		0		24	96	0	0	0		24	96	0		0		24	96

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading			Mathematics			Science & Technology											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Students who took the assessment without accommodations</b>	89	80	192	83	13752	83	89	78	192	82	13746	83	89	80	192	83	13785	84
Identified disability (PET/IEP)	7	8	12	6	499	4	7	8	12	6	477	3	7	8	12	6	508	4
LEP	1	1	3	2	91	1	1	1	3	2	93	1	1	1	3	2	94	1
504 plan	1	1	7	4	165	1	1	1	7	4	165	1	1	1	7	4	164	1
<b>Students who took the assessment with accommodations</b>	19	17	32	14	2517	15	22	19	35	15	2516	15	19	17	32	14	2490	15
Identified disability (PET/IEP)	14	74	26	81	1953	78	14	64	26	74	1965	78	14	74	26	81	1962	79
LEP	4	21	4	13	132	5	7	32	7	20	137	5	4	21	4	13	131	5
504 plan	0	0	0	0	54	2	0	0	0	0	54	2	0	0	0	0	54	2
Other	0	0	1	3	389	15	0	0	1	3	372	15	0	0	1	3	354	14
<b>Students who participated through alternate assessment (PAAP)</b>	3	3	6	3	217	1	3	3	6	3	224	1	3	3	6	3	186	1
Identified disability (PET/IEP)	3	100	6	100	207	95	3	100	6	100	215	96	3	100	6	100	178	96
LEP	0	0	0	0	8	4	0	0	0	0	7	3	0	0	0	0	7	4
504 plan	0	0	0	0	2	1	0	0	0	0	2	1	0	0	0	0	2	1

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



# ELA-READING RESULTS

School: Daniel F. Mahoney Middle Sch  
 District: South Portland School Dept  
 Grade: 8  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> - 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 861-880)		2005–2006	16	15	47	21	17
<b>Meets the Standards</b> - 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 841-860)		2005–2006	54	50	108	48	42
<b>Partially Meets the Standards</b> - 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 829-840)		2005–2006	23	21	44	20	23
<b>Does Not Meet the Standards</b> - 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 800-828)		2005–2006	15	14	25	11	18

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	55	100	37.0	67.3	38.3	69.6	36.2	65.8
<b>Literary Text</b>	27	49	17.9	66.3	18.6	68.9	17.7	65.6
<b>Informational Text</b>	28	51	19.2	68.6	19.7	70.4	18.6	66.4

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 authentic texts, selected from developmentally appropriate published works. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# ELA-READING RESULTS

## (CONTINUED)

School: Daniel F. Mahoney Middle Sch  
 District: South Portland School Dept  
 Grade: 8  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State			
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards	
<b>Gender</b>																	
Female	33	852	81	8	11	48	848	66	21	13	<p><b>Do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b></p> <p>A. Yes, the questions on the test match what I have learned in reading class.</p> <p>B. Yes, they match some of what I have learned.</p> <p>C. Yes, they match just a little of what I learned.</p> <p>D. No, there is no match.</p> <p><b>Which of the following best describes how you rate yourself as a student in reading?</b></p> <p>A. very good</p> <p>B. good</p> <p>C. fair</p> <p>D. poor</p> <p><b>How difficult was the reading part of this test?</b></p> <p>A. harder than my regular schoolwork</p> <p>B. about the same as my regular schoolwork</p> <p>C. easier than my regular schoolwork</p> <p><b>How difficult were the reading passages on this test?</b></p> <p>A. Most of the passages were more difficult than what I normally read.</p> <p>B. Most of the passages were about the same as what I normally read.</p> <p>C. Most of the passages were easier than what I normally read.</p> <p><b>How hard did you try on the reading part of this test?</b></p> <p>A. I tried harder on this test than I do on my regular schoolwork.</p> <p>B. I tried about the same as I do on my regular schoolwork.</p> <p>C. I did not try as hard on this test as I do on my regular schoolwork.</p> <p><b>How much time do you spend reading at home each day?</b></p> <p>A. more than one hour</p> <p>B. 20 minutes to an hour</p> <p>C. less than 20 minutes</p> <p>D. I rarely read at home</p> <p><b>How do you feel about the following statement?</b>  <b>"My knowledge of reading will be useful to me as an adult."</b></p> <p>A. strongly agree</p> <p>B. agree</p> <p>C. disagree</p> <p>D. strongly disagree</p>						
Male	67	843	57	28	15	52	842	52	25	23		17	29	849	69	13	
<b>Ethnicity</b>																	
African American/Black						2	836	42	26	31		49	53	845	60	16	
American Indian/Native Alaskan						1	836	38	30	31		31	14	838	43	29	
Asian/Pacific Islander	7	842	50	25	25	1	847	65	19	16		3	4	830	24	47	
Caucasian/White	91	847	66	21	12	95	845	59	23	18							
Hispanic						1	839	47	19	35							
Not Reported						0	839	54	15	31							
<b>Economically disadvantaged</b>																	
Yes	31	837	41	29	29	33	838	43	27	29		28	29	854	80	8	
No	69	850	76	18	7	67	848	66	21	13		48	50	845	59	16	
<b>Title 1A targeted program</b>																	
Yes						4	838	38	34	28		21	19	835	33	35	
No	100	846	65	21	14	96	845	59	23	18		3	3	829	21	50	
<b>Migrant</b>																	
Yes						0	839	48	30	22							
No	100	846	65	21	14	100	845	59	23	18							
<b>Gifted/talented program</b>																	
Yes	9	865	100	0	0	3	865	97	2	0							
No	91	844	61	23	15	97	844	57	24	19		56	54	843	54	20	
<b>Identified disability</b>																	
Yes	19	831	33	19	48	15	827	16	27	57		32	37	851	73	9	
No	81	849	72	22	6	85	848	66	22	12							
<b>Limited English proficient students</b>																	
Current LEP in first 10 months						0	823	11	22	67							
Current LEP beyond first 10 months	5	835	40	20	40	1	828	27	22	51							
<b>How much homework do you do on school nights?</b>																	
A. None	10	837	45	27	27	8	834	36	25	40							
B. Less than one hour	45	847	67	17	17	45	844	58	24	19	20	18	848	67	13		
C. One to two hours	39	850	71	27	2	41	848	65	22	13	32	40	848	65	14		
D. More than two hours	6	838	67	17	17	6	846	59	21	19	15	14	844	58	19		
<b>Optional school/district question</b>																	
A.											42	44	849	68	13		
B.											48	48	843	54	20		
C.											7	5	835	37	36		
D.											4	2	830	25	46		



# MATHEMATICS RESULTS

School: Daniel F. Mahoney Middle Sch  
 District: South Portland School Dept  
 Grade: 8  
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> – 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 861-880)		2005–2006	11	10	20	9	11
<b>Meets the Standards</b> – 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 841-860)		2005–2006	43	39	95	42	34
<b>Partially Meets the Standards</b> – 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 829-840)		2005–2006	32	29	62	27	29
<b>Does Not Meet the Standards</b> – 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 800-828)		2005–2006	25	23	50	22	26

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	11	23	5.4	49.1	5.6	50.9	5.3	48.2
<b>Cluster 2: Shape and Size</b>	12	26	5.6	46.7	5.5	45.8	5.4	45.0
<b>Cluster 3: Mathematical Decision Making</b>	10	21	6.2	62.0	6.1	61.0	5.8	58.0
<b>Cluster 4: Patterns</b>	14	30	7.4	52.9	7.6	54.3	7.4	52.9

- Cluster 1: Numbers and Operations**
  - A. Numbers and Number Sense
  - B. Computation
  - I. Discrete Mathematics
- Cluster 2: Shape and Size**
  - E. Geometry
  - F. Measurement
- Cluster 3: Mathematical Decision Making**
  - C. Data Analysis and Statistics
  - D. Probability
  - J. Mathematical Reasoning
- 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 *Learning Results*. The *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

**School:** Daniel F. Mahoney Middle Sch  
**District:** South Portland School Dept  
**Grade:** 8  
**Date:** March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State		
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
<b>Gender</b>																
Female	33	841	49	27	24	48	840	45	31	24	<b>Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. Yes, the questions on the test match what I have learned in mathematics class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.	38	30	845	58	18
Male	67	841	49	30	22	52	839	44	28	28						
<b>Ethnicity</b>																
African American/Black						2	830	24	27	49	<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	29	24	851	73	11
American Indian/Native Alaskan						1	833	30	33	38		46	45	840	47	22
Asian/Pacific Islander	8	849	78	11	11	1	845	60	17	23		17	25	832	23	40
Caucasian/White	89	841	47	30	22	95	840	45	30	26		7	6	826	10	54
Hispanic						1	835	38	28	34						
Not Reported						0	831	25	17	58						
<b>Economically disadvantaged</b>																
Yes	32	835	36	31	33	33	833	30	31	38	<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	32	35	834	30	36
No	68	844	55	28	17	67	843	52	28	20		52	51	840	47	23
<b>Title 1A targeted program</b>																
Yes						4	834	27	35	37	<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	33	45	839	43	26
No	100	841	49	29	23	96	840	45	29	26		62	50	841	48	23
<b>Migrant</b>																
Yes						0	835	26	39	35	<b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	5	5	834	34	41
No	100	841	49	29	23	100	840	45	29	26		0	4	833	30	38
<b>Gifted/talented program</b>																
Yes	9	866	100	0	0	3	864	96	3	1	<b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	21	40	842	50	22
No	91	839	44	32	25	97	839	43	30	27		58	37	839	44	26
<b>Identified disability</b>																
Yes	19	829	24	24	52	15	824	12	25	63	<b>How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."</b> A. strongly agree B. agree C. disagree D. strongly disagree	16	12	838	41	29
No	81	844	54	30	16	85	842	50	30	20		6	11	836	37	33
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	827	22	22	56	<b>How much homework do you do on school nights?</b> A. None B. Less than one hour C. One to two hours D. More than two hours	15	36	841	46	23
Current LEP beyond first 10 months	7	843	63	25	13	1	827	20	24	56		83	49	840	47	25
<b>Optional school/district question</b>																
A.	10	836	36	18	45	8	831	27	27	46						
B.	47	842	47	31	22	45	839	43	31	26						
C.	38	843	56	32	12	41	842	50	28	22						
D.	6	843	50	17	33	6	841	49	25	26						



# SCIENCE & TECHNOLOGY RESULTS

School: Daniel F. Mahoney Middle Sch  
 District: South Portland School Dept  
 Grade: 8  
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	%	
<b>Exceeds the Standards</b> – 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 861-880)		2005–2006	11	10	25	11	12
<b>Meets the Standards</b> – 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 841-860)		2005–2006	72	67	136	61	53
<b>Partially Meets the Standards</b> – 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 831-840)		2005–2006	13	12	41	18	22
<b>Does Not Meet the Standards</b> – 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 800-830)		2005–2006	12	11	22	10	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
<b>Cluster 1: Life Sciences</b>	14	25	9.0	64.3	9.3	66.4	8.9	63.6	<b>Cluster 1: Life Sciences</b> A. Classifying Life Forms B. Ecology C. Cells
<b>Cluster 2: Physical Sciences</b>	14	25	8.4	60.0	8.1	57.9	7.6	54.3	<b>Cluster 2: Physical Sciences</b> E. Structure of Matter H. Energy I. Motion
<b>Cluster 3: Earth and Space Sciences</b>	14	25	7.8	55.7	8.0	57.1	8.1	57.9	<b>Cluster 3: Earth and Space Sciences</b> D. Continuity and Change F. The Earth G. The Universe
<b>Cluster 4: Nature and Implications of Science</b>	14	25	8.6	61.4	8.4	60.0	8.3	59.3	<b>Cluster 4: Nature and Implications of Science</b> J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



# SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School: Daniel F. Mahoney Middle Sch  
 District: South Portland School Dept  
 Grade: 8  
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State		
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
<b>Gender</b>											<p><b>Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?</b></p> <p>A. Yes, the questions on the test match what I have learned in science class.</p> <p>B. Yes, they match some of what I have learned.</p> <p>C. Yes, they match just a little of what I have learned.</p> <p>D. No, there is no match.</p> <p><b>Which of the following best describes how you rate yourself as a student in science?</b></p> <p>A. very good</p> <p>B. good</p> <p>C. fair</p> <p>D. poor</p> <p><b>How difficult was the science part of this test?</b></p> <p>A. harder than my regular schoolwork</p> <p>B. about the same as my regular schoolwork</p> <p>C. easier than my regular schoolwork</p> <p><b>How hard did you try on the science part of this test?</b></p> <p>A. I tried harder on this test than I do on my regular schoolwork.</p> <p>B. I tried about the same as I do on my regular schoolwork.</p> <p>C. I did not try as hard on this test as I do on my regular schoolwork.</p> <p><b>Which statement best describes how often and how long your science class meets?</b></p> <p>A. We meet every day for 45 minutes to an hour.</p> <p>B. We meet on alternate days for 80 to 90 minutes.</p> <p>C. We meet every day for 45 minutes, plus a longer lab period each week.</p> <p>D. We have a flexible schedule depending on the activities.</p> <p><b>Which courses do you plan to take before you graduate from high school?</b></p> <p>A. earth and space science and/or biology</p> <p>B. the course(s) described in A, plus chemistry</p> <p>C. the course(s) described in B, plus physics</p> <p>D. a life science and physical science class</p> <p><b>How do you feel about the following statement?</b>  <b>"My knowledge of science and technology will be useful to me as an adult."</b></p> <p>A. strongly agree</p> <p>B. agree</p> <p>C. disagree</p> <p>D. strongly disagree</p>					
Female	33	848	78	11	11	48	846	64	24	12		13	26	847	68	12
Male	67	847	76	13	11	52	846	65	21	14		44	48	847	66	12
<b>Ethnicity</b>												33	21	846	64	14
African American/Black						2	838	43	27	30		9	5	840	48	27
American Indian/Native Alaskan						1	840	47	29	24		13	22	852	78	8
Asian/Pacific Islander	7	846	63	25	13	1	847	64	20	16		52	54	847	67	11
Caucasian/White	91	848	79	11	10	95	846	65	22	13		27	20	842	51	19
Hispanic						1	841	50	25	26		7	3	835	30	37
Not Reported						0	846	75	8	17		39	42	847	65	12
<b>Economically disadvantaged</b>												58	53	847	67	12
Yes	31	840	56	21	24	33	841	51	27	22		3	4	840	46	31
No	69	851	86	8	5	67	849	71	20	9		90	69	847	68	11
<b>Title 1A targeted program</b>												4	16	845	63	15
Yes						4	841	46	34	19		5	6	844	56	20
No	100	848	77	12	11	96	846	65	22	13	1	9	842	53	20	
<b>Migrant</b>											28	25	845	61	14	
Yes						0	840	61	9	30	25	24	847	69	12	
No	100	848	77	12	11	100	846	64	22	13	23	22	852	76	9	
<b>Gifted/talented program</b>											25	29	843	56	16	
Yes	9	865	100	0	0	3	863	99	1	0	24	29	849	72	11	
No	91	846	74	13	12	97	846	63	23	14	54	55	846	65	12	
<b>Identified disability</b>											15	13	843	56	17	
Yes	19	836	43	14	43	15	835	30	30	40	7	3	838	40	30	
No	81	851	85	11	3	85	848	71	21	9						
<b>Limited English proficient students</b>																
Current LEP in first 10 months						0	827	22	33	44						
Current LEP beyond first 10 months	5	844	60	20	20	1	833	29	25	47						
<b>How much homework do you do on school nights?</b>																
A. None	10	838	55	0	45	8	839	45	25	30						
B. Less than one hour	45	851	85	6	8	45	846	64	23	13						
C. One to two hours	39	848	76	22	2	40	848	69	21	10						
D. More than two hours	6	848	83	17	0	6	847	66	19	15						
<b>Optional school/district question</b>																
A.																
B.																
C.																
D.																