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 8

Test Date:	March 2008
Code:	11251333
SAU:	Otis School Department
School:	Beech Hill 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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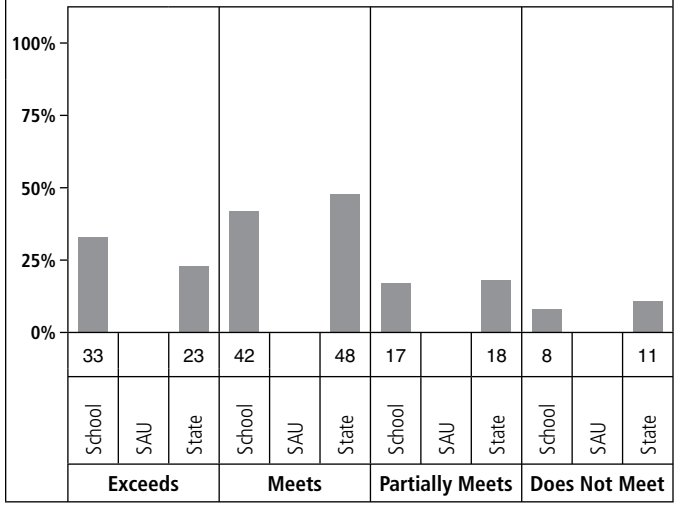
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: Otis School Department
School: Beech Hill School

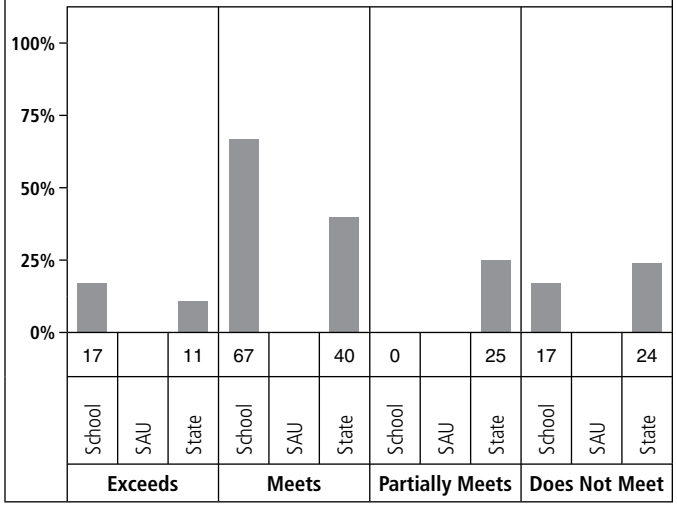
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	849	843	845
2006–2007	845	837	847
2007–2008	**853**		**849**
Cum. Avg.*	849		847
Mathematics			
2005–2006	852	845	840
2006–2007	844	843	842
2007–2008	**849**		**841**
Cum. Avg.*	848		841
Science & Technology			
2005–2006	850	846	846
2006–2007	849	850	847
2007–2008	**850**		**847**
Cum. Avg.*	850		847

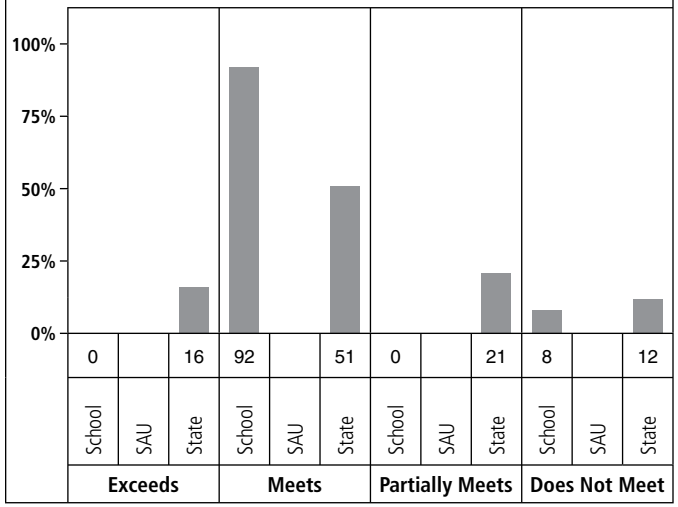
ELA – READING

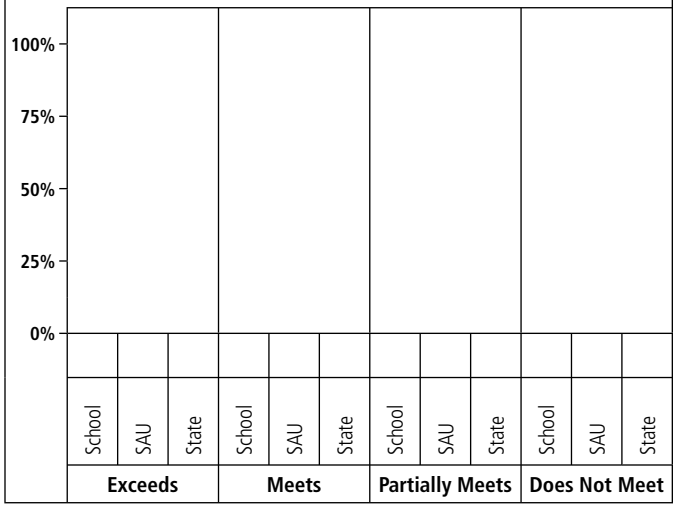


MATHEMATICS



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: 8
SAU: Otis School Department
School: Beech Hill 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	12	100	3	100	15274	100	12	100	3	100	15102	99	12	100	3	100	15097	99	12	100	3	100	15080	99						
Ethnicity African American/Black	1	8	0	0	368	2	1	100	0	0	356	97	1	100	0	0	360	98	1	100	0	0	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	11	92	3	100	14461	95	11	100	3	100	14312	99	11	100	3	100	14302	99	11	100	3	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	2	17	0	0	2508	16	2	100	0	0	2446	98	2	100	0	0	2441	98	2	100	0	0	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	7	58	0	0	5420	35	7	100	0	0	5329	99	7	100	0	0	5324	99	7	100	0	0	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	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	11	92	3	100	12703	83	11	92	3	100	12694	83	11	92	3	100	12710	83						
Identified disability (PET/IEP)	1	9	0	0	437	3	1	9	0	0	421	3	1	9	0	0	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	1	9	1	33	229	2	1	9	1	33	231	2	1	9	1	33	230	2						
Participation with accommodations	1	8	0	0	2221	15	1	8	0	0	2227	15	1	8	0	0	2197	14						
Identified disability (PET/IEP)	1	100	0	0	1832	82	1	100	0	0	1844	83	1	100	0	0	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
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	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	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:	8
SAU:	Otis School Department
School:	Beech Hill 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 861–880)	2005-2006	3	30	0	0	2695	17
	2006-2007	1	9	0	0	2407	16
	2007-2008	**4**	**33**			**3428**	**23**
	Cum. Total*	8	24			8530	18
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 841–860)	2005-2006	3	30	3	50	6830	42
	2006-2007	7	64	3	60	7494	49
	2007-2008	**5**	**42**			**7179**	**48**
	Cum. Total*	15	45			21503	46
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 829–840)	2005-2006	4	40	3	50	3741	23
	2006-2007	1	9	0	0	3628	24
	2007-2008	**2**	**17**			**2706**	**18**
	Cum. Total*	7	21			10075	22
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 800–828)	2005-2006	0	0	0	0	3003	18
	2006-2007	2	18	2	40	1810	12
	2007-2008	**1**	**8**			**1611**	**11**
	Cum. Total*	3	9			6424	14

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	**56**	**100**	39.2	70.0			36.9	65.9
Literary Text	**28**	**50**	18.9	67.5			18.3	65.4
Informational Text	**28**	**50**	20.3	72.5			18.6	66.4

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: 8
SAU: Otis School Department
School: Beech Hill 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	12	4	33	5	42	2	17	1	8	853	3						14924	23	48	18	11	849
Ethnicity																						
African American/Black	1										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	11	4	36	4	36	2	18	1	9	853	3						14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	2										0						2269	3	24	32	42	833
No	10	4	40	4	40	2	20	0	0	857	3						12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	12	4	33	5	42	2	17	1	8	853	3						14616	23	48	18	10	850
Economically disadvantaged																						
Yes	7	1	14	3	43	2	29	1	14	847	0						5222	12	44	25	19	843
No	5	3	60	2	40	0	0	0	0	862	3						9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	12	4	33	5	42	2	17	1	8	853	3						14917	23	48	18	11	849
Gender																						
Female	3										1						7198	30	48	15	7	853
Male	9	2	22	4	44	2	22	1	11	850	2						7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	12	4	33	5	42	2	17	1	8	853	3						14117	24	49	17	10	850
Gifted/talented program																						
Yes	2										0						592	71	28	1	0	867
No	10	3	30	4	40	2	20	1	10	850	3						14332	21	49	19	11	849

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: 8
SAU: Otis School Department
School: Beech Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						9	10	39	24	26	841
B. less than one hour	45	2	40	1	20	1	20	1	20	850	0						46	20	50	20	11	849
C. one to two hours	55	2	33	3	50	1	17	0	0	855	100	67	33	0	0	857	41	28	49	15	7	852
D. more than two hours	0										0						5	28	44	15	12	850
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.	45	3	60	1	20	1	20	0	0	858	67	100	0	0	0	862	33	31	48	14	7	853
B. They match some of what I have learned.	55	1	17	3	50	1	17	1	17	849	33	0	100	0	0	848	53	21	51	19	9	849
C. They match just a little of what I have learned.	0										0						11	14	41	25	20	844
D. There is no match.	0										0						3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	3	75	1	25	0	0	0	0	867	33	100	0	0	0	862	31	42	44	8	6	857
B. good	45	1	20	1	20	2	40	1	20	844	33	100	0	0	0	862	49	19	54	19	9	849
C. fair	18	0	0	2	100	0	0	0	0	847	33	0	100	0	0	848	18	5	42	31	22	840
D. poor	0										0						2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	0										0						15	16	44	22	18	845
B. about the same as my regular schoolwork	73	2	25	3	38	2	25	1	13	849	67	50	50	0	0	855	65	23	49	18	9	850
C. easier than my regular schoolwork	27	2	67	1	33	0	0	0	0	863	33	100	0	0	0	862	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	55	1	17	3	50	1	17	1	17	846	67	50	50	0	0	855	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	45	3	60	1	20	1	20	0	0	861	33	100	0	0	0	862	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	45	3	60	2	40	0	0	0	0	863	67	50	50	0	0	855	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	45	1	20	2	40	1	20	1	20	846	33	100	0	0	0	862	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	0	0	1	100	0	0	840	0						6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	9	1	100	0	0	0	0	0	0	876	0						18	31	47	13	9	852
B. 20 minutes to an hour	45	1	20	3	60	0	0	1	20	849	33	0	100	0	0	848	41	28	49	15	7	852
C. less than 20 minutes	9	1	100	0	0	0	0	0	0	862	33	100	0	0	0	862	13	20	49	18	12	848
D. I rarely read at home.	36	1	25	1	25	2	50	0	0	850	33	100	0	0	0	862	28	12	47	26	16	844
How do you feel about the following statement? ***"My knowledge of reading will be useful to me as an adult."***																						
A. strongly agree	55	4	67	1	17	1	17	0	0	861	67	100	0	0	0	862	43	31	48	14	7	853
B. agree	36	0	0	3	75	1	25	0	0	848	33	0	100	0	0	848	48	18	50	20	12	848
C. disagree	9	0	0	0	0	0	0	1	100	824	0						6	11	43	24	21	843
D. strongly disagree	0										0						2	6	36	32	26	839
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
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:	8
SAU:	Otis School Department
School:	Beech Hill 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 861–880)	2005-2006	3	30	1	17	1714	11
	2006-2007	1	9	1	20	1952	13
	2007-2008	**2**	**17**			**1657**	**11**
	Cum. Total*	6	18			5323	11
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 841–860)	2005-2006	4	40	3	50	5533	34
	2006-2007	6	55	2	40	5870	38
	2007-2008	**8**	**67**			**5956**	**40**
	Cum. Total*	18	55			17359	37
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 829–840)	2005-2006	2	20	1	17	4764	29
	2006-2007	2	18	1	20	3982	26
	2007-2008	**0**	**0**			**3729**	**25**
	Cum. Total*	4	12			12475	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 800–828)	2005-2006	1	10	1	17	4251	26
	2006-2007	2	18	1	20	3534	23
	2007-2008	**2**	**17**			**3579**	**24**
	Cum. Total*	5	15			11364	24

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	**16**	**29**	11.0	68.8			8.4	52.5
Cluster 2: Shape and Size	**14**	**25**	6.9	49.3			5.9	42.1
Cluster 3: Mathematical Decision Making	**8**	**14**	5.3	66.3			4.6	57.5
Cluster 4: Patterns	**18**	**32**	10.4	57.8			8.9	49.4

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: 8
SAU: Otis School Department
School: Beech Hill 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	12	2	17	8	67	0	0	2	17	849	3						14921	11	40	25	24	841
Ethnicity																						
African American/Black	1										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	11	2	18	8	73	0	0	1	9	851	3						14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	2										0						2265	1	14	22	62	824
No	10	2	20	7	70	0	0	1	10	854	3						12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	12	2	17	8	67	0	0	2	17	849	3						14606	11	40	25	23	841
Economically disadvantaged																						
Yes	7	0	0	5	71	0	0	2	29	839	0						5217	5	30	29	37	834
No	5	2	40	3	60	0	0	0	0	862	3						9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	12	2	17	8	67	0	0	2	17	849	3						14914	11	40	25	24	841
Gender																						
Female	3										1						7199	11	40	26	23	841
Male	9	2	22	6	67	0	0	1	11	851	2						7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	12	2	17	8	67	0	0	2	17	849	3						14115	12	41	25	23	842
Gifted/talented program																						
Yes	2										0						592	58	39	2	1	864
No	10	0	0	8	80	0	0	2	20	844	3						14329	9	40	26	25	840

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: 8
SAU: Otis School Department
School: Beech Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						9	5	30	23	41	833
B. less than one hour	45	1	20	3	60	0	0	1	20	845	0						46	10	40	26	25	840
C. one to two hours	55	1	17	5	83	0	0	0	0	855	100	0	100	0	0	855	41	14	42	25	19	843
D. more than two hours	0										0						5	14	38	23	24	842
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.	55	1	17	5	83	0	0	0	0	854	33	0	100	0	0	854	30	17	43	22	18	845
B. They match some of what I have learned.	36	1	25	3	75	0	0	0	0	858	67	0	100	0	0	856	50	10	42	26	22	841
C. They match just a little of what I have learned.	9	0	0	0	0	0	0	1	100	806	0						17	6	32	29	33	836
D. There is no match.	0										0						4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	64	2	29	5	71	0	0	0	0	858	100	0	100	0	0	855	26	29	46	14	11	851
B. good	27	0	0	3	100	0	0	0	0	849	0						45	7	46	27	20	841
C. fair	9	0	0	0	0	0	0	1	100	806	0						23	1	26	34	38	833
D. poor	0										0						5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	0	0	2	67	0	0	1	33	831	0						34	4	35	28	32	836
B. about the same as my regular schoolwork	45	1	20	4	80	0	0	0	0	857	67	0	100	0	0	857	52	10	43	26	21	842
C. easier than my regular schoolwork	27	1	33	2	67	0	0	0	0	859	33	0	100	0	0	852	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	55	1	17	5	83	0	0	0	0	855	67	0	100	0	0	857	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	45	1	20	3	60	0	0	1	20	845	33	0	100	0	0	852	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	6	38	27	29	837
B. two or three days a week	82	2	22	7	78	0	0	0	0	856	100	0	100	0	0	855	16	8	38	27	27	839
C. two or three times each month	9	0	0	1	100	0	0	0	0	852	0						28	12	41	27	21	843
D. never or almost never	9	0	0	0	0	0	0	1	100	806	0						48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	82	1	11	7	78	0	0	1	11	848	100	0	100	0	0	855	38	14	42	23	21	843
B. two or three times a week	18	1	50	1	50	0	0	0	0	863	0						33	10	41	26	23	841
C. two or three times each month	0										0						18	10	36	27	27	840
D. never or almost never	0										0						11	7	34	26	33	836
How do you feel about the following statement? ***"My knowledge of mathematics will be useful to me as an adult."***																						
A. strongly agree	91	2	20	7	70	0	0	1	10	850	67	0	100	0	0	856	54	14	44	23	18	844
B. agree	9	0	0	1	100	0	0	0	0	854	33	0	100	0	0	854	38	8	36	27	28	838
C. disagree	0										0						6	6	31	28	36	835
D. strongly disagree	0										0						2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
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:	8
SAU:	Otis School Department
School:	Beech Hill 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 861–880)	2005-2006	1	10	0	0	1879	12
	2006-2007	1	9	1	20	2192	14
	2007-2008	**0**	**0**			**2371**	**16**
	Cum. Total*	2	6			6442	14
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 841–860)	2005-2006	8	80	5	83	8604	53
	2006-2007	8	73	2	40	7916	52
	2007-2008	**11**	**92**			**7630**	**51**
	Cum. Total*	27	82			24150	52
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 831–840)	2005-2006	1	10	1	17	3618	22
	2006-2007	2	18	2	40	3340	22
	2007-2008	**0**	**0**			**3175**	**21**
	Cum. Total*	3	9			10133	22
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 800–830)	2005-2006	0	0	0	0	2174	13
	2006-2007	0	0	0	0	1865	12
	2007-2008	**1**	**8**			**1731**	**12**
	Cum. Total*	1	3			5770	12

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	**14**	**25**	8.8	62.9			8.1	57.9
Cluster 2: Physical Sciences	**14**	**25**	7.6	54.3			7.3	52.1
Cluster 3: Earth and Space Sciences	**14**	**25**	7.8	55.7			7.7	55.0
Cluster 4: Nature and Implications of Science	**14**	**25**	9.5	67.9			8.5	60.7

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: 8
SAU: Otis School Department
School: Beech Hill 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	12	0	0	11	92	0	0	1	8	850	3						14907	16	51	21	12	847
Ethnicity																						
African American/Black	1										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	11	0	0	10	91	0	0	1	9	850	3						14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	2										0						2258	3	29	31	37	836
No	10	0	0	10	100	0	0	0	0	853	3						12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	12	0	0	11	92	0	0	1	8	850	3						14592	16	52	21	11	848
Economically disadvantaged																						
Yes	7	0	0	6	86	0	0	1	14	847	0						5206	8	45	28	20	842
No	5	0	0	5	100	0	0	0	0	854	3						9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	12	0	0	11	92	0	0	1	8	850	3						14900	16	51	21	12	847
Gender																						
Female	3										1						7196	14	52	23	12	847
Male	9	0	0	8	89	0	0	1	11	851	2						7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	12	0	0	11	92	0	0	1	8	850	3						14103	16	52	21	11	848
Gifted/talented program																						
Yes	2										0						592	63	35	1	0	865
No	10	0	0	9	90	0	0	1	10	849	3						14315	14	52	22	12	847

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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: 8
SAU: Otis School Department
School: Beech Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						9	10	40	26	23	842
B. less than one hour	45	0	0	4	80	0	0	1	20	846	0						46	14	52	22	12	847
C. one to two hours	55	0	0	6	100	0	0	0	0	854	100	0	100	0	0	853	41	19	53	19	9	849
D. more than two hours	0										0						5	19	47	21	14	848
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	3	100	0	0	0	0	849	0						29	19	54	19	9	849
B. They match some of what I have learned.	27	0	0	3	100	0	0	0	0	856	67	0	100	0	0	855	49	16	51	22	11	848
C. They match just a little of what I have learned.	27	0	0	2	67	0	0	1	33	840	33	0	100	0	0	850	18	13	51	23	13	846
D. There is no match.	18	0	0	2	100	0	0	0	0	858	0						5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	45	0	0	5	100	0	0	0	0	856	33	0	100	0	0	858	23	28	51	13	8	853
B. good	45	0	0	4	80	0	0	1	20	845	67	0	100	0	0	851	54	15	55	21	9	848
C. fair	0										0						20	5	45	32	18	842
D. poor	9	0	0	1	100	0	0	0	0	848	0						3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	0										0						27	15	49	22	14	846
B. about the same as my regular schoolwork	64	0	0	6	86	0	0	1	14	849	100	0	100	0	0	853	59	15	53	22	10	848
C. easier than my regular schoolwork	36	0	0	4	100	0	0	0	0	852	0						13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	36	0	0	4	100	0	0	0	0	855	67	0	100	0	0	855	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	55	0	0	5	83	0	0	1	17	845	33	0	100	0	0	850	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	1	100	0	0	0	0	858	0						5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	18	0	0	1	50	0	0	1	50	837	33	0	100	0	0	852	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	18	0	0	2	100	0	0	0	0	858	33	0	100	0	0	858	24	18	53	20	10	849
C. the course(s) described in B, plus physics	55	0	0	6	100	0	0	0	0	853	33	0	100	0	0	850	22	30	47	14	8	853
D. a life science and physical science class	9	0	0	1	100	0	0	0	0	842	0						29	8	52	27	14	844
How do you feel about the following statement? ***"My knowledge of science and technology will be useful to me as an adult."***																						
A. strongly agree	73	0	0	8	100	0	0	0	0	854	67	0	100	0	0	854	27	23	51	17	9	851
B. agree	9	0	0	0	0	0	0	1	100	822	0						54	15	53	21	11	847
C. disagree	9	0	0	1	100	0	0	0	0	852	33	0	100	0	0	852	15	10	50	26	14	845
D. strongly disagree	9	0	0	1	100	0	0	0	0	848	0						4	7	39	30	24	841
How well does the following statement reflect your future goals? ***"I am interested in a career related to science, technology, engineering, or mathematics."***																						
A. strongly agree	73	0	0	7	88	0	0	1	13	850	33	0	100	0	0	858	25	24	52	15	8	851
B. agree	9	0	0	1	100	0	0	0	0	850	33	0	100	0	0	850	37	15	50	22	12	847
C. disagree	9	0	0	1	100	0	0	0	0	852	33	0	100	0	0	852	26	12	53	23	12	846
D. strongly disagree	9	0	0	1	100	0	0	0	0	848	0						12	8	48	28	15	844
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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