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:	12541745
SAU:	MSAD 60
School:	Noble Middle 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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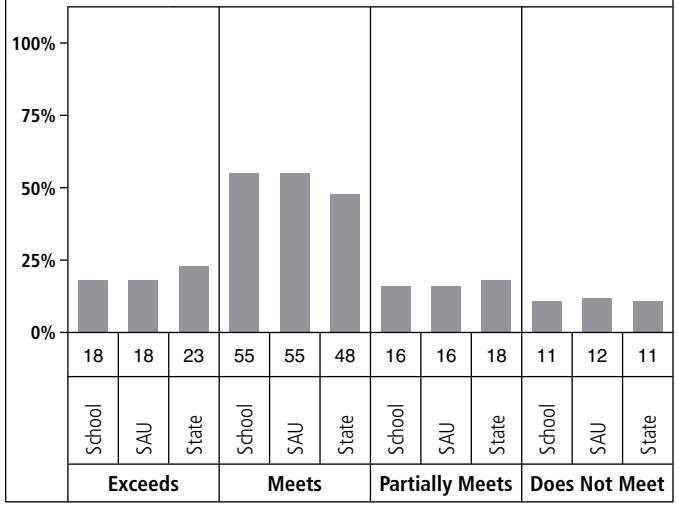
SUMMARY OF SCORES

Test Date:	March 2008
Grade:	8
SAU:	MSAD 60
School:	Noble Middle School

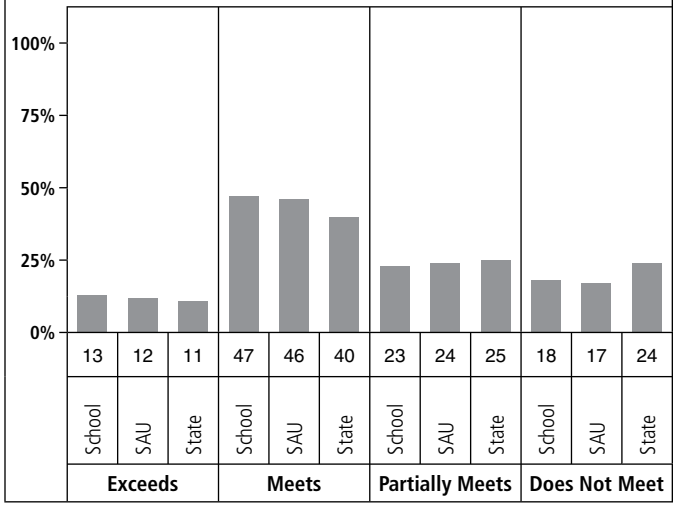
Summary of School, SAU, and State Scores

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

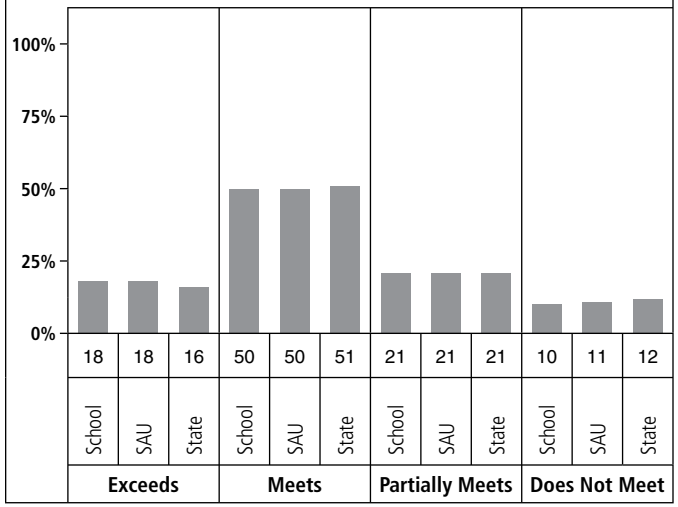
ELA – READING

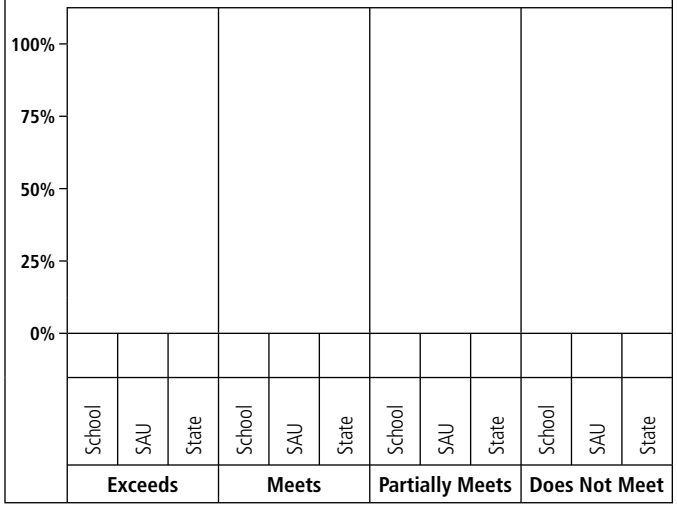


MATHEMATICS



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: MSAD 60
School: Noble Middle 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	241	100	243	100	15274	100	240	100	241	99	15102	99	240	100	241	99	15097	99	240	100	241	99	15080	99						
Ethnicity African American/Black	2	1	2	1	368	2	2	100	2	100	356	97	2	100	2	100	360	98	2	100	2	100	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	3	1	3	1	186	1	3	100	3	100	181	97	3	100	3	100	182	98	3	100	3	100	182	98						
Hispanic	4	2	4	2	139	1	4	100	4	100	136	98	4	100	4	100	136	98	4	100	4	100	136	98						
Caucasian/White	232	96	234	96	14461	95	231	100	232	99	14312	99	231	100	232	99	14302	99	231	100	232	99	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	33	14	35	14	2508	16	32	97	33	94	2446	98	32	97	33	94	2441	98	32	97	33	94	2431	98						
Current LEP	1	0	2	1	327	2	1	100	2	100	316	97	1	100	2	100	322	99	1	100	2	100	322	99						
Economically disadvantaged	66	27	67	28	5420	35	65	98	65	97	5329	99	65	98	65	97	5324	99	65	98	65	97	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	218	90	218	90	12703	83	218	90	218	90	12694	83	218	90	218	90	12710	83						
Identified disability (PET/IEP)	10	5	10	5	437	3	10	5	10	5	421	3	10	5	10	5	445	4						
LEP	1	0	1	0	172	1	1	0	1	0	172	1	1	0	1	0	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	22	9	23	9	2221	15	22	9	23	9	2227	15	22	9	23	9	2197	14						
Identified disability (PET/IEP)	22	100	23	100	1832	82	22	100	23	100	1844	83	22	100	23	100	1813	83						
LEP	0	0	1	4	136	6	0	0	1	4	143	6	0	0	1	4	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	1	0	2	1	140	1	1	0	2	1	143	1	1	0	2	1	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:	MSAD 60
School:	Noble Middle 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	35	13	35	13	2695	17
	2006-2007	17	6	17	6	2407	16
	2007-2008	**43**	**18**	**43**	**18**	**3428**	**23**
	Cum. Total*	95	12	95	12	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	108	41	107	41	6830	42
	2006-2007	147	54	147	54	7494	49
	2007-2008	**132**	**55**	**132**	**55**	**7179**	**48**
	Cum. Total*	387	50	386	50	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	72	27	72	27	3741	23
	2006-2007	71	26	71	26	3628	24
	2007-2008	**38**	**16**	**38**	**16**	**2706**	**18**
	Cum. Total*	181	23	181	23	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	48	18	48	18	3003	18
	2006-2007	39	14	39	14	1810	12
	2007-2008	**27**	**11**	**28**	**12**	**1611**	**11**
	Cum. Total*	114	15	115	15	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**	36.2	64.6	36.1	64.5	36.9	65.9
Literary Text	**28**	**50**	18.0	64.3	17.9	63.9	18.3	65.4
Informational Text	**28**	**50**	18.2	65.0	18.2	65.0	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: MSAD 60
School: Noble Middle 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	240	43	18	132	55	38	16	27	11	848	241	18	55	16	12	848	14924	23	48	18	11	849
Ethnicity																						
African American/Black	2										2						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	3										3						179	32	39	18	11	852
Hispanic	4										4						131	18	38	27	17	846
Caucasian/White	231	43	19	125	54	37	16	26	11	848	232	19	54	16	12	848	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	32	0	0	6	19	10	31	16	50	831	33	0	18	30	52	830	2269	3	24	32	42	833
No	208	43	21	126	61	28	13	11	5	851	208	21	61	13	5	851	12655	27	52	16	5	852
Current LEP																						
Yes	1										2						308	8	30	27	34	837
No	239	43	18	131	55	38	16	27	11	848	239	18	55	16	11	848	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	65	7	11	33	51	15	23	10	15	844	65	11	51	23	15	844	5222	12	44	25	19	843
No	175	36	21	99	57	23	13	17	10	850	176	20	56	13	10	849	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	240	43	18	132	55	38	16	27	11	848	241	18	55	16	12	848	14917	23	48	18	11	849
Gender																						
Female	127	28	22	74	58	17	13	8	6	851	127	22	58	13	6	851	7198	30	48	15	7	853
Male	113	15	13	58	51	21	19	19	17	845	114	13	51	18	18	845	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	240	43	18	132	55	38	16	27	11	848	241	18	55	16	12	848	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	240	43	18	132	55	38	16	27	11	848	241	18	55	16	12	848	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: MSAD 60
School: Noble Middle 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	15	2	6	20	59	6	18	6	18	843	14	6	59	18	18	843	9	10	39	24	26	841
B. less than one hour	65	31	21	83	55	24	16	13	9	850	65	20	55	16	9	850	46	20	50	20	11	849
C. one to two hours	20	9	20	26	57	6	13	5	11	850	20	20	57	13	11	850	41	28	49	15	7	852
D. more than two hours	1	0	0	1	33	1	33	1	33	835	1	0	33	33	33	835	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.	35	17	21	46	56	10	12	9	11	850	35	21	56	12	11	850	33	31	48	14	7	853
B. They match some of what I have learned.	51	23	19	67	56	20	17	10	8	850	51	19	56	17	8	850	53	21	51	19	9	849
C. They match just a little of what I have learned.	12	2	7	16	59	6	22	3	11	844	12	7	57	21	14	843	11	14	41	25	20	844
D. There is no match.	2	0	0	1	20	1	20	3	60	829	2	0	20	20	60	829	3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	25	29	47	55	7	8	7	8	852	37	29	55	8	8	852	31	42	44	8	6	857
B. good	42	16	16	58	59	16	16	8	8	850	42	16	59	16	8	850	49	19	54	19	9	849
C. fair	20	1	2	23	50	12	26	10	22	840	20	2	49	26	23	839	18	5	42	31	22	840
D. poor	2	0	0	2	50	2	50	0	0	842	2	0	50	50	0	842	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	4	13	15	47	10	31	3	9	845	15	12	45	30	12	843	15	16	44	22	18	845
B. about the same as my regular schoolwork	63	29	20	74	52	23	16	16	11	849	63	20	52	16	11	849	65	23	49	18	9	850
C. easier than my regular schoolwork	23	9	18	36	71	2	4	4	8	852	23	18	71	4	8	852	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.	7	1	6	9	56	3	19	3	19	844	7	6	53	18	24	842	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	52	18	15	61	51	23	19	18	15	845	52	15	51	19	15	845	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	41	23	24	56	60	11	12	4	4	854	41	24	60	12	4	854	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.	44	19	19	53	54	17	17	10	10	849	44	19	53	17	11	848	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	48	22	20	63	58	11	10	12	11	850	48	20	58	10	11	850	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	8	1	5	8	42	7	37	3	16	843	8	5	42	37	16	843	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	25	7	12	34	59	12	21	5	9	847	25	12	59	21	9	847	18	31	47	13	9	852
B. 20 minutes to an hour	39	23	26	42	47	16	18	9	10	850	38	26	47	18	10	850	41	28	49	15	7	852
C. less than 20 minutes	12	6	22	15	56	4	15	2	7	851	12	22	56	15	7	851	13	20	49	18	12	848
D. I rarely read at home.	25	6	10	38	66	5	9	9	16	846	25	10	64	8	17	846	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	38	19	22	49	56	13	15	7	8	850	38	22	56	15	8	850	43	31	48	14	7	853
B. agree	51	21	18	64	54	20	17	14	12	848	51	18	53	17	13	848	48	18	50	20	12	848
C. disagree	9	2	10	12	60	2	10	4	20	846	9	10	60	10	20	846	6	11	43	24	21	843
D. strongly disagree	3	0	0	4	67	2	33	0	0	846	3	0	67	33	0	846	2	6	36	32	26	839
Optional school/SAU question																						
A.	32	0	0	6	60	3	30	1	10	843	32	0	60	30	10	843						
B.	26	0	0	3	38	1	13	4	50	834	26	0	38	13	50	834						
C.	19	1	17	3	50	1	17	1	17	845	19	17	50	17	17	845						
D.	23	1	14	4	57	1	14	1	14	848	23	14	57	14	14	848						

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:	MSAD 60
School:	Noble Middle 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	31	12	30	11	1714	11
	2006-2007	31	11	31	11	1952	13
	2007-2008	**30**	**13**	**30**	**12**	**1657**	**11**
	Cum. Total*	92	12	91	12	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	103	39	103	39	5533	34
	2006-2007	136	50	136	50	5870	38
	2007-2008	**112**	**47**	**112**	**46**	**5956**	**40**
	Cum. Total*	351	45	351	45	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	67	25	67	26	4764	29
	2006-2007	67	24	67	24	3982	26
	2007-2008	**56**	**23**	**57**	**24**	**3729**	**25**
	Cum. Total*	190	24	191	25	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	62	24	62	24	4251	26
	2006-2007	40	15	40	15	3534	23
	2007-2008	**42**	**18**	**42**	**17**	**3579**	**24**
	Cum. Total*	144	19	144	19	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**	8.7	54.4	8.7	54.4	8.4	52.5
Cluster 2: Shape and Size	**14**	**25**	7.0	50.0	7.0	50.0	5.9	42.1
Cluster 3: Mathematical Decision Making	**8**	**14**	5.0	62.5	5.0	62.5	4.6	57.5
Cluster 4: Patterns	**18**	**32**	9.0	50.0	9.0	50.0	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: MSAD 60
School: Noble Middle 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	240	30	13	112	47	56	23	42	18	844	241	12	46	24	17	844	14921	11	40	25	24	841
Ethnicity																						
African American/Black	2										2						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	3										3						181	24	42	20	14	848
Hispanic	4										4						131	7	34	26	33	836
Caucasian/White	231	30	13	109	47	53	23	39	17	844	232	13	47	23	17	844	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	32	0	0	5	16	12	38	15	47	828	33	0	15	39	45	829	2265	1	14	22	62	824
No	208	30	14	107	51	44	21	27	13	846	208	14	51	21	13	846	12656	13	45	26	17	844
Current LEP																						
Yes	1										2						315	5	24	20	51	828
No	239	30	13	112	47	55	23	42	18	844	239	13	47	23	18	844	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	65	3	5	28	43	17	26	17	26	838	65	5	43	26	26	838	5217	5	30	29	37	834
No	175	27	15	84	48	39	22	25	14	846	176	15	48	23	14	846	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	240	30	13	112	47	56	23	42	18	844	241	12	46	24	17	844	14914	11	40	25	24	841
Gender																						
Female	127	16	13	64	50	31	24	16	13	845	127	13	50	24	13	845	7199	11	40	26	23	841
Male	113	14	12	48	42	25	22	26	23	842	114	12	42	23	23	842	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	240	30	13	112	47	56	23	42	18	844	241	12	46	24	17	844	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	240	30	13	112	47	56	23	42	18	844	241	12	46	24	17	844	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: MSAD 60
School: Noble Middle 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	15	1	3	16	47	8	24	9	26	838	14	3	47	24	26	838	9	5	30	23	41	833
B. less than one hour	65	20	13	77	51	31	21	23	15	845	65	13	51	21	15	845	46	10	40	26	25	840
C. one to two hours	20	9	20	18	39	13	28	6	13	847	20	20	39	28	13	847	41	14	42	25	19	843
D. more than two hours	1	0	0	0	0	2	67	1	33	835	1	0	0	67	33	835	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.	45	14	13	54	51	21	20	17	16	845	45	13	51	20	16	845	30	17	43	22	18	845
B. They match some of what I have learned.	41	12	13	44	46	24	25	16	17	844	41	13	46	25	17	844	50	10	42	26	22	841
C. They match just a little of what I have learned.	12	4	15	10	37	8	30	5	19	842	12	14	36	32	18	842	17	6	32	29	33	836
D. There is no match.	2	0	0	2	50	1	25	1	25	841	2	0	50	25	25	841	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	21	27	38	49	11	14	7	9	851	33	27	49	14	9	851	26	29	46	14	11	851
B. good	38	6	7	48	55	18	20	16	18	844	38	7	54	21	18	843	45	7	46	27	20	841
C. fair	23	2	4	19	36	20	38	12	23	838	23	4	36	38	23	838	23	1	26	34	38	833
D. poor	6	1	7	5	33	5	33	4	27	837	6	7	33	33	27	837	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	2	4	18	34	17	32	16	30	836	23	4	34	32	30	836	34	4	35	28	32	836
B. about the same as my regular schoolwork	56	7	5	72	56	29	23	20	16	844	56	5	56	23	16	844	52	10	43	26	21	842
C. easier than my regular schoolwork	21	21	44	18	38	7	15	2	4	855	21	43	37	16	4	855	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.	43	12	12	44	45	25	26	16	16	844	43	12	45	26	16	844	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	49	15	14	56	51	23	21	16	15	845	49	14	51	21	15	845	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	8	2	11	8	44	4	22	4	22	842	8	11	42	26	21	842	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	13	1	3	16	53	9	30	4	13	843	13	3	53	30	13	843	9	6	38	27	29	837
B. two or three days a week	27	7	11	29	47	12	19	14	23	841	27	11	47	19	23	841	16	8	38	27	27	839
C. two or three times each month	34	14	18	33	42	19	24	13	16	846	34	18	41	25	16	846	28	12	41	27	21	843
D. never or almost never	26	8	13	32	52	14	23	7	11	845	26	13	52	23	11	845	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	39	9	10	47	52	18	20	17	19	844	39	10	52	20	19	844	38	14	42	23	21	843
B. two or three times a week	37	10	12	38	44	27	31	11	13	844	37	12	44	31	13	844	33	10	41	26	23	841
C. two or three times each month	15	8	23	11	31	9	26	7	20	844	15	23	31	26	20	844	18	10	36	27	27	840
D. never or almost never	9	3	14	14	67	0	0	4	19	847	9	14	64	5	18	847	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	47	15	14	53	49	25	23	16	15	846	47	14	48	24	15	846	54	14	44	23	18	844
B. agree	42	12	12	49	49	22	22	16	16	843	42	12	49	22	16	843	38	8	36	27	28	838
C. disagree	8	2	11	6	33	5	28	5	28	840	8	11	33	28	28	840	6	6	31	28	36	835
D. strongly disagree	3	1	14	2	29	2	29	2	29	839	3	14	29	29	29	839	2	3	23	25	49	831
Optional school/SAU question																						
A.	32	0	0	6	60	3	30	1	10	841	32	0	60	30	10	841						
B.	26	0	0	2	25	2	25	4	50	829	26	0	25	25	50	829						
C.	19	1	17	2	33	2	33	1	17	839	19	17	33	33	17	839						
D.	23	1	14	4	57	1	14	1	14	849	23	14	57	14	14	849						

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:	MSAD 60
School:	Noble Middle 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	23	9	22	8	1879	12
	2006-2007	24	9	24	9	2192	14
	2007-2008	**43**	**18**	**43**	**18**	**2371**	**16**
	Cum. Total*	90	12	89	11	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	133	51	133	51	8604	53
	2006-2007	146	53	146	53	7916	52
	2007-2008	**121**	**50**	**121**	**50**	**7630**	**51**
	Cum. Total*	400	51	400	51	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	71	27	70	27	3618	22
	2006-2007	68	25	68	25	3340	22
	2007-2008	**51**	**21**	**51**	**21**	**3175**	**21**
	Cum. Total*	190	24	189	24	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	36	14	37	14	2174	13
	2006-2007	36	13	36	13	1865	12
	2007-2008	**25**	**10**	**26**	**11**	**1731**	**12**
	Cum. Total*	97	12	99	13	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**	8.1	57.9	8.1	57.9	8.1	57.9
Cluster 2: Physical Sciences	**14**	**25**	7.6	54.3	7.6	54.3	7.3	52.1
Cluster 3: Earth and Space Sciences	**14**	**25**	7.9	56.4	7.9	56.4	7.7	55.0
Cluster 4: Nature and Implications of Science	**14**	**25**	8.7	62.1	8.7	62.1	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: MSAD 60
School: Noble Middle 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	240	43	18	121	50	51	21	25	10	848	241	18	50	21	11	848	14907	16	51	21	12	847
Ethnicity																						
African American/Black	2										2						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	3										3						181	20	50	15	15	849
Hispanic	4										4						131	5	50	22	23	842
Caucasian/White	231	43	19	116	50	49	21	23	10	849	232	19	50	21	10	849	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	32	2	6	8	25	10	31	12	38	837	33	6	24	30	39	836	2258	3	29	31	37	836
No	208	41	20	113	54	41	20	13	6	850	208	20	54	20	6	850	12649	18	55	20	7	850
Current LEP																						
Yes	1										2						315	4	29	25	42	834
No	239	43	18	121	51	51	21	24	10	849	239	18	51	21	10	849	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	65	7	11	30	46	17	26	11	17	844	65	11	46	26	17	844	5206	8	45	28	20	842
No	175	36	21	91	52	34	19	14	8	850	176	20	52	19	9	850	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	240	43	18	121	50	51	21	25	10	848	241	18	50	21	11	848	14900	16	51	21	12	847
Gender																						
Female	127	17	13	70	55	27	21	13	10	847	127	13	55	21	10	847	7196	14	52	23	12	847
Male	113	26	23	51	45	24	21	12	11	850	114	23	45	21	11	849	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	240	43	18	121	50	51	21	25	10	848	241	18	50	21	11	848	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	240	43	18	121	50	51	21	25	10	848	241	18	50	21	11	848	14315	14	52	22	12	847

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

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

SCIENCE AND TECHNOLOGY RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 60
School: Noble Middle 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	15	6	18	16	47	6	18	6	18	845	14	18	47	18	18	845	9	10	40	26	23	842
B. less than one hour	65	28	19	77	51	36	24	10	7	850	65	18	51	24	7	849	46	14	52	22	12	847
C. one to two hours	20	8	17	26	57	5	11	7	15	849	20	17	57	11	15	849	41	19	53	19	9	849
D. more than two hours	1	0	0	1	33	2	67	0	0	841	1	0	33	67	0	841	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.	39	17	19	51	57	15	17	7	8	850	38	19	57	17	8	850	29	19	54	19	9	849
B. They match some of what I have learned.	42	16	16	46	47	27	28	8	8	848	42	16	47	28	9	848	49	16	51	22	11	848
C. They match just a little of what I have learned.	16	8	22	18	49	4	11	7	19	847	16	22	49	11	19	847	18	13	51	23	13	846
D. There is no match.	4	1	11	4	44	3	33	1	11	845	4	11	44	33	11	845	5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	30	18	26	42	61	8	12	1	1	854	30	26	61	12	1	854	23	28	51	13	8	853
B. good	50	22	19	53	45	29	25	13	11	847	50	19	45	25	11	847	54	15	55	21	9	848
C. fair	19	2	4	23	51	12	27	8	18	844	20	4	50	26	20	844	20	5	45	32	18	842
D. poor	0	0	0	1	100	0	0	0	0	850	0	0	100	0	0	850	3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	16	7	19	15	41	12	32	3	8	847	17	18	39	32	11	847	27	15	49	22	14	846
B. about the same as my regular schoolwork	68	27	18	81	53	29	19	17	11	849	68	18	53	19	11	849	59	15	53	22	10	848
C. easier than my regular schoolwork	15	7	20	18	51	7	20	3	9	848	15	20	51	20	9	848	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.	44	20	20	53	54	20	20	6	6	850	44	20	53	20	7	850	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	52	22	19	55	47	25	21	16	14	848	52	19	47	21	14	848	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	6	67	3	33	0	0	846	4	0	67	33	0	846	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	26	5	8	35	59	11	19	8	14	845	25	8	59	19	14	845	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	26	11	18	32	52	11	18	7	11	848	27	18	52	18	13	848	24	18	53	20	10	849
C. the course(s) described in B, plus physics	22	16	31	24	47	7	14	4	8	853	22	31	47	14	8	853	22	30	47	14	8	853
D. a life science and physical science class	26	10	17	27	45	19	32	4	7	849	26	17	45	32	7	849	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	23	10	19	27	51	12	23	4	8	849	23	19	51	23	8	849	27	23	51	17	9	851
B. agree	50	24	21	57	49	23	20	12	10	849	50	21	49	20	11	849	54	15	53	21	11	847
C. disagree	22	5	10	29	56	11	21	7	13	847	22	10	56	21	13	847	15	10	50	26	14	845
D. strongly disagree	5	3	25	6	50	3	25	0	0	851	5	25	50	25	0	851	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	25	13	23	36	63	5	9	3	5	853	24	23	63	9	5	853	25	24	52	15	8	851
B. agree	36	15	18	37	44	21	25	11	13	847	36	18	44	25	14	847	37	15	50	22	12	847
C. disagree	27	12	19	34	54	13	21	4	6	850	27	19	54	21	6	850	26	12	53	23	12	846
D. strongly disagree	12	2	7	12	43	10	36	4	14	843	12	7	43	36	14	843	12	8	48	28	15	844
Optional school/SAU question																						
A.	32	2	20	5	50	2	20	1	10	848	32	20	50	20	10	848						
B.	26	0	0	4	50	2	25	2	25	839	26	0	50	25	25	839						
C.	19	0	0	4	67	0	0	2	33	841	19	0	67	0	33	841						
D.	23	0	0	5	71	2	29	0	0	851	23	0	71	29	0	851						

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