July 2009

DEPARTMENT OF EDUCATION
2008–2009 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 accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed 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 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 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. More information about 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 assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 8

Test Date:	March 2009
Code:	10121166
SAU:	Bar Harbor School Department
School:	Conners-Emerson School

Contents of the Report

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

Topic ***Page***

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

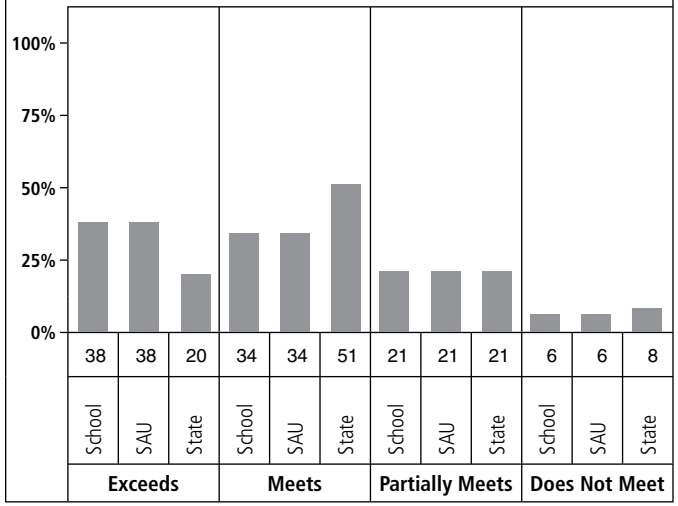
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

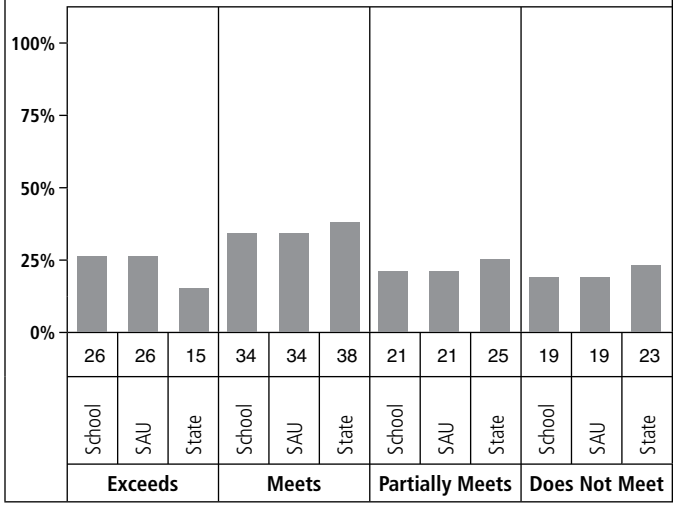
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	853	853	847
2007–2008	858	858	849
2008–2009	**853**	**853**	**850**
Cum. Avg.*	855	855	849
Mathematics			
2006–2007	845	845	842
2007–2008	846	846	841
2008–2009	**847**	**847**	**843**
Cum. Avg.*	846	846	842
Science			
2008-2009 **	**847**	**847**	**846**

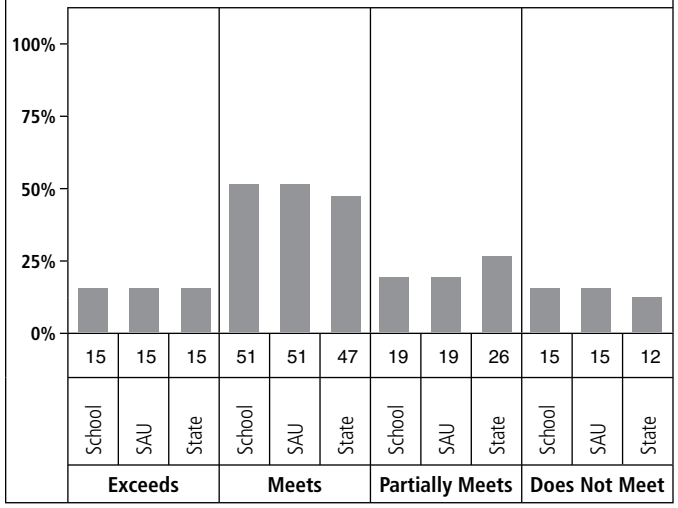
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.
** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	47	100	47	100	14804	100	47	100	47	100	14659	99	47	100	47	100	14653	99	47	100	47	100	14626	99
Ethnicity African American/Black	1	2	1	2	377	3	1	100	1	100	366	97	1	100	1	100	371	98	1	100	1	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	1	2	1	2	238	2	1	100	1	100	232	97	1	100	1	100	234	98	1	100	1	100	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	45	96	45	96	13878	94	45	100	45	100	13756	99	45	100	45	100	13742	99	45	100	45	100	13719	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	11	23	11	23	2489	17	11	100	11	100	2434	99	11	100	11	100	2424	98	11	100	11	100	2418	98
Current LEP	1	2	1	2	349	2	1	100	1	100	331	95	1	100	1	100	342	98	1	100	1	100	338	97
Economically disadvantaged	12	26	12	26	5460	37	12	100	12	100	5380	99	12	100	12	100	5377	99	12	100	12	100	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	36	77	36	77	12132	82	36	77	36	77	12124	82	36	77	36	77	12169	82
Identified disability (PET/IEP)	0	0	0	0	379	3	0	0	0	0	380	3	0	0	0	0	425	3
LEP	1	3	1	3	166	1	1	3	1	3	169	1	1	3	1	3	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	11	23	11	23	2349	16	11	23	11	23	2347	16	11	23	11	23	2288	15
Identified disability (PET/IEP)	11	100	11	100	1877	80	11	100	11	100	1862	79	11	100	11	100	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	0	0	0	0	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
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	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	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 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* 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 862–880)	2006-2007	13	28	13	28	2407	16
	2007-2008	19	46	19	46	3428	23
	2008-2009	**18**	**38**	**18**	**38**	**2857**	**20**
	Cum. Total*	50	37	50	37	8692	19
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 842–860)	2006-2007	24	51	24	51	7494	49
	2007-2008	17	41	17	41	7179	48
	2008-2009	**16**	**34**	**16**	**34**	**7431**	**51**
	Cum. Total*	57	42	57	42	22104	49
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 830–840)	2006-2007	4	9	4	9	3628	24
	2007-2008	3	7	3	7	2706	18
	2008-2009	**10**	**21**	**10**	**21**	**2979**	**21**
	Cum. Total*	17	13	17	13	9313	21
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)	2006-2007	6	13	6	13	1810	12
	2007-2008	2	5	2	5	1611	11
	2008-2009	**3**	**6**	**3**	**6**	**1214**	**8**
	Cum. Total*	11	8	11	8	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**56**	**100**	37.4	66.8	37.4	66.8	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	13.3	66.5	13.3	66.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	24.1	66.9	24.1	66.9	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*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 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson 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	47	18	38	16	34	10	21	3	6	853	47	38	34	21	6	853	14481	20	51	21	8	850
Ethnicity																						
African American/Black	1										1						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	1										1						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	45	16	36	16	36	10	22	3	7	853	45	36	36	22	7	853	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	2	18	6	55	3	27	833	11	0	18	55	27	833	2256	2	25	40	34	834
No	36	18	50	14	39	4	11	0	0	859	36	50	39	11	0	859	12225	23	56	17	4	853
Current LEP																						
Yes	1										1						324	5	34	36	26	838
No	46	17	37	16	35	10	22	3	7	853	46	37	35	22	7	853	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	12	1	8	3	25	6	50	2	17	839	12	8	25	50	17	839	5277	10	46	29	15	844
No	35	17	49	13	37	4	11	1	3	858	35	49	37	11	3	858	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	47	18	38	16	34	10	21	3	6	853	47	38	34	21	6	853	14476	20	51	21	8	850
Gender																						
Female	21	12	57	5	24	3	14	1	5	859	21	57	24	14	5	859	7074	25	51	18	6	852
Male	26	6	23	11	42	7	27	2	8	849	26	23	42	27	8	849	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	47	18	38	16	34	10	21	3	6	853	47	38	34	21	6	853	13624	20	52	20	8	850
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	867	6	83	17	0	0	867	700	69	30	1	0	867
No	41	13	32	15	37	10	24	3	7	851	41	32	37	24	7	851	13781	17	52	22	9	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 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson 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	6	0	0	0	0	1	33	2	67	831	6	0	0	33	67	831	8	8	39	29	24	841
B. less than one hour	57	9	33	11	41	6	22	1	4	852	57	33	41	22	4	852	51	17	53	22	8	849
C. one to two hours	32	7	47	5	33	3	20	0	0	858	32	47	33	20	0	858	36	24	52	18	5	852
D. more than two hours	4	2	100	0	0	0	0	0	0	869	4	100	0	0	0	869	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	15	68	6	27	1	5	0	0	864	47	68	27	5	0	864	31	35	50	11	4	856
B. good	30	2	14	6	43	4	29	2	14	847	30	14	43	29	14	847	47	16	55	21	7	849
C. fair	19	1	11	3	33	5	56	0	0	843	19	11	33	56	0	843	18	5	47	33	15	842
D. poor	4	0	0	1	50	0	0	1	50	829	4	0	50	0	50	829	3	2	39	37	22	839
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.	17	4	50	3	38	0	0	1	13	858	17	50	38	0	13	858	32	27	54	14	5	853
B. They match some of what I have learned.	55	11	42	8	31	5	19	2	8	854	55	42	31	19	8	854	52	18	53	22	8	850
C. They match just a little of what I have learned.	17	2	25	3	38	3	38	0	0	851	17	25	38	38	0	851	12	11	45	29	15	844
D. There is no match.	11	1	20	2	40	2	40	0	0	848	11	20	40	40	0	848	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	38	8	44	4	22	6	33	0	0	855	38	44	22	33	0	855	15	13	42	28	17	844
B. about the same as my regular schoolwork	57	9	33	12	44	3	11	3	11	852	57	33	44	11	11	852	64	19	53	20	7	850
C. easier than my regular schoolwork	4	1	50	0	0	1	50	0	0	853	4	50	0	50	0	853	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	55	8	31	9	35	7	27	2	8	850	55	31	35	27	8	850	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	43	10	50	7	35	2	10	1	5	859	43	50	35	10	5	859	40	30	53	13	4	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.	36	6	35	6	35	4	24	1	6	852	36	35	35	24	6	852	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	64	12	40	10	33	6	20	2	7	854	64	40	33	20	7	854	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	34	9	56	4	25	2	13	1	6	859	34	56	25	13	6	859	19	26	53	15	6	853
B. 20 minutes to an hour	55	9	35	11	42	5	19	1	4	853	55	35	42	19	4	853	40	25	52	17	6	852
C. less than 20 minutes	2	0	0	0	0	1	100	0	0	832	2	0	0	100	0	832	15	18	51	21	10	849
D. I rarely read at home.	9	0	0	1	25	2	50	1	25	836	9	0	25	50	25	836	26	7	50	30	13	844
How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	50	12	52	9	39	1	4	1	4	860	50	52	39	4	4	860	42	27	51	15	6	853
B. agree	50	6	26	6	26	9	39	2	9	847	50	26	26	39	9	847	50	15	53	23	9	848
C. disagree	0										0						7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	810	100	0	0	0	100	810						

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 2009
Grade:	8
SAU:	Bar Harbor School Department
School:	Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* 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 862–880)	2006-2007	9	19	9	19	1952	13
	2007-2008	7	17	7	17	1657	11
	2008-2009	**12**	**26**	**12**	**26**	**2116**	**15**
	Cum. Total*	28	21	28	21	5725	13
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 842–860)	2006-2007	20	43	20	43	5870	38
	2007-2008	20	49	20	49	5956	40
	2008-2009	**16**	**34**	**16**	**34**	**5443**	**38**
	Cum. Total*	56	41	56	41	17269	39
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 830–840)	2006-2007	8	17	8	17	3982	26
	2007-2008	6	15	6	15	3729	25
	2008-2009	**10**	**21**	**10**	**21**	**3556**	**25**
	Cum. Total*	24	18	24	18	11267	25
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)	2006-2007	10	21	10	21	3534	23
	2007-2008	8	20	8	20	3579	24
	2008-2009	**9**	**19**	**9**	**19**	**3356**	**23**
	Cum. Total*	27	20	27	20	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**56**	**100**	31.3	55.9	31.3	55.9	28.6	51.1
A. Number	**8**	**14**	4.4	55.0	4.4	55.0	3.7	46.3
B. Data	**16**	**29**	9.3	58.1	9.3	58.1	8.9	55.6
C. Geometry	**12**	**21**	5.7	47.5	5.7	47.5	5.0	41.7
D. Algebra	**20**	**36**	11.9	59.5	11.9	59.5	10.9	54.5

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*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 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson 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	47	12	26	16	34	10	21	9	19	847	47	26	34	21	19	847	14471	15	38	25	23	843
Ethnicity																						
African American/Black	1										1						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	1										1						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	45	10	22	16	36	10	22	9	20	846	45	22	36	22	20	846	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	2	18	3	27	6	55	825	11	0	18	27	55	825	2242	2	12	22	63	824
No	36	12	33	14	39	7	19	3	8	853	36	33	39	19	8	853	12229	17	42	25	16	846
Current LEP																						
Yes	1										1						336	6	18	26	51	829
No	46	11	24	16	35	10	22	9	20	846	46	24	35	22	20	846	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	12	2	17	2	17	4	33	4	33	836	12	17	17	33	33	836	5270	6	30	28	36	835
No	35	10	29	14	40	6	17	5	14	850	35	29	40	17	14	850	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	47	12	26	16	34	10	21	9	19	847	47	26	34	21	19	847	14466	15	38	25	23	843
Gender																						
Female	21	5	24	8	38	4	19	4	19	847	21	24	38	19	19	847	7070	15	39	25	22	843
Male	26	7	27	8	31	6	23	5	19	846	26	27	31	23	19	846	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	47	12	26	16	34	10	21	9	19	847	47	26	34	21	19	847	13614	15	38	24	22	843
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	870	6	83	17	0	0	870	700	68	27	3	1	866
No	41	7	17	15	37	10	24	9	22	843	41	17	37	24	22	843	13771	12	38	26	24	841

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 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson 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	6	0	0	0	0	0	0	3	100	806	6	0	0	0	100	806	8	8	24	24	44	833
B. less than one hour	57	8	30	8	30	5	19	6	22	848	57	30	30	19	22	848	51	12	38	26	23	842
C. one to two hours	32	2	13	8	53	5	33	0	0	849	32	13	53	33	0	849	36	19	40	23	19	845
D. more than two hours	4	2	100	0	0	0	0	0	0	876	4	100	0	0	0	876	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	8	67	2	17	2	17	0	0	863	26	67	17	17	0	863	28	33	41	15	11	852
B. good	54	3	12	11	44	5	20	6	24	842	54	12	44	20	24	842	45	11	43	25	21	842
C. fair	17	1	13	2	25	2	25	3	38	838	17	13	25	25	38	838	21	3	27	35	35	834
D. poor	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	5	2	14	30	54	828
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.	23	4	36	5	45	2	18	0	0	857	23	36	45	18	0	857	28	23	41	21	15	848
B. They match some of what I have learned.	55	8	31	8	31	4	15	6	23	847	55	31	31	15	23	847	52	13	40	25	21	843
C. They match just a little of what I have learned.	15	0	0	2	29	4	57	1	14	839	15	0	29	57	14	839	16	8	28	30	34	836
D. There is no match.	6	0	0	1	33	0	0	2	67	822	6	0	33	0	67	822	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	38	1	6	5	28	5	28	7	39	835	38	6	28	28	39	835	32	6	34	29	32	837
B. about the same as my regular schoolwork	47	7	32	10	45	4	18	1	5	855	47	32	45	18	5	855	52	13	41	25	20	843
C. easier than my regular schoolwork	15	4	57	1	14	1	14	1	14	850	15	57	14	14	14	850	16	39	35	13	13	853
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.	47	2	9	10	45	7	32	3	14	843	47	9	45	32	14	843	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	49	10	43	6	26	2	9	5	22	852	49	43	26	9	22	852	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	1	50	1	50	829	4	0	0	50	50	829	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	47	7	32	8	36	1	5	6	27	847	47	32	36	5	27	847	34	18	40	22	20	845
B. two or three days a week	34	4	25	6	38	5	31	1	6	850	34	25	38	31	6	850	35	14	38	26	21	843
C. two or three times each month	13	1	17	2	33	2	33	1	17	846	13	17	33	33	17	846	18	12	37	27	24	841
D. never or almost never	6	0	0	0	0	2	67	1	33	827	6	0	0	67	33	827	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	17	2	25	2	25	1	13	3	38	840	17	25	25	13	38	840	9	13	38	23	26	841
B. two or three days a week	32	3	20	5	33	3	20	4	27	841	32	20	33	20	27	841	17	11	37	26	26	841
C. two or three times each month	28	2	15	6	46	3	23	2	15	848	28	15	46	23	15	848	28	15	40	25	20	844
D. never or almost never	23	5	45	3	27	3	27	0	0	857	23	45	27	27	0	857	46	16	36	24	23	843
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	64	10	33	13	43	5	17	2	7	854	64	33	43	17	7	854	52	19	41	22	18	846
B. agree	34	2	13	2	13	5	31	7	44	834	34	13	13	31	44	834	39	11	35	27	27	840
C. disagree	2	0	0	1	100	0	0	0	0	850	2	0	100	0	0	850	6	7	28	26	39	835
D. strongly disagree	0										0						3	4	25	28	43	832
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	834	100	0	0	100	0	834						

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

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		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, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	7	15	7	15	2155	15
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 and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	24	51	24	51	6687	47
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 but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	9	19	9	19	3672	26
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. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	7	15	7	15	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**56**	**100**	32.6	58.2	32.6	58.2	32.0	57.1
D. The Physical Setting	**31**	**55**	17.1	55.2	17.1	55.2	17.1	55.2
D1/D2 Earth/Space	**17**	**30**	9.4	55.3	9.4	55.3	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	**14**	**25**	7.6	54.3	7.6	54.3	7.7	55.0
E. The Living Environment	**25**	**45**	15.5	62.0	15.5	62.0	14.9	59.6

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Because Science standards were reset in May 2009, no historical data are available.

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson 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	47	7	15	24	51	9	19	7	15	847	47	15	51	19	15	847	14263	15	47	26	12	846
Ethnicity																						
African American/Black	1										1						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	1										1						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	45	7	16	22	49	9	20	7	16	846	45	16	49	20	16	846	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	2	18	3	27	6	55	828	11	0	18	27	55	828	2221	3	22	36	38	832
No	36	7	19	22	61	6	17	1	3	853	36	19	61	17	3	853	12042	17	51	24	7	848
Current LEP																						
Yes	1										1						331	4	20	39	37	832
No	46	7	15	23	50	9	20	7	15	847	46	15	50	20	15	847	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	12	0	0	5	42	2	17	5	42	836	12	0	42	17	42	836	5184	6	40	33	21	840
No	35	7	20	19	54	7	20	2	6	851	35	20	54	20	6	851	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	47	7	15	24	51	9	19	7	15	847	47	15	51	19	15	847	14258	15	47	26	12	846
Gender																						
Female	21	3	14	11	52	5	24	2	10	847	21	14	52	24	10	847	6953	14	47	28	11	846
Male	26	4	15	13	50	4	15	5	19	847	26	15	50	15	19	847	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	47	7	15	24	51	9	19	7	15	847	47	15	51	19	15	847	13435	16	48	25	12	846
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	864	6	67	33	0	0	864	699	65	34	2	0	865
No	41	3	7	22	54	9	22	7	17	844	41	7	54	22	17	844	13564	13	48	27	13	845

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

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson 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	6	0	0	0	0	2	67	1	33	827	6	0	0	67	33	827	8	8	34	28	30	837
B. less than one hour	57	5	19	13	48	3	11	6	22	847	57	19	48	11	22	847	51	14	48	27	11	846
C. one to two hours	32	1	7	10	67	4	27	0	0	849	32	7	67	27	0	849	36	19	48	24	9	848
D. more than two hours	4	1	50	1	50	0	0	0	0	863	4	50	50	0	0	863	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	13	4	67	2	33	0	0	0	0	863	13	67	33	0	0	863	23	27	47	17	8	851
B. good	53	3	12	18	72	1	4	3	12	849	53	12	72	4	12	849	53	15	50	26	10	847
C. fair	26	0	0	4	33	5	42	3	25	839	26	0	33	42	25	839	20	4	43	35	18	840
D. poor	9	0	0	0	0	3	75	1	25	830	9	0	0	75	25	830	4	4	27	34	35	834
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.	17	0	0	5	63	2	25	1	13	842	17	0	63	25	13	842	26	20	49	23	9	849
B. They match some of what I have learned.	38	5	28	7	39	3	17	3	17	847	38	28	39	17	17	847	51	14	48	26	11	846
C. They match just a little of what I have learned.	36	2	12	9	53	3	18	3	18	849	36	12	53	18	18	849	18	13	44	28	15	844
D. There is no match.	9	0	0	3	75	1	25	0	0	846	9	0	75	25	0	846	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	55	5	19	11	42	5	19	5	19	846	55	19	42	19	19	846	32	13	45	28	14	844
B. about the same as my regular schoolwork	45	2	10	13	62	4	19	2	10	848	45	10	62	19	10	848	56	15	49	25	11	847
C. easier than my regular schoolwork	0										0						11	21	43	22	13	847
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.	45	3	14	10	48	3	14	5	24	843	45	14	48	14	24	843	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	53	4	16	14	56	5	20	2	8	851	53	16	56	20	8	851	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	100	0	0	830	2	0	0	100	0	830	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	24	1	9	7	64	2	18	1	9	849	24	9	64	18	9	849	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	13	2	33	3	50	1	17	0	0	853	13	33	50	17	0	853	23	17	49	22	12	847
C. the course(s) described in B, plus physics	28	3	23	7	54	2	15	1	8	854	28	23	54	15	8	854	21	31	44	17	7	852
D. a life science and physical science class	35	1	6	7	44	4	25	4	25	838	35	6	44	25	25	838	30	7	46	32	14	842
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	23	3	27	5	45	2	18	1	9	850	23	27	45	18	9	850	27	23	47	20	10	849
B. agree	38	3	17	10	56	3	17	2	11	851	38	17	56	17	11	851	37	14	47	27	12	846
C. disagree	32	1	7	8	53	3	20	3	20	842	32	7	53	20	20	842	25	11	48	29	12	845
D. strongly disagree	6	0	0	1	33	1	33	1	33	835	6	0	33	33	33	835	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	37	5	29	11	65	0	0	1	6	854	37	29	65	0	6	854	31	22	46	22	10	849
B. agree	48	1	5	10	45	7	32	4	18	842	48	5	45	32	18	842	50	14	49	26	11	846
C. disagree	15	1	14	2	29	2	29	2	29	844	15	14	29	29	29	844	14	9	45	31	15	843
D. strongly disagree	0										0						5	3	38	34	25	837
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	816	100	0	0	0	100	816						

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