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: | 10511225 |
| SAU: | Durham School Department |
| School: | Durham Elementary 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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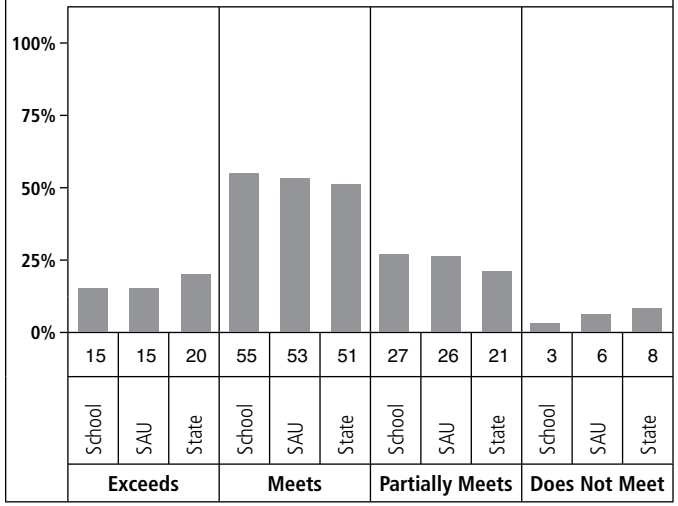
# SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Durham School Department
School: Durham Elementary School

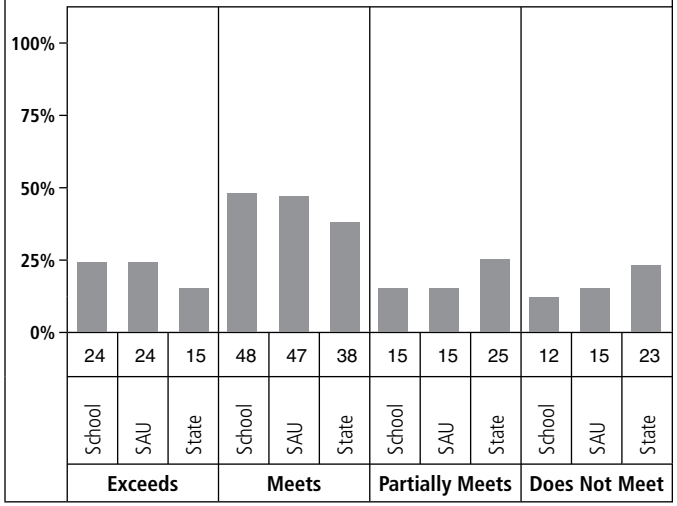
## Summary of School, SAU, and State Scores

| Year | Average Scaled Score | | |
|---|---|---|---|
| | School | SAU | State |
| **ELA – Reading** | | | |
| 2006–2007 | 850 | 850 | 847 |
| 2007–2008 | 851 | 851 | 849 |
| **2008–2009** | **849** | **848** | **850** |
| Cum. Avg.* | 850 | 850 | 849 |
| **Mathematics** | | | |
| 2006–2007 | 848 | 848 | 842 |
| 2007–2008 | 849 | 849 | 841 |
| **2008–2009** | **850** | **849** | **843** |
| Cum. Avg.* | 849 | 849 | 842 |
| **Science** | | | |
| **2008-2009 **** | **853** | **852** | **846** |

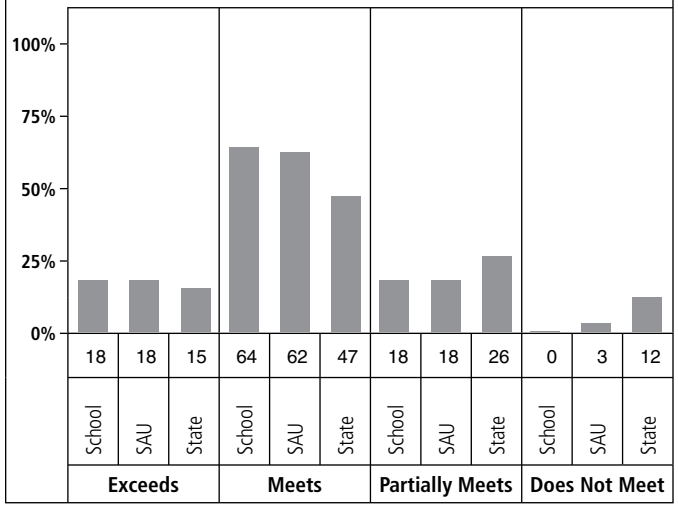
## ELA – READING




## 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: Durham School Department
School: Durham Elementary 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** | 33 | 100 | 34 | 100 | 14804 | 100 | 33 | 100 | 34 | 100 | 14659 | 99 | 33 | 100 | 34 | 100 | 14653 | 99 | 33 | 100 | 34 | 100 | 14626 | 99 |
| **Ethnicity** African American/Black | 0 | 0 | 0 | 0 | 377 | 3 | 0 | 0 | 0 | 0 | 366 | 97 | 0 | 0 | 0 | 0 | 371 | 98 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 238 | 2 | 0 | 0 | 0 | 0 | 232 | 97 | 0 | 0 | 0 | 0 | 234 | 98 | 0 | 0 | 0 | 0 | 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 | 33 | 100 | 34 | 100 | 13878 | 94 | 33 | 100 | 34 | 100 | 13756 | 99 | 33 | 100 | 34 | 100 | 13742 | 99 | 33 | 100 | 34 | 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** | 2 | 6 | 3 | 9 | 2489 | 17 | 2 | 100 | 3 | 100 | 2434 | 99 | 2 | 100 | 3 | 100 | 2424 | 98 | 2 | 100 | 3 | 100 | 2418 | 98 |
| **Current LEP** | 0 | 0 | 0 | 0 | 349 | 2 | 0 | 0 | 0 | 0 | 331 | 95 | 0 | 0 | 0 | 0 | 342 | 98 | 0 | 0 | 0 | 0 | 338 | 97 |
| **Economically disadvantaged** | 7 | 21 | 7 | 21 | 5460 | 37 | 7 | 100 | 7 | 100 | 5380 | 99 | 7 | 100 | 7 | 100 | 5377 | 99 | 7 | 100 | 7 | 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** | 31 | 94 | 31 | 91 | 12132 | 82 | 31 | 94 | 31 | 91 | 12124 | 82 | 31 | 94 | 31 | 91 | 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 | 0 | 0 | 0 | 0 | 166 | 1 | 0 | 0 | 0 | 0 | 169 | 1 | 0 | 0 | 0 | 0 | 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** | 2 | 6 | 3 | 9 | 2349 | 16 | 2 | 6 | 3 | 9 | 2347 | 16 | 2 | 6 | 3 | 9 | 2288 | 15 |
| Identified disability (PET/IEP) | 2 | 100 | 3 | 100 | 1877 | 80 | 2 | 100 | 3 | 100 | 1862 | 79 | 2 | 100 | 3 | 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: | Durham School Department |
| School: | Durham Elementary 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 | 15 | 33 | 15 | 33 | 2407 | 16 |
| | 2007-2008 | 9 | 22 | 9 | 22 | 3428 | 23 |
| | **2008-2009** | **5** | **15** | **5** | **15** | **2857** | **20** |
| | Cum. Total* | 29 | 24 | 29 | 24 | 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 | 13 | 28 | 13 | 28 | 7494 | 49 |
| | 2007-2008 | 23 | 56 | 23 | 56 | 7179 | 48 |
| | **2008-2009** | **18** | **55** | **18** | **53** | **7431** | **51** |
| | Cum. Total* | 54 | 45 | 54 | 45 | 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 | 10 | 22 | 10 | 22 | 3628 | 24 |
| | 2007-2008 | 7 | 17 | 7 | 17 | 2706 | 18 |
| | **2008-2009** | **9** | **27** | **9** | **26** | **2979** | **21** |
| | Cum. Total* | 26 | 22 | 26 | 21 | 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 | 8 | 17 | 8 | 17 | 1810 | 12 |
| | 2007-2008 | 2 | 5 | 2 | 5 | 1611 | 11 |
| | **2008-2009** | **1** | **3** | **2** | **6** | **1214** | **8** |
| | Cum. Total* | 11 | 9 | 12 | 10 | 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** | 35.5 | 63.4 | 34.7 | 62.0 | 35.5 | 63.4 |
| **A1/A2 Interconnected Elements/Literary Text** | **20** | **36** | 12.7 | 63.5 | 12.3 | 61.5 | 12.3 | 61.5 |
| **A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text** | **36** | **64** | 22.8 | 63.3 | 22.4 | 62.2 | 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: Durham School Department
School: Durham Elementary 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** | 33 | 5 | 15 | 18 | 55 | 9 | 27 | 1 | 3 | 849 | 34 | 15 | 53 | 26 | 6 | 848 | 14481 | 20 | 51 | 21 | 8 | 850 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | 0 | | | | | | | | | | 0 | | | | | | 362 | 8 | 43 | 29 | 20 | 843 |
| American Indian or Native Alaskan | 0 | | | | | | | | | | 0 | | | | | | 116 | 10 | 46 | 26 | 18 | 843 |
| Asian or Pacific Islander | 0 | | | | | | | | | | 0 | | | | | | 231 | 28 | 43 | 19 | 10 | 851 |
| Hispanic | 0 | | | | | | | | | | 0 | | | | | | 186 | 17 | 48 | 23 | 12 | 847 |
| Caucasian/White | 33 | 5 | 15 | 18 | 55 | 9 | 27 | 1 | 3 | 849 | 34 | 15 | 53 | 26 | 6 | 848 | 13586 | 20 | 52 | 20 | 8 | 850 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 2 | | | | | | | | | | 3 | | | | | | 2256 | 2 | 25 | 40 | 34 | 834 |
| No | 31 | 5 | 16 | 17 | 55 | 9 | 29 | 0 | 0 | 850 | 31 | 16 | 55 | 29 | 0 | 850 | 12225 | 23 | 56 | 17 | 4 | 853 |
| **Current LEP** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 324 | 5 | 34 | 36 | 26 | 838 |
| No | 33 | 5 | 15 | 18 | 55 | 9 | 27 | 1 | 3 | 849 | 34 | 15 | 53 | 26 | 6 | 848 | 14157 | 20 | 52 | 20 | 8 | 850 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 7 | 1 | 14 | 2 | 29 | 4 | 57 | 0 | 0 | 846 | 7 | 14 | 29 | 57 | 0 | 846 | 5277 | 10 | 46 | 29 | 15 | 844 |
| No | 26 | 4 | 15 | 16 | 62 | 5 | 19 | 1 | 4 | 850 | 27 | 15 | 59 | 19 | 7 | 848 | 9204 | 26 | 54 | 16 | 5 | 853 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 5 | 0 | 40 | 60 | 0 | 841 |
| No | 33 | 5 | 15 | 18 | 55 | 9 | 27 | 1 | 3 | 849 | 34 | 15 | 53 | 26 | 6 | 848 | 14476 | 20 | 51 | 21 | 8 | 850 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | 15 | 3 | 20 | 9 | 60 | 3 | 20 | 0 | 0 | 851 | 15 | 20 | 60 | 20 | 0 | 851 | 7074 | 25 | 51 | 18 | 6 | 852 |
| Male | 18 | 2 | 11 | 9 | 50 | 6 | 33 | 1 | 6 | 848 | 19 | 11 | 47 | 32 | 11 | 845 | 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 | 33 | 5 | 15 | 18 | 55 | 9 | 27 | 1 | 3 | 849 | 34 | 15 | 53 | 26 | 6 | 848 | 13624 | 20 | 52 | 20 | 8 | 850 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 700 | 69 | 30 | 1 | 0 | 867 |
| No | 33 | 5 | 15 | 18 | 55 | 9 | 27 | 1 | 3 | 849 | 34 | 15 | 53 | 26 | 6 | 848 | 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: Durham School Department
School: Durham Elementary 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 | | | | | | | | | | 3 | 0 | 0 | 0 | 100 | 800 | 8 | 8 | 39 | 29 | 24 | 841 |
| B. less than one hour | 45 | 2 | 13 | 7 | 47 | 6 | 40 | 0 | 0 | 848 | 44 | 13 | 47 | 40 | 0 | 848 | 51 | 17 | 53 | 22 | 8 | 849 |
| C. one to two hours | 55 | 3 | 17 | 11 | 61 | 3 | 17 | 1 | 6 | 850 | 53 | 17 | 61 | 17 | 6 | 850 | 36 | 24 | 52 | 18 | 5 | 852 |
| D. more than two hours | 0 | | | | | | | | | | 0 | | | | | | 5 | 29 | 45 | 18 | 9 | 852 |
| **Which of the following best describes how you rate yourself as a student in reading?** | | | | | | | | | | | | | | | | | | | | | | |
| A. very good | 30 | 4 | 40 | 5 | 50 | 1 | 10 | 0 | 0 | 856 | 32 | 36 | 45 | 9 | 9 | 851 | 31 | 35 | 50 | 11 | 4 | 856 |
| B. good | 42 | 0 | 0 | 11 | 79 | 3 | 21 | 0 | 0 | 849 | 41 | 0 | 79 | 21 | 0 | 849 | 47 | 16 | 55 | 21 | 7 | 849 |
| C. fair | 24 | 1 | 13 | 2 | 25 | 5 | 63 | 0 | 0 | 845 | 24 | 13 | 25 | 63 | 0 | 845 | 18 | 5 | 47 | 33 | 15 | 842 |
| D. poor | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 824 | 3 | 0 | 0 | 0 | 100 | 824 | 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. | 39 | 3 | 23 | 8 | 62 | 2 | 15 | 0 | 0 | 853 | 38 | 23 | 62 | 15 | 0 | 853 | 32 | 27 | 54 | 14 | 5 | 853 |
| B. They match some of what I have learned. | 55 | 2 | 11 | 9 | 50 | 6 | 33 | 1 | 6 | 848 | 56 | 11 | 47 | 32 | 11 | 845 | 52 | 18 | 53 | 22 | 8 | 850 |
| C. They match just a little of what I have learned. | 6 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 841 | 6 | 0 | 50 | 50 | 0 | 841 | 12 | 11 | 45 | 29 | 15 | 844 |
| D. There is no match. | 0 | | | | | | | | | | 0 | | | | | | 4 | 6 | 34 | 33 | 26 | 838 |
| **How difficult was the reading part of this test?** | | | | | | | | | | | | | | | | | | | | | | |
| A. more difficult than my regular schoolwork | 6 | 1 | 50 | 0 | 0 | 1 | 50 | 0 | 0 | 852 | 9 | 33 | 0 | 33 | 33 | 835 | 15 | 13 | 42 | 28 | 17 | 844 |
| B. about the same as my regular schoolwork | 82 | 4 | 15 | 16 | 59 | 7 | 26 | 0 | 0 | 850 | 79 | 15 | 59 | 26 | 0 | 850 | 64 | 19 | 53 | 20 | 7 | 850 |
| C. easier than my regular schoolwork | 12 | 0 | 0 | 2 | 50 | 1 | 25 | 1 | 25 | 843 | 12 | 0 | 50 | 25 | 25 | 843 | 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. | 0 | | | | | | | | | | 3 | 0 | 0 | 0 | 100 | 800 | 8 | 6 | 34 | 34 | 26 | 838 |
| B. Most of the passages were about the same as what I normally read. | 61 | 0 | 0 | 11 | 55 | 9 | 45 | 0 | 0 | 845 | 59 | 0 | 55 | 45 | 0 | 845 | 52 | 14 | 54 | 24 | 8 | 848 |
| C. Most of the passages were easier than what I normally read. | 39 | 5 | 38 | 7 | 54 | 0 | 0 | 1 | 8 | 855 | 38 | 38 | 54 | 0 | 8 | 855 | 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. | 30 | 2 | 20 | 6 | 60 | 2 | 20 | 0 | 0 | 852 | 32 | 18 | 55 | 18 | 9 | 847 | 39 | 19 | 50 | 22 | 9 | 849 |
| B. I tried about the same as I do on my regular schoolwork. | 64 | 3 | 14 | 11 | 52 | 6 | 29 | 1 | 5 | 848 | 62 | 14 | 52 | 29 | 5 | 848 | 54 | 21 | 53 | 19 | 7 | 851 |
| C. I did not try as hard on this test as I do on my regular schoolwork. | 6 | 0 | 0 | 1 | 50 | 1 | 50 | 0 | 0 | 850 | 6 | 0 | 50 | 50 | 0 | 850 | 7 | 12 | 46 | 27 | 15 | 845 |
| **How much time do you spend reading at home each day?** | | | | | | | | | | | | | | | | | | | | | | |
| A. more than one hour | 33 | 4 | 36 | 6 | 55 | 1 | 9 | 0 | 0 | 854 | 32 | 36 | 55 | 9 | 0 | 854 | 19 | 26 | 53 | 15 | 6 | 853 |
| B. 20 minutes to an hour | 36 | 0 | 0 | 9 | 75 | 3 | 25 | 0 | 0 | 849 | 35 | 0 | 75 | 25 | 0 | 849 | 40 | 25 | 52 | 17 | 6 | 852 |
| C. less than 20 minutes | 12 | 0 | 0 | 2 | 50 | 2 | 50 | 0 | 0 | 845 | 12 | 0 | 50 | 50 | 0 | 845 | 15 | 18 | 51 | 21 | 10 | 849 |
| D. I rarely read at home. | 18 | 1 | 17 | 1 | 17 | 3 | 50 | 1 | 17 | 844 | 21 | 14 | 14 | 43 | 29 | 837 | 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 | 39 | 2 | 15 | 10 | 77 | 1 | 8 | 0 | 0 | 853 | 38 | 15 | 77 | 8 | 0 | 853 | 42 | 27 | 51 | 15 | 6 | 853 |
| B. agree | 58 | 3 | 16 | 8 | 42 | 7 | 37 | 1 | 5 | 847 | 59 | 15 | 40 | 35 | 10 | 845 | 50 | 15 | 53 | 23 | 9 | 848 |
| C. disagree | 3 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 | 840 | 3 | 0 | 0 | 100 | 0 | 840 | 7 | 8 | 46 | 32 | 14 | 843 |
| D. strongly disagree | 0 | | | | | | | | | | 0 | | | | | | 2 | 6 | 39 | 35 | 21 | 840 |
| **Optional school/SAU question** | | | | | | | | | | | | | | | | | | | | | | |
| A. | 100 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 854 | 100 | 0 | 100 | 0 | 0 | 854 | | | | | | |
| 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 2009 |
| Grade: | 8 |
| SAU: | Durham School Department |
| School: | Durham Elementary 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 | 12 | 26 | 12 | 26 | 1952 | 13 |
| | 2007-2008 | 10 | 24 | 10 | 24 | 1657 | 11 |
| | **2008-2009** | **8** | **24** | **8** | **24** | **2116** | **15** |
| | Cum. Total* | 30 | 25 | 30 | 25 | 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 | 17 | 37 | 17 | 37 | 5870 | 38 |
| | 2007-2008 | 17 | 41 | 17 | 41 | 5956 | 40 |
| | **2008-2009** | **16** | **48** | **16** | **47** | **5443** | **38** |
| | Cum. Total* | 50 | 42 | 50 | 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 | 11 | 24 | 11 | 24 | 3982 | 26 |
| | 2007-2008 | 11 | 27 | 11 | 27 | 3729 | 25 |
| | **2008-2009** | **5** | **15** | **5** | **15** | **3556** | **25** |
| | Cum. Total* | 27 | 23 | 27 | 22 | 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 | 6 | 13 | 6 | 13 | 3534 | 23 |
| | 2007-2008 | 3 | 7 | 3 | 7 | 3579 | 24 |
| | **2008-2009** | **4** | **12** | **5** | **15** | **3356** | **23** |
| | Cum. Total* | 13 | 11 | 14 | 12 | 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** | 33.4 | 59.6 | 32.6 | 58.2 | 28.6 | 51.1 |
| **A. Number** | **8** | **14** | 4.8 | 60.0 | 4.7 | 58.8 | 3.7 | 46.3 |
| **B. Data** | **16** | **29** | 9.2 | 57.5 | 9.0 | 56.3 | 8.9 | 55.6 |
| **C. Geometry** | **12** | **21** | 6.2 | 51.7 | 6.1 | 50.8 | 5.0 | 41.7 |
| **D. Algebra** | **20** | **36** | 13.2 | 66.0 | 12.9 | 64.5 | 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: Durham School Department
School: Durham Elementary 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** | 33 | 8 | 24 | 16 | 48 | 5 | 15 | 4 | 12 | 850 | 34 | 24 | 47 | 15 | 15 | 849 | 14471 | 15 | 38 | 25 | 23 | 843 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | 0 | | | | | | | | | | 0 | | | | | | 367 | 6 | 24 | 26 | 44 | 831 |
| American Indian or Native Alaskan | 0 | | | | | | | | | | 0 | | | | | | 114 | 5 | 31 | 32 | 32 | 836 |
| Asian or Pacific Islander | 0 | | | | | | | | | | 0 | | | | | | 233 | 27 | 33 | 20 | 21 | 847 |
| Hispanic | 0 | | | | | | | | | | 0 | | | | | | 190 | 8 | 31 | 26 | 34 | 836 |
| Caucasian/White | 33 | 8 | 24 | 16 | 48 | 5 | 15 | 4 | 12 | 850 | 34 | 24 | 47 | 15 | 15 | 849 | 13567 | 15 | 38 | 25 | 22 | 843 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 2 | | | | | | | | | | 3 | | | | | | 2242 | 2 | 12 | 22 | 63 | 824 |
| No | 31 | 8 | 26 | 15 | 48 | 5 | 16 | 3 | 10 | 851 | 31 | 26 | 48 | 16 | 10 | 851 | 12229 | 17 | 42 | 25 | 16 | 846 |
| **Current LEP** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 336 | 6 | 18 | 26 | 51 | 829 |
| No | 33 | 8 | 24 | 16 | 48 | 5 | 15 | 4 | 12 | 850 | 34 | 24 | 47 | 15 | 15 | 849 | 14135 | 15 | 38 | 25 | 23 | 843 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 7 | 1 | 14 | 3 | 43 | 2 | 29 | 1 | 14 | 847 | 7 | 14 | 43 | 29 | 14 | 847 | 5270 | 6 | 30 | 28 | 36 | 835 |
| No | 26 | 7 | 27 | 13 | 50 | 3 | 12 | 3 | 12 | 851 | 27 | 26 | 48 | 11 | 15 | 849 | 9201 | 20 | 42 | 22 | 16 | 847 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 5 | 0 | 0 | 40 | 60 | 828 |
| No | 33 | 8 | 24 | 16 | 48 | 5 | 15 | 4 | 12 | 850 | 34 | 24 | 47 | 15 | 15 | 849 | 14466 | 15 | 38 | 25 | 23 | 843 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | 15 | 3 | 20 | 9 | 60 | 2 | 13 | 1 | 7 | 853 | 15 | 20 | 60 | 13 | 7 | 853 | 7070 | 15 | 39 | 25 | 22 | 843 |
| Male | 18 | 5 | 28 | 7 | 39 | 3 | 17 | 3 | 17 | 848 | 19 | 26 | 37 | 16 | 21 | 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 | 33 | 8 | 24 | 16 | 48 | 5 | 15 | 4 | 12 | 850 | 34 | 24 | 47 | 15 | 15 | 849 | 13614 | 15 | 38 | 24 | 22 | 843 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 700 | 68 | 27 | 3 | 1 | 866 |
| No | 33 | 8 | 24 | 16 | 48 | 5 | 15 | 4 | 12 | 850 | 34 | 24 | 47 | 15 | 15 | 849 | 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: Durham School Department
School: Durham Elementary 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 | | | | | | | | | | 3 | 0 | 0 | 0 | 100 | 800 | 8 | 8 | 24 | 24 | 44 | 833 |
| B. less than one hour | 45 | 3 | 20 | 8 | 53 | 2 | 13 | 2 | 13 | 851 | 44 | 20 | 53 | 13 | 13 | 851 | 51 | 12 | 38 | 26 | 23 | 842 |
| C. one to two hours | 55 | 5 | 28 | 8 | 44 | 3 | 17 | 2 | 11 | 850 | 53 | 28 | 44 | 17 | 11 | 850 | 36 | 19 | 40 | 23 | 19 | 845 |
| D. more than two hours | 0 | | | | | | | | | | 0 | | | | | | 5 | 19 | 36 | 22 | 23 | 844 |
| **Which of the following best describes how you rate yourself as a student in mathematics?** | | | | | | | | | | | | | | | | | | | | | | |
| A. very good | 6 | 1 | 50 | 1 | 50 | 0 | 0 | 0 | 0 | 861 | 9 | 33 | 33 | 0 | 33 | 841 | 28 | 33 | 41 | 15 | 11 | 852 |
| B. good | 53 | 5 | 29 | 8 | 47 | 3 | 18 | 1 | 6 | 853 | 52 | 29 | 47 | 18 | 6 | 853 | 45 | 11 | 43 | 25 | 21 | 842 |
| C. fair | 34 | 2 | 18 | 5 | 45 | 2 | 18 | 2 | 18 | 846 | 33 | 18 | 45 | 18 | 18 | 846 | 21 | 3 | 27 | 35 | 35 | 834 |
| D. poor | 6 | 0 | 0 | 1 | 50 | 0 | 0 | 1 | 50 | 835 | 6 | 0 | 50 | 0 | 50 | 835 | 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. | 42 | 4 | 29 | 7 | 50 | 1 | 7 | 2 | 14 | 851 | 41 | 29 | 50 | 7 | 14 | 851 | 28 | 23 | 41 | 21 | 15 | 848 |
| B. They match some of what I have learned. | 52 | 3 | 18 | 9 | 53 | 4 | 24 | 1 | 6 | 850 | 53 | 17 | 50 | 22 | 11 | 848 | 52 | 13 | 40 | 25 | 21 | 843 |
| C. They match just a little of what I have learned. | 6 | 1 | 50 | 0 | 0 | 0 | 0 | 1 | 50 | 841 | 6 | 50 | 0 | 0 | 50 | 841 | 16 | 8 | 28 | 30 | 34 | 836 |
| D. There is no match. | 0 | | | | | | | | | | 0 | | | | | | 4 | 5 | 15 | 22 | 58 | 826 |
| **How difficult was the mathematics part of this test?** | | | | | | | | | | | | | | | | | | | | | | |
| A. more difficult than my regular schoolwork | 21 | 0 | 0 | 4 | 57 | 1 | 14 | 2 | 29 | 842 | 24 | 0 | 50 | 13 | 38 | 837 | 32 | 6 | 34 | 29 | 32 | 837 |
| B. about the same as my regular schoolwork | 52 | 4 | 24 | 9 | 53 | 3 | 18 | 1 | 6 | 850 | 50 | 24 | 53 | 18 | 6 | 850 | 52 | 13 | 41 | 25 | 20 | 843 |
| C. easier than my regular schoolwork | 27 | 4 | 44 | 3 | 33 | 1 | 11 | 1 | 11 | 856 | 26 | 44 | 33 | 11 | 11 | 856 | 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. | 33 | 1 | 9 | 6 | 55 | 2 | 18 | 2 | 18 | 846 | 35 | 8 | 50 | 17 | 25 | 842 | 42 | 12 | 38 | 26 | 25 | 841 |
| B. I tried about the same as I do on my regular schoolwork. | 61 | 6 | 30 | 10 | 50 | 2 | 10 | 2 | 10 | 853 | 59 | 30 | 50 | 10 | 10 | 853 | 52 | 17 | 39 | 23 | 20 | 845 |
| C. I did not try as hard on this test as I do on my regular schoolwork. | 6 | 1 | 50 | 0 | 0 | 1 | 50 | 0 | 0 | 853 | 6 | 50 | 0 | 50 | 0 | 853 | 7 | 12 | 27 | 27 | 35 | 837 |
| **How often do you use calculators in mathematics class?** | | | | | | | | | | | | | | | | | | | | | | |
| A. almost every day | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100 | 816 | 3 | 0 | 0 | 0 | 100 | 816 | 34 | 18 | 40 | 22 | 20 | 845 |
| B. two or three days a week | 59 | 4 | 21 | 11 | 58 | 1 | 5 | 3 | 16 | 850 | 58 | 21 | 58 | 5 | 16 | 850 | 35 | 14 | 38 | 26 | 21 | 843 |
| C. two or three times each month | 34 | 2 | 18 | 5 | 45 | 4 | 36 | 0 | 0 | 851 | 33 | 18 | 45 | 36 | 0 | 851 | 18 | 12 | 37 | 27 | 24 | 841 |
| D. never or almost never | 3 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 862 | 6 | 50 | 0 | 0 | 50 | 831 | 13 | 9 | 32 | 25 | 34 | 837 |
| **How often do you use laptops in mathematics class?** | | | | | | | | | | | | | | | | | | | | | | |
| A. almost every day | 3 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 868 | 3 | 100 | 0 | 0 | 0 | 868 | 9 | 13 | 38 | 23 | 26 | 841 |
| B. two or three days a week | 36 | 3 | 25 | 6 | 50 | 1 | 8 | 2 | 17 | 849 | 35 | 25 | 50 | 8 | 17 | 849 | 17 | 11 | 37 | 26 | 26 | 841 |
| C. two or three times each month | 58 | 4 | 21 | 10 | 53 | 3 | 16 | 2 | 11 | 851 | 56 | 21 | 53 | 16 | 11 | 851 | 28 | 15 | 40 | 25 | 20 | 844 |
| D. never or almost never | 3 | 0 | 0 | 0 | 0 | 1 | 100 | 0 | 0 | 838 | 6 | 0 | 0 | 50 | 50 | 819 | 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 | 42 | 3 | 21 | 8 | 57 | 3 | 21 | 0 | 0 | 852 | 41 | 21 | 57 | 21 | 0 | 852 | 52 | 19 | 41 | 22 | 18 | 846 |
| B. agree | 48 | 3 | 19 | 8 | 50 | 2 | 13 | 3 | 19 | 849 | 50 | 18 | 47 | 12 | 24 | 846 | 39 | 11 | 35 | 27 | 27 | 840 |
| C. disagree | 9 | 2 | 67 | 0 | 0 | 0 | 0 | 1 | 33 | 848 | 9 | 67 | 0 | 0 | 33 | 848 | 6 | 7 | 28 | 26 | 39 | 835 |
| D. strongly disagree | 0 | | | | | | | | | | 0 | | | | | | 3 | 4 | 25 | 28 | 43 | 832 |
| **Optional school/SAU question** | | | | | | | | | | | | | | | | | | | | | | |
| A. | 100 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 862 | 100 | 100 | 0 | 0 | 0 | 862 | | | | | | |
| 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 RESULTS

| | |
|---|---|
| Test Date: | March 2009 |
| Grade: | 8 |
| SAU: | Durham School Department |
| School: | Durham Elementary School |

| ACHIEVEMENT LEVEL DEFINITIONS<br>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* | 6 | 18 | 6 | 18 | 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* | 21 | 64 | 21 | 62 | 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* | 6 | 18 | 6 | 18 | 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* | 0 | 0 | 1 | 3 | 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** | 36.4 | 65.0 | 35.7 | 63.8 | 32.0 | 57.1 |
| **D. The Physical Setting** | **31** | **55** | 19.5 | 62.9 | 19.0 | 61.3 | 17.1 | 55.2 |
| **D1/D2 Earth/Space** | **17** | **30** | 10.0 | 58.8 | 9.8 | 57.6 | 9.4 | 55.3 |
| **D3/D4 Matter and Energy/Force and Motion** | **14** | **25** | 9.5 | 67.9 | 9.2 | 65.7 | 7.7 | 55.0 |
| **E. The Living Environment** | **25** | **45** | 17.0 | 68.0 | 16.7 | 66.8 | 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: Durham School Department
School: Durham Elementary 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** | 33 | 6 | 18 | 21 | 64 | 6 | 18 | 0 | 0 | 853 | 34 | 18 | 62 | 18 | 3 | 852 | 14263 | 15 | 47 | 26 | 12 | 846 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | 0 | | | | | | | | | | 0 | | | | | | 360 | 4 | 31 | 35 | 30 | 835 |
| American Indian or Native Alaskan | 0 | | | | | | | | | | 0 | | | | | | 114 | 8 | 39 | 31 | 22 | 839 |
| Asian or Pacific Islander | 0 | | | | | | | | | | 0 | | | | | | 230 | 20 | 44 | 23 | 13 | 848 |
| Hispanic | 0 | | | | | | | | | | 0 | | | | | | 184 | 9 | 45 | 29 | 16 | 842 |
| Caucasian/White | 33 | 6 | 18 | 21 | 64 | 6 | 18 | 0 | 0 | 853 | 34 | 18 | 62 | 18 | 3 | 852 | 13375 | 15 | 47 | 25 | 12 | 846 |
| Not Reported | 0 | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 2 | | | | | | | | | | 3 | | | | | | 2221 | 3 | 22 | 36 | 38 | 832 |
| No | 31 | 6 | 19 | 20 | 65 | 5 | 16 | 0 | 0 | 853 | 31 | 19 | 65 | 16 | 0 | 853 | 12042 | 17 | 51 | 24 | 7 | 848 |
| **Current LEP** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 331 | 4 | 20 | 39 | 37 | 832 |
| No | 33 | 6 | 18 | 21 | 64 | 6 | 18 | 0 | 0 | 853 | 34 | 18 | 62 | 18 | 3 | 852 | 13932 | 15 | 48 | 25 | 12 | 846 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 7 | 0 | 0 | 6 | 86 | 1 | 14 | 0 | 0 | 851 | 7 | 0 | 86 | 14 | 0 | 851 | 5184 | 6 | 40 | 33 | 21 | 840 |
| No | 26 | 6 | 23 | 15 | 58 | 5 | 19 | 0 | 0 | 853 | 27 | 22 | 56 | 19 | 4 | 852 | 9079 | 20 | 51 | 21 | 8 | 849 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 5 | 0 | 0 | 80 | 20 | 829 |
| No | 33 | 6 | 18 | 21 | 64 | 6 | 18 | 0 | 0 | 853 | 34 | 18 | 62 | 18 | 3 | 852 | 14258 | 15 | 47 | 26 | 12 | 846 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | 15 | 3 | 20 | 8 | 53 | 4 | 27 | 0 | 0 | 851 | 15 | 20 | 53 | 27 | 0 | 851 | 6953 | 14 | 47 | 28 | 11 | 846 |
| Male | 18 | 3 | 17 | 13 | 72 | 2 | 11 | 0 | 0 | 854 | 19 | 16 | 68 | 11 | 5 | 852 | 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 | 33 | 6 | 18 | 21 | 64 | 6 | 18 | 0 | 0 | 853 | 34 | 18 | 62 | 18 | 3 | 852 | 13435 | 16 | 48 | 25 | 12 | 846 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | 0 | | | | | | | | | | 0 | | | | | | 699 | 65 | 34 | 2 | 0 | 865 |
| No | 33 | 6 | 18 | 21 | 64 | 6 | 18 | 0 | 0 | 853 | 34 | 18 | 62 | 18 | 3 | 852 | 13564 | 13 | 48 | 27 | 13 | 845 |

**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 RESULTS
## (QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Durham School Department
School: Durham Elementary 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 | | | | | | | | | | 3 | 0 | 0 | 0 | 100 | 816 | 8 | 8 | 34 | 28 | 30 | 837 |
| B. less than one hour | 45 | 4 | 27 | 8 | 53 | 3 | 20 | 0 | 0 | 854 | 44 | 27 | 53 | 20 | 0 | 854 | 51 | 14 | 48 | 27 | 11 | 846 |
| C. one to two hours | 55 | 2 | 11 | 13 | 72 | 3 | 17 | 0 | 0 | 852 | 53 | 11 | 72 | 17 | 0 | 852 | 36 | 19 | 48 | 24 | 9 | 848 |
| D. more than two hours | 0 | | | | | | | | | | 0 | | | | | | 5 | 17 | 49 | 20 | 14 | 847 |
| **Which of the following best describes how you rate yourself as a student in science?** | | | | | | | | | | | | | | | | | | | | | | |
| A. very good | 33 | 5 | 45 | 6 | 55 | 0 | 0 | 0 | 0 | 862 | 32 | 45 | 55 | 0 | 0 | 862 | 23 | 27 | 47 | 17 | 8 | 851 |
| B. good | 58 | 1 | 5 | 12 | 63 | 6 | 32 | 0 | 0 | 848 | 59 | 5 | 60 | 30 | 5 | 846 | 53 | 15 | 50 | 26 | 10 | 847 |
| C. fair | 9 | 0 | 0 | 3 | 100 | 0 | 0 | 0 | 0 | 850 | 9 | 0 | 100 | 0 | 0 | 850 | 20 | 4 | 43 | 35 | 18 | 840 |
| D. poor | 0 | | | | | | | | | | 0 | | | | | | 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. | 52 | 5 | 29 | 12 | 71 | 0 | 0 | 0 | 0 | 860 | 50 | 29 | 71 | 0 | 0 | 860 | 26 | 20 | 49 | 23 | 9 | 849 |
| B. They match some of what I have learned. | 48 | 1 | 6 | 9 | 56 | 6 | 38 | 0 | 0 | 845 | 50 | 6 | 53 | 35 | 6 | 843 | 51 | 14 | 48 | 26 | 11 | 846 |
| C. They match just a little of what I have learned. | 0 | | | | | | | | | | 0 | | | | | | 18 | 13 | 44 | 28 | 15 | 844 |
| D. There is no match. | 0 | | | | | | | | | | 0 | | | | | | 4 | 5 | 33 | 30 | 32 | 836 |
| **How difficult was the science part of this test?** | | | | | | | | | | | | | | | | | | | | | | |
| A. more difficult than my regular schoolwork | 9 | 0 | 0 | 2 | 67 | 1 | 33 | 0 | 0 | 843 | 12 | 0 | 50 | 25 | 25 | 836 | 32 | 13 | 45 | 28 | 14 | 844 |
| B. about the same as my regular schoolwork | 64 | 4 | 19 | 13 | 62 | 4 | 19 | 0 | 0 | 854 | 62 | 19 | 62 | 19 | 0 | 854 | 56 | 15 | 49 | 25 | 11 | 847 |
| C. easier than my regular schoolwork | 27 | 2 | 22 | 6 | 67 | 1 | 11 | 0 | 0 | 854 | 26 | 22 | 67 | 11 | 0 | 854 | 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. | 18 | 2 | 33 | 4 | 67 | 0 | 0 | 0 | 0 | 858 | 21 | 29 | 57 | 0 | 14 | 852 | 39 | 14 | 47 | 27 | 12 | 845 |
| B. I tried about the same as I do on my regular schoolwork. | 76 | 4 | 16 | 15 | 60 | 6 | 24 | 0 | 0 | 852 | 74 | 16 | 60 | 24 | 0 | 852 | 55 | 17 | 48 | 25 | 10 | 847 |
| C. I did not try as hard on this test as I do on my regular schoolwork. | 6 | 0 | 0 | 2 | 100 | 0 | 0 | 0 | 0 | 852 | 6 | 0 | 100 | 0 | 0 | 852 | 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 | 12 | 2 | 50 | 2 | 50 | 0 | 0 | 0 | 0 | 855 | 12 | 50 | 50 | 0 | 0 | 855 | 26 | 9 | 48 | 29 | 14 | 844 |
| B. the course(s) described in A, plus chemistry | 27 | 1 | 11 | 7 | 78 | 1 | 11 | 0 | 0 | 853 | 26 | 11 | 78 | 11 | 0 | 853 | 23 | 17 | 49 | 22 | 12 | 847 |
| C. the course(s) described in B, plus physics | 12 | 2 | 50 | 2 | 50 | 0 | 0 | 0 | 0 | 863 | 12 | 50 | 50 | 0 | 0 | 863 | 21 | 31 | 44 | 17 | 7 | 852 |
| D. a life science and physical science class | 48 | 1 | 6 | 10 | 63 | 5 | 31 | 0 | 0 | 849 | 50 | 6 | 59 | 29 | 6 | 847 | 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 | 36 | 5 | 42 | 6 | 50 | 1 | 8 | 0 | 0 | 861 | 35 | 42 | 50 | 8 | 0 | 861 | 27 | 23 | 47 | 20 | 10 | 849 |
| B. agree | 36 | 1 | 8 | 8 | 67 | 3 | 25 | 0 | 0 | 848 | 35 | 8 | 67 | 25 | 0 | 848 | 37 | 14 | 47 | 27 | 12 | 846 |
| C. disagree | 24 | 0 | 0 | 6 | 75 | 2 | 25 | 0 | 0 | 848 | 26 | 0 | 67 | 22 | 11 | 844 | 25 | 11 | 48 | 29 | 12 | 845 |
| D. strongly disagree | 3 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 852 | 3 | 0 | 100 | 0 | 0 | 852 | 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 | 36 | 6 | 50 | 6 | 50 | 0 | 0 | 0 | 0 | 862 | 35 | 50 | 50 | 0 | 0 | 862 | 31 | 22 | 46 | 22 | 10 | 849 |
| B. agree | 55 | 0 | 0 | 12 | 67 | 6 | 33 | 0 | 0 | 847 | 56 | 0 | 63 | 32 | 5 | 845 | 50 | 14 | 49 | 26 | 11 | 846 |
| C. disagree | 9 | 0 | 0 | 3 | 100 | 0 | 0 | 0 | 0 | 853 | 9 | 0 | 100 | 0 | 0 | 853 | 14 | 9 | 45 | 31 | 15 | 843 |
| D. strongly disagree | 0 | | | | | | | | | | 0 | | | | | | 5 | 3 | 38 | 34 | 25 | 837 |
| **Optional school/SAU question** | | | | | | | | | | | | | | | | | | | | | | |
| A. | 100 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 860 | 100 | 0 | 100 | 0 | 0 | 860 | | | | | | |
| 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