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:	10731261
SAU:	Harmony School Department
School:	Harmony Elementary

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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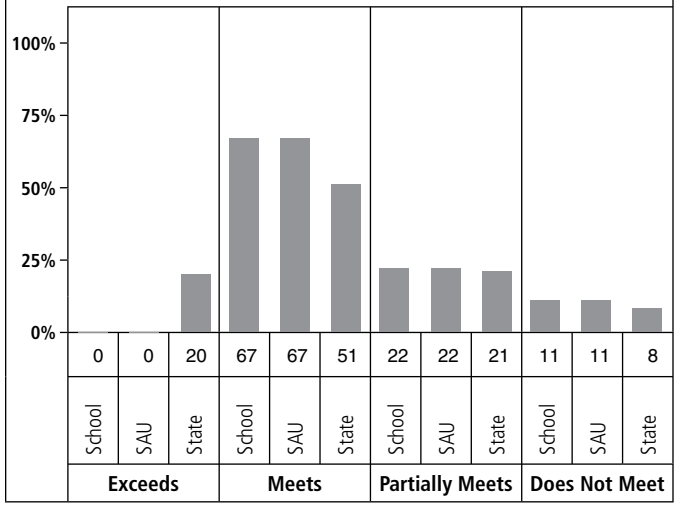
SUMMARY OF SCORES

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

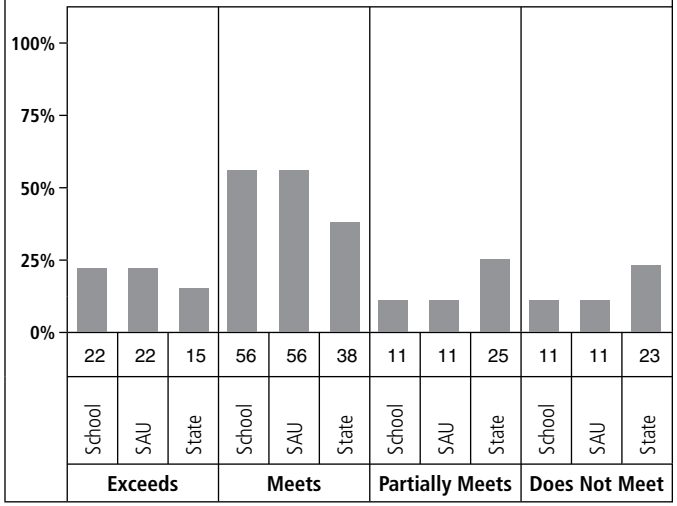
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	845	845	847
2007–2008	846	846	849
2008–2009	**847**	**847**	**850**
Cum. Avg.*	846	846	849
Mathematics			
2006–2007	851	851	842
2007–2008	851	851	841
2008–2009	**852**	**852**	**843**
Cum. Avg.*	851	851	842
Science			
2008-2009 **	**854**	**854**	**846**

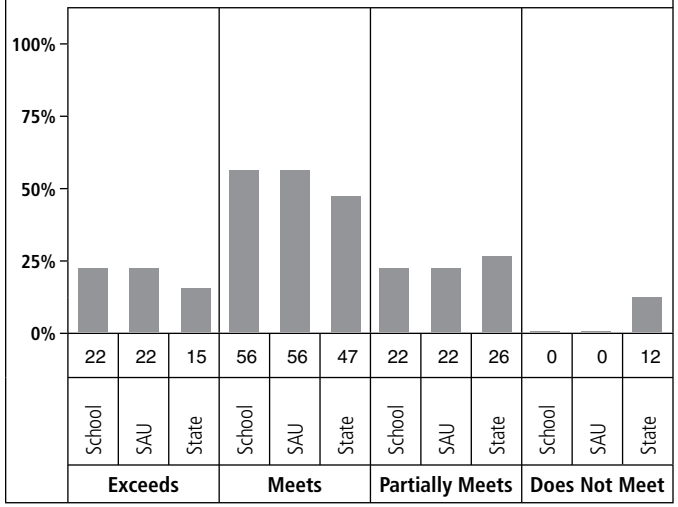
ELA – READING



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: Harmony School Department
School: Harmony Elementary

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	10	100	10	100	14804	100	10	100	10	100	14659	99	10	100	10	100	14653	99	10	100	10	100	14626	99
Ethnicity African American/Black	1	10	1	10	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	10	1	10	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	8	80	8	80	13878	94	8	100	8	100	13756	99	8	100	8	100	13742	99	8	100	8	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	20	2	20	2489	17	2	100	2	100	2434	99	2	100	2	100	2424	98	2	100	2	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	3	30	3	30	5460	37	3	100	3	100	5380	99	3	100	3	100	5377	99	3	100	3	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	8	80	8	80	12132	82	8	80	8	80	12124	82	8	80	8	80	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	1	10	1	10	2349	16	1	10	1	10	2347	16	1	10	1	10	2288	15
Identified disability (PET/IEP)	1	100	1	100	1877	80	1	100	1	100	1862	79	1	100	1	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)	1	10	1	10	178	1	1	10	1	10	182	1	1	10	1	10	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	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: Harmony School Department
School: Harmony Elementary

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	0	0	0	0	2407	16
	2007-2008	1	14	1	14	3428	23
	2008-2009	**0**	**0**	**0**	**0**	**2857**	**20**
	Cum. Total*	1	5	1	5	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	3	60	3	60	7494	49
	2007-2008	3	43	3	43	7179	48
	2008-2009	**6**	**67**	**6**	**67**	**7431**	**51**
	Cum. Total*	12	57	12	57	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	2	40	2	40	3628	24
	2007-2008	2	29	2	29	2706	18
	2008-2009	**2**	**22**	**2**	**22**	**2979**	**21**
	Cum. Total*	6	29	6	29	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	0	0	0	0	1810	12
	2007-2008	1	14	1	14	1611	11
	2008-2009	**1**	**11**	**1**	**11**	**1214**	**8**
	Cum. Total*	2	10	2	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**	34.6	61.8	34.6	61.8	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	10.9	54.5	10.9	54.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.7	65.8	23.7	65.8	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: Harmony School Department
School: Harmony Elementary

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	9	0	0	6	67	2	22	1	11	847	9	0	67	22	11	847	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	7	0	0	6	86	1	14	0	0	853	7	0	86	14	0	853	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2256	2	25	40	34	834
No	8	0	0	6	75	2	25	0	0	851	8	0	75	25	0	851	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	9	0	0	6	67	2	22	1	11	847	9	0	67	22	11	847	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	3										3						5277	10	46	29	15	844
No	6	0	0	5	83	1	17	0	0	853	6	0	83	17	0	853	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	9	0	0	6	67	2	22	1	11	847	9	0	67	22	11	847	14476	20	51	21	8	850
Gender																						
Female	3										3						7074	25	51	18	6	852
Male	6	0	0	4	67	2	33	0	0	851	6	0	67	33	0	851	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	9	0	0	6	67	2	22	1	11	847	9	0	67	22	11	847	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	9	0	0	6	67	2	22	1	11	847	9	0	67	22	11	847	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: Harmony School Department
School: Harmony Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						8	8	39	29	24	841
B. less than one hour	67	0	0	3	50	2	33	1	17	843	67	0	50	33	17	843	51	17	53	22	8	849
C. one to two hours	33	0	0	3	100	0	0	0	0	855	33	0	100	0	0	855	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	44	0	0	4	100	0	0	0	0	857	44	0	100	0	0	857	31	35	50	11	4	856
B. good	33	0	0	1	33	2	67	0	0	843	33	0	33	67	0	843	47	16	55	21	7	849
C. fair	22	0	0	1	50	0	0	1	50	835	22	0	50	0	50	835	18	5	47	33	15	842
D. poor	0										0						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.	22	0	0	2	100	0	0	0	0	853	22	0	100	0	0	853	32	27	54	14	5	853
B. They match some of what I have learned.	78	0	0	4	57	2	29	1	14	846	78	0	57	29	14	846	52	18	53	22	8	850
C. They match just a little of what I have learned.	0										0						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	0										0						15	13	42	28	17	844
B. about the same as my regular schoolwork	56	0	0	2	40	2	40	1	20	841	56	0	40	40	20	841	64	19	53	20	7	850
C. easier than my regular schoolwork	44	0	0	4	100	0	0	0	0	855	44	0	100	0	0	855	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										0						8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	44	0	0	1	25	2	50	1	25	837	44	0	25	50	25	837	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	56	0	0	5	100	0	0	0	0	856	56	0	100	0	0	856	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.	33	0	0	3	100	0	0	0	0	856	33	0	100	0	0	856	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	67	0	0	3	50	2	33	1	17	843	67	0	50	33	17	843	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	44	0	0	4	100	0	0	0	0	855	44	0	100	0	0	855	19	26	53	15	6	853
B. 20 minutes to an hour	0										0						40	25	52	17	6	852
C. less than 20 minutes	11	0	0	1	100	0	0	0	0	858	11	0	100	0	0	858	15	18	51	21	10	849
D. I rarely read at home.	44	0	0	1	25	2	50	1	25	837	44	0	25	50	25	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	56	0	0	5	100	0	0	0	0	856	56	0	100	0	0	856	42	27	51	15	6	853
B. agree	44	0	0	1	25	2	50	1	25	837	44	0	25	50	25	837	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.	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:	Harmony School Department
School:	Harmony Elementary

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	1	20	1	20	1952	13
	2007-2008	3	43	3	43	1657	11
	2008-2009	**2**	**22**	**2**	**22**	**2116**	**15**
	Cum. Total*	6	29	6	29	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	3	60	3	60	5870	38
	2007-2008	1	14	1	14	5956	40
	2008-2009	**5**	**56**	**5**	**56**	**5443**	**38**
	Cum. Total*	9	43	9	43	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	0	0	0	0	3982	26
	2007-2008	3	43	3	43	3729	25
	2008-2009	**1**	**11**	**1**	**11**	**3556**	**25**
	Cum. Total*	4	19	4	19	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	1	20	1	20	3534	23
	2007-2008	0	0	0	0	3579	24
	2008-2009	**1**	**11**	**1**	**11**	**3356**	**23**
	Cum. Total*	2	10	2	10	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**	34.4	61.4	34.4	61.4	28.6	51.1
A. Number	**8**	**14**	3.9	48.8	3.9	48.8	3.7	46.3
B. Data	**16**	**29**	10.4	65.0	10.4	65.0	8.9	55.6
C. Geometry	**12**	**21**	5.8	48.3	5.8	48.3	5.0	41.7
D. Algebra	**20**	**36**	14.3	71.5	14.3	71.5	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: Harmony School Department
School: Harmony Elementary

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	9	2	22	5	56	1	11	1	11	852	9	22	56	11	11	852	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	7	2	29	5	71	0	0	0	0	859	7	29	71	0	0	859	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2242	2	12	22	63	824
No	8	2	25	5	63	1	13	0	0	855	8	25	63	13	0	855	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	9	2	22	5	56	1	11	1	11	852	9	22	56	11	11	852	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	3										3						5270	6	30	28	36	835
No	6	2	33	3	50	1	17	0	0	855	6	33	50	17	0	855	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	9	2	22	5	56	1	11	1	11	852	9	22	56	11	11	852	14466	15	38	25	23	843
Gender																						
Female	3										3						7070	15	39	25	22	843
Male	6	1	17	4	67	1	17	0	0	853	6	17	67	17	0	853	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	9	2	22	5	56	1	11	1	11	852	9	22	56	11	11	852	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	9	2	22	5	56	1	11	1	11	852	9	22	56	11	11	852	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: Harmony School Department
School: Harmony Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						8	8	24	24	44	833
B. less than one hour	67	2	33	2	33	1	17	1	17	849	67	33	33	17	17	849	51	12	38	26	23	842
C. one to two hours	33	0	0	3	100	0	0	0	0	857	33	0	100	0	0	857	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	22	1	50	1	50	0	0	0	0	858	22	50	50	0	0	858	28	33	41	15	11	852
B. good	56	1	20	4	80	0	0	0	0	859	56	20	80	0	0	859	45	11	43	25	21	842
C. fair	22	0	0	0	0	1	50	1	50	827	22	0	0	50	50	827	21	3	27	35	35	834
D. poor	0										0						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.	33	1	33	2	67	0	0	0	0	862	33	33	67	0	0	862	28	23	41	21	15	848
B. They match some of what I have learned.	44	0	0	3	75	0	0	1	25	846	44	0	75	0	25	846	52	13	40	25	21	843
C. They match just a little of what I have learned.	22	1	50	0	0	1	50	0	0	848	22	50	0	50	0	848	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	11	0	0	0	0	1	100	0	0	830	11	0	0	100	0	830	32	6	34	29	32	837
B. about the same as my regular schoolwork	56	0	0	4	80	0	0	1	20	849	56	0	80	0	20	849	52	13	41	25	20	843
C. easier than my regular schoolwork	33	2	67	1	33	0	0	0	0	863	33	67	33	0	0	863	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.	11	1	100	0	0	0	0	0	0	866	11	100	0	0	0	866	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	89	1	13	5	63	1	13	1	13	850	89	13	63	13	13	850	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	56	2	40	3	60	0	0	0	0	859	56	40	60	0	0	859	34	18	40	22	20	845
B. two or three days a week	33	0	0	1	33	1	33	1	33	838	33	0	33	33	33	838	35	14	38	26	21	843
C. two or three times each month	11	0	0	1	100	0	0	0	0	856	11	0	100	0	0	856	18	12	37	27	24	841
D. never or almost never	0										0						13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	11	0	0	0	0	1	100	0	0	830	11	0	0	100	0	830	9	13	38	23	26	841
B. two or three days a week	0										0						17	11	37	26	26	841
C. two or three times each month	11	0	0	1	100	0	0	0	0	848	11	0	100	0	0	848	28	15	40	25	20	844
D. never or almost never	78	2	29	4	57	0	0	1	14	855	78	29	57	0	14	855	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	67	2	33	4	67	0	0	0	0	859	67	33	67	0	0	859	52	19	41	22	18	846
B. agree	11	0	0	0	0	0	0	1	100	824	11	0	0	0	100	824	39	11	35	27	27	840
C. disagree	22	0	0	1	50	1	50	0	0	843	22	0	50	50	0	843	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.	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: Harmony School Department
School: Harmony Elementary

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*	2	22	2	22	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*	5	56	5	56	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*	2	22	2	22	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	0	0	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**	37.1	66.3	37.1	66.3	32.0	57.1
D. The Physical Setting	**31**	**55**	19.0	61.3	19.0	61.3	17.1	55.2
D1/D2 Earth/Space	**17**	**30**	11.0	64.7	11.0	64.7	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	**14**	**25**	8.0	57.1	8.0	57.1	7.7	55.0
E. The Living Environment	**25**	**45**	18.1	72.4	18.1	72.4	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: Harmony School Department
School: Harmony Elementary

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	9	2	22	5	56	2	22	0	0	854	9	22	56	22	0	854	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	7	2	29	5	71	0	0	0	0	860	7	29	71	0	0	860	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2221	3	22	36	38	832
No	8	2	25	5	63	1	13	0	0	857	8	25	63	13	0	857	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	9	2	22	5	56	2	22	0	0	854	9	22	56	22	0	854	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	3										3						5184	6	40	33	21	840
No	6	2	33	3	50	1	17	0	0	857	6	33	50	17	0	857	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	9	2	22	5	56	2	22	0	0	854	9	22	56	22	0	854	14258	15	47	26	12	846
Gender																						
Female	3										3						6953	14	47	28	11	846
Male	6	2	33	3	50	1	17	0	0	858	6	33	50	17	0	858	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	9	2	22	5	56	2	22	0	0	854	9	22	56	22	0	854	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	9	2	22	5	56	2	22	0	0	854	9	22	56	22	0	854	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: Harmony School Department
School: Harmony Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						8	8	34	28	30	837
B. less than one hour	67	1	17	3	50	2	33	0	0	849	67	17	50	33	0	849	51	14	48	27	11	846
C. one to two hours	33	1	33	2	67	0	0	0	0	863	33	33	67	0	0	863	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	44	1	25	3	75	0	0	0	0	860	44	25	75	0	0	860	23	27	47	17	8	851
B. good	33	1	33	1	33	1	33	0	0	852	33	33	33	33	0	852	53	15	50	26	10	847
C. fair	22	0	0	1	50	1	50	0	0	844	22	0	50	50	0	844	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.	11	0	0	1	100	0	0	0	0	854	11	0	100	0	0	854	26	20	49	23	9	849
B. They match some of what I have learned.	89	2	25	4	50	2	25	0	0	854	89	25	50	25	0	854	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	0										0						32	13	45	28	14	844
B. about the same as my regular schoolwork	67	1	17	3	50	2	33	0	0	850	67	17	50	33	0	850	56	15	49	25	11	847
C. easier than my regular schoolwork	33	1	33	2	67	0	0	0	0	861	33	33	67	0	0	861	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.	11	0	0	1	100	0	0	0	0	858	11	0	100	0	0	858	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	89	2	25	4	50	2	25	0	0	853	89	25	50	25	0	853	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						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	11	0	0	1	100	0	0	0	0	860	11	0	100	0	0	860	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	56	1	20	3	60	1	20	0	0	852	56	20	60	20	0	852	23	17	49	22	12	847
C. the course(s) described in B, plus physics	33	1	33	1	33	1	33	0	0	855	33	33	33	33	0	855	21	31	44	17	7	852
D. a life science and physical science class	0										0						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	44	1	25	3	75	0	0	0	0	860	44	25	75	0	0	860	27	23	47	20	10	849
B. agree	44	1	25	2	50	1	25	0	0	852	44	25	50	25	0	852	37	14	47	27	12	846
C. disagree	0										0						25	11	48	29	12	845
D. strongly disagree	11	0	0	0	0	1	100	0	0	836	11	0	0	100	0	836	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	67	2	33	4	67	0	0	0	0	860	67	33	67	0	0	860	31	22	46	22	10	849
B. agree	33	0	0	1	33	2	67	0	0	841	33	0	33	67	0	841	50	14	49	26	11	846
C. disagree	0										0						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.	0										0											

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