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:	11981481
SAU:	MSAD 04
School:	Piscataquis Community Middle S

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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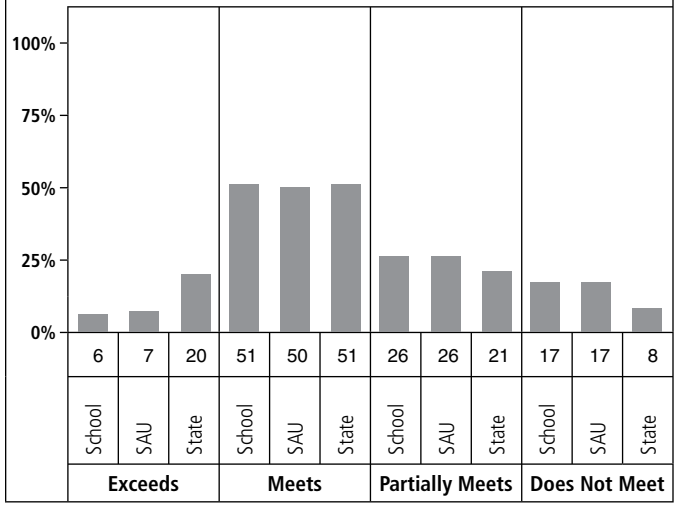
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: MSAD 04
School: Piscataquis Community Middle S

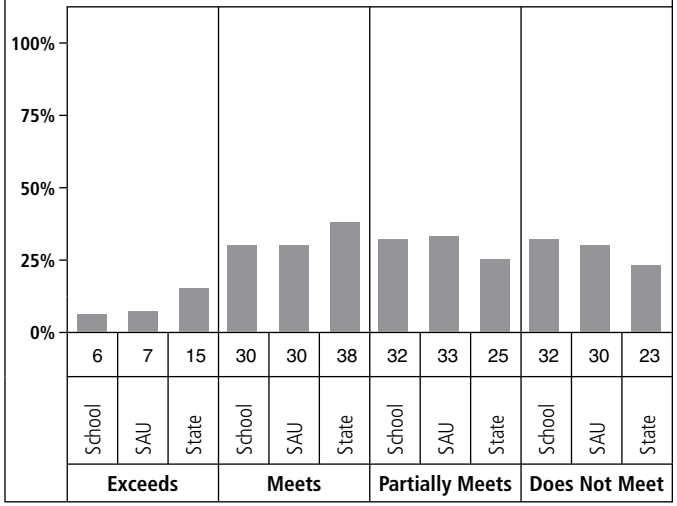
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	847	847	847
2007–2008	844	844	849
2008–2009	**843**	**842**	**850**
Cum. Avg.*	845	844	849
Mathematics			
2006–2007	841	841	842
2007–2008	839	838	841
2008–2009	**838**	**838**	**843**
Cum. Avg.*	839	839	842
Science			
2008-2009 **	**838**	**838**	**846**

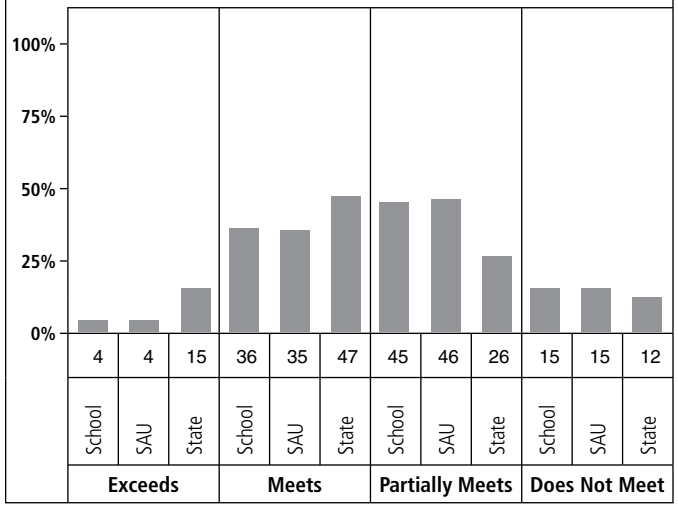
ELA – READING



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: MSAD 04
School: Piscataquis Community Middle S

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	46	100	14804	100	47	100	46	100	14659	99	47	100	46	100	14653	99	47	100	46	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	1	2	1	2	119	1	1	100	1	100	117	99	1	100	1	100	115	97	1	100	1	100	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	46	98	45	98	13878	94	46	100	45	100	13756	99	46	100	45	100	13742	99	46	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	4	9	4	9	2489	17	4	100	4	100	2434	99	4	100	4	100	2424	98	4	100	4	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	26	55	25	54	5460	37	26	100	25	100	5380	99	26	100	25	100	5377	99	26	100	25	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	33	70	32	70	12132	82	33	70	32	70	12124	82	33	70	32	70	12169	82
Identified disability (PET/IEP)	1	3	1	3	379	3	1	3	1	3	380	3	1	3	1	3	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	14	30	14	30	2349	16	14	30	14	30	2347	16	14	30	14	30	2288	15
Identified disability (PET/IEP)	3	21	3	21	1877	80	3	21	3	21	1862	79	3	21	3	21	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	11	79	11	79	292	12	11	79	11	79	297	13	11	79	11	79	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:	MSAD 04
School:	Piscataquis Community Middle S

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	5	9	5	9	2407	16
	2007-2008	8	14	8	14	3428	23
	2008-2009	**3**	**6**	**3**	**7**	**2857**	**20**
	Cum. Total*	16	10	16	10	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	34	59	33	59	7494	49
	2007-2008	25	42	24	42	7179	48
	2008-2009	**24**	**51**	**23**	**50**	**7431**	**51**
	Cum. Total*	83	51	80	50	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	11	19	10	18	3628	24
	2007-2008	18	31	17	30	2706	18
	2008-2009	**12**	**26**	**12**	**26**	**2979**	**21**
	Cum. Total*	41	25	39	25	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	14	8	14	1810	12
	2007-2008	8	14	8	14	1611	11
	2008-2009	**8**	**17**	**8**	**17**	**1214**	**8**
	Cum. Total*	24	15	24	15	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**	30.7	54.8	30.5	54.5	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	10.2	51.0	10.2	51.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	20.4	56.7	20.3	56.4	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: MSAD 04
School: Piscataquis Community Middle S

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	3	6	24	51	12	26	8	17	843	46	7	50	26	17	842	14481	20	51	21	8	850
Ethnicity																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	1										1						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	46	3	7	24	52	11	24	8	17	843	45	7	51	24	18	843	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2256	2	25	40	34	834
No	43	3	7	23	53	11	26	6	14	843	42	7	52	26	14	843	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	47	3	6	24	51	12	26	8	17	843	46	7	50	26	17	842	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	26	1	4	13	50	6	23	6	23	841	25	4	48	24	24	840	5277	10	46	29	15	844
No	21	2	10	11	52	6	29	2	10	845	21	10	52	29	10	845	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	47	3	6	24	51	12	26	8	17	843	46	7	50	26	17	842	14476	20	51	21	8	850
Gender																						
Female	31	3	10	18	58	5	16	5	16	845	30	10	57	17	17	845	7074	25	51	18	6	852
Male	16	0	0	6	38	7	44	3	19	837	16	0	38	44	19	837	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	2	14	7	50	5	36	832	14	0	14	50	36	832	857	9	43	35	14	843
No	33	3	9	22	67	5	15	3	9	847	32	9	66	16	9	847	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	47	3	6	24	51	12	26	8	17	843	46	7	50	26	17	842	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: MSAD 04
School: Piscataquis Community Middle S

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	20	0	0	2	22	5	56	2	22	835	20	0	22	56	22	835	8	8	39	29	24	841
B. less than one hour	65	2	7	17	57	7	23	4	13	844	64	7	55	24	14	843	51	17	53	22	8	849
C. one to two hours	13	0	0	5	83	0	0	1	17	848	13	0	83	0	17	848	36	24	52	18	5	852
D. more than two hours	2	1	100	0	0	0	0	0	0	868	2	100	0	0	0	868	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	2	17	6	50	3	25	1	8	848	27	17	50	25	8	848	31	35	50	11	4	856
B. good	43	0	0	12	60	6	30	2	10	843	44	0	60	30	10	843	47	16	55	21	7	849
C. fair	26	1	8	5	42	3	25	3	25	842	24	9	36	27	27	841	18	5	47	33	15	842
D. poor	4	0	0	1	50	0	0	1	50	830	4	0	50	0	50	830	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.	20	1	11	3	33	4	44	1	11	843	20	11	33	44	11	843	32	27	54	14	5	853
B. They match some of what I have learned.	61	1	4	20	71	5	18	2	7	846	60	4	70	19	7	845	52	18	53	22	8	850
C. They match just a little of what I have learned.	11	1	20	0	0	3	60	1	20	837	11	20	0	60	20	837	12	11	45	29	15	844
D. There is no match.	9	0	0	1	25	0	0	3	75	832	9	0	25	0	75	832	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	2	22	1	11	4	44	2	22	840	21	22	11	44	22	840	15	13	42	28	17	844
B. about the same as my regular schoolwork	66	1	3	17	59	7	24	4	14	844	67	3	59	24	14	844	64	19	53	20	7	850
C. easier than my regular schoolwork	14	0	0	6	100	0	0	0	0	849	12	0	100	0	0	848	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.	14	0	0	2	33	3	50	1	17	838	14	0	33	50	17	838	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	48	1	5	9	43	8	38	3	14	842	49	5	43	38	14	842	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	39	2	12	13	76	1	6	1	6	850	37	13	75	6	6	849	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.	43	0	0	13	65	4	20	3	15	843	42	0	63	21	16	843	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	54	3	12	10	40	8	32	4	16	843	56	12	40	32	16	843	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	846	2	0	100	0	0	846	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	30	1	7	9	64	2	14	2	14	846	29	8	62	15	15	846	19	26	53	15	6	853
B. 20 minutes to an hour	24	1	9	6	55	3	27	1	9	847	24	9	55	27	9	847	40	25	52	17	6	852
C. less than 20 minutes	13	0	0	4	67	1	17	1	17	838	13	0	67	17	17	838	15	18	51	21	10	849
D. I rarely read at home.	33	1	7	5	33	6	40	3	20	840	33	7	33	40	20	840	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	36	2	13	7	44	4	25	3	19	844	36	13	44	25	19	844	42	27	51	15	6	853
B. agree	49	1	5	14	64	4	18	3	14	844	48	5	62	19	14	844	50	15	53	23	9	848
C. disagree	16	0	0	2	29	4	57	1	14	836	16	0	29	57	14	836	7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
Optional school/SAU question																						
A.	33	0	0	1	50	0	0	1	50	832	33	0	50	0	50	832						
B.	50	0	0	1	33	0	0	2	67	829	50	0	33	0	67	829						
C.	17	0	0	0	0	1	100	0	0	832	17	0	0	100	0	832						
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:	MSAD 04
School:	Piscataquis Community Middle S

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	3	5	3	5	1952	13
	2007-2008	4	7	3	5	1657	11
	2008-2009	**3**	**6**	**3**	**7**	**2116**	**15**
	Cum. Total*	10	6	9	6	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	29	50	28	50	5870	38
	2007-2008	26	44	25	44	5956	40
	2008-2009	**14**	**30**	**14**	**30**	**5443**	**38**
	Cum. Total*	69	42	67	42	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	15	26	14	25	3982	26
	2007-2008	15	25	15	26	3729	25
	2008-2009	**15**	**32**	**15**	**33**	**3556**	**25**
	Cum. Total*	45	27	44	28	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	11	19	11	20	3534	23
	2007-2008	14	24	14	25	3579	24
	2008-2009	**15**	**32**	**14**	**30**	**3356**	**23**
	Cum. Total*	40	24	39	25	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**	25.1	44.8	25.3	45.2	28.6	51.1
A. Number	**8**	**14**	3.0	37.5	3.0	37.5	3.7	46.3
B. Data	**16**	**29**	7.3	45.6	7.4	46.3	8.9	55.6
C. Geometry	**12**	**21**	5.1	42.5	5.1	42.5	5.0	41.7
D. Algebra	**20**	**36**	9.7	48.5	9.7	48.5	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: MSAD 04
School: Piscataquis Community Middle S

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	3	6	14	30	15	32	15	32	838	46	7	30	33	30	838	14471	15	38	25	23	843
Ethnicity																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	1										1						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	46	3	7	14	30	14	30	15	33	838	45	7	31	31	31	838	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2242	2	12	22	63	824
No	43	3	7	13	30	13	30	14	33	838	42	7	31	31	31	838	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	47	3	6	14	30	15	32	15	32	838	46	7	30	33	30	838	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	26	1	4	8	31	8	31	9	35	837	25	4	32	32	32	837	5270	6	30	28	36	835
No	21	2	10	6	29	7	33	6	29	839	21	10	29	33	29	839	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	47	3	6	14	30	15	32	15	32	838	46	7	30	33	30	838	14466	15	38	25	23	843
Gender																						
Female	31	2	6	13	42	8	26	8	26	840	30	7	43	27	23	841	7070	15	39	25	22	843
Male	16	1	6	1	6	7	44	7	44	833	16	6	6	44	44	833	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	1	7	4	29	9	64	827	14	0	7	29	64	827	857	5	25	33	37	835
No	33	3	9	13	39	11	33	6	18	842	32	9	41	34	16	843	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	47	3	6	14	30	15	32	15	32	838	46	7	30	33	30	838	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: MSAD 04
School: Piscataquis Community Middle S

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	20	0	0	0	0	5	56	4	44	829	20	0	0	56	44	829	8	8	24	24	44	833
B. less than one hour	65	2	7	9	30	10	33	9	30	838	64	7	31	34	28	838	51	12	38	26	23	842
C. one to two hours	13	0	0	5	83	0	0	1	17	846	13	0	83	0	17	846	36	19	40	23	19	845
D. more than two hours	2	1	100	0	0	0	0	0	0	876	2	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	1	8	3	25	5	42	3	25	839	27	8	25	42	25	839	28	33	41	15	11	852
B. good	48	2	9	9	41	7	32	4	18	842	47	10	43	33	14	842	45	11	43	25	21	842
C. fair	17	0	0	1	13	2	25	5	63	830	18	0	13	25	63	830	21	3	27	35	35	834
D. poor	9	0	0	1	25	1	25	2	50	832	9	0	25	25	50	832	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.	52	2	8	8	33	8	33	6	25	839	53	8	33	33	25	839	28	23	41	21	15	848
B. They match some of what I have learned.	37	1	6	6	35	6	35	4	24	840	36	6	38	38	19	841	52	13	40	25	21	843
C. They match just a little of what I have learned.	11	0	0	0	0	1	20	4	80	827	11	0	0	20	80	827	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	18	0	0	3	38	3	38	2	25	837	18	0	38	38	25	837	32	6	34	29	32	837
B. about the same as my regular schoolwork	73	0	0	10	30	12	36	11	33	836	73	0	31	38	31	836	52	13	41	25	20	843
C. easier than my regular schoolwork	9	3	75	1	25	0	0	0	0	864	9	75	25	0	0	864	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.	42	0	0	7	37	6	32	6	32	838	43	0	37	32	32	838	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	56	3	12	6	24	9	36	7	28	839	55	13	25	38	25	839	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	844	2	0	100	0	0	844	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	54	2	8	5	20	9	36	9	36	836	56	8	20	36	36	836	34	18	40	22	20	845
B. two or three days a week	37	0	0	8	47	6	35	3	18	841	36	0	50	38	13	842	35	14	38	26	21	843
C. two or three times each month	7	0	0	1	33	0	0	2	67	829	7	0	33	0	67	829	18	12	37	27	24	841
D. never or almost never	2	1	100	0	0	0	0	0	0	876	2	100	0	0	0	876	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	818	2	0	0	0	100	818	9	13	38	23	26	841
B. two or three days a week	41	0	0	5	26	8	42	6	32	834	42	0	26	42	32	834	17	11	37	26	26	841
C. two or three times each month	24	1	9	3	27	4	36	3	27	839	24	9	27	36	27	839	28	15	40	25	20	844
D. never or almost never	33	2	13	6	40	3	20	4	27	844	31	14	43	21	21	845	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	57	3	12	9	35	8	31	6	23	841	58	12	35	31	23	841	52	19	41	22	18	846
B. agree	41	0	0	5	26	7	37	7	37	835	40	0	28	39	33	836	39	11	35	27	27	840
C. disagree	2	0	0	0	0	0	0	1	100	828	2	0	0	0	100	828	6	7	28	26	39	835
D. strongly disagree	0										0						3	4	25	28	43	832
Optional school/SAU question																						
A.	33	0	0	0	0	1	50	1	50	834	33	0	0	50	50	834						
B.	50	0	0	1	33	0	0	2	67	833	50	0	33	0	67	833						
C.	17	0	0	0	0	0	0	1	100	816	17	0	0	0	100	816						
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:	MSAD 04
School:	Piscataquis Community Middle S

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	4	2	4	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*	17	36	16	35	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*	21	45	21	46	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**	27.4	48.9	27.2	48.6	32.0	57.1
D. The Physical Setting	**31**	**55**	14.7	47.4	14.6	47.1	17.1	55.2
D1/D2 Earth/Space	**17**	**30**	8.3	48.8	8.2	48.2	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	**14**	**25**	6.5	46.4	6.4	45.7	7.7	55.0
E. The Living Environment	**25**	**45**	12.7	50.8	12.6	50.4	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: MSAD 04
School: Piscataquis Community Middle S

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	2	4	17	36	21	45	7	15	838	46	4	35	46	15	838	14263	15	47	26	12	846
Ethnicity																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	1										1						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	46	2	4	16	35	21	46	7	15	838	45	4	33	47	16	838	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	4										4						2221	3	22	36	38	832
No	43	2	5	15	35	19	44	7	16	838	42	5	33	45	17	838	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	47	2	4	17	36	21	45	7	15	838	46	4	35	46	15	838	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	26	1	4	8	31	11	42	6	23	835	25	4	28	44	24	834	5184	6	40	33	21	840
No	21	1	5	9	43	10	48	1	5	843	21	5	43	48	5	843	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	47	2	4	17	36	21	45	7	15	838	46	4	35	46	15	838	14258	15	47	26	12	846
Gender																						
Female	31	1	3	12	39	14	45	4	13	839	30	3	37	47	13	839	6953	14	47	28	11	846
Male	16	1	6	5	31	7	44	3	19	837	16	6	31	44	19	837	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	0	0	9	64	5	36	826	14	0	0	64	36	826	828	5	35	40	20	839
No	33	2	6	17	52	12	36	2	6	844	32	6	50	38	6	843	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	47	2	4	17	36	21	45	7	15	838	46	4	35	46	15	838	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: MSAD 04
School: Piscataquis Community Middle S

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	20	0	0	3	33	4	44	2	22	834	20	0	33	44	22	834	8	8	34	28	30	837
B. less than one hour	65	1	3	10	33	15	50	4	13	838	64	3	31	52	14	838	51	14	48	27	11	846
C. one to two hours	13	0	0	4	67	2	33	0	0	845	13	0	67	33	0	845	36	19	48	24	9	848
D. more than two hours	2	1	100	0	0	0	0	0	0	866	2	100	0	0	0	866	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	17	1	13	1	13	4	50	2	25	835	18	13	13	50	25	835	23	27	47	17	8	851
B. good	46	1	5	9	43	10	48	1	5	841	47	5	43	48	5	841	53	15	50	26	10	847
C. fair	30	0	0	7	50	6	43	1	7	844	29	0	46	46	8	843	20	4	43	35	18	840
D. poor	7	0	0	0	0	1	33	2	67	815	7	0	0	33	67	815	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.	22	1	10	6	60	3	30	0	0	849	22	10	60	30	0	849	26	20	49	23	9	849
B. They match some of what I have learned.	33	1	7	6	40	6	40	2	13	839	31	7	36	43	14	838	51	14	48	26	11	846
C. They match just a little of what I have learned.	35	0	0	5	31	10	63	1	6	839	36	0	31	63	6	839	18	13	44	28	15	844
D. There is no match.	11	0	0	0	0	2	40	3	60	820	11	0	0	40	60	820	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	49	1	5	8	36	10	45	3	14	839	50	5	36	45	14	839	32	13	45	28	14	844
B. about the same as my regular schoolwork	40	0	0	7	39	10	56	1	6	840	39	0	35	59	6	840	56	15	49	25	11	847
C. easier than my regular schoolwork	11	1	20	2	40	0	0	2	40	838	11	20	40	0	40	838	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.	47	0	0	7	33	11	52	3	14	836	48	0	33	52	14	836	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	49	2	9	9	41	10	45	1	5	844	48	10	38	48	5	844	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	0	0	1	50	831	5	0	50	0	50	831	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	30	0	0	5	36	6	43	3	21	837	31	0	36	43	21	837	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	20	1	11	3	33	2	22	3	33	836	20	11	33	22	33	836	23	17	49	22	12	847
C. the course(s) described in B, plus physics	13	1	17	2	33	3	50	0	0	845	13	17	33	50	0	845	21	31	44	17	7	852
D. a life science and physical science class	37	0	0	7	41	10	59	0	0	840	36	0	38	63	0	839	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	24	1	9	3	27	6	55	1	9	843	24	9	27	55	9	843	27	23	47	20	10	849
B. agree	39	1	6	8	44	8	44	1	6	841	38	6	41	47	6	840	37	14	47	27	12	846
C. disagree	28	0	0	5	38	4	31	4	31	834	29	0	38	31	31	834	25	11	48	29	12	845
D. strongly disagree	9	0	0	1	25	3	75	0	0	839	9	0	25	75	0	839	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	26	1	8	5	42	4	33	2	17	840	27	8	42	33	17	840	31	22	46	22	10	849
B. agree	48	1	5	8	36	12	55	1	5	842	47	5	33	57	5	842	50	14	49	26	11	846
C. disagree	20	0	0	4	44	4	44	1	11	839	20	0	44	44	11	839	14	9	45	31	15	843
D. strongly disagree	7	0	0	0	0	1	33	2	67	816	7	0	0	33	67	816	5	3	38	34	25	837
Optional school/SAU question																						
A.	33	0	0	0	0	1	50	1	50	823	33	0	0	50	50	823						
B.	50	0	0	1	33	0	0	2	67	821	50	0	33	0	67	821						
C.	17	0	0	0	0	0	0	1	100	816	17	0	0	0	100	816						
D.	0										0											

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