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:	12231584
SAU:	MSAD 29
School:	Houlton Junior High 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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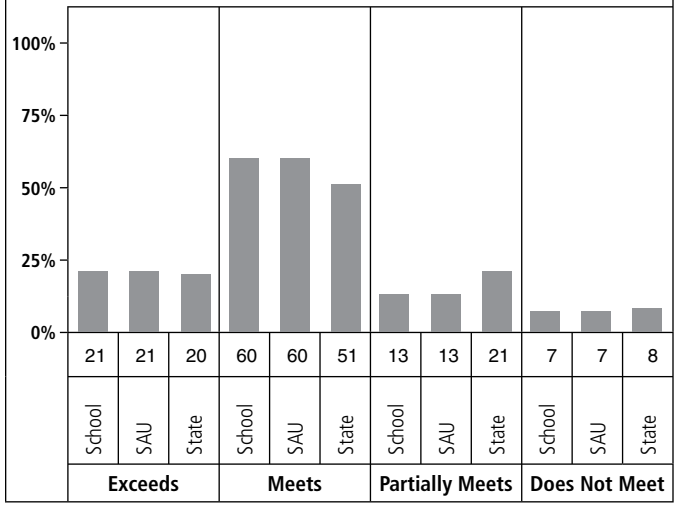
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

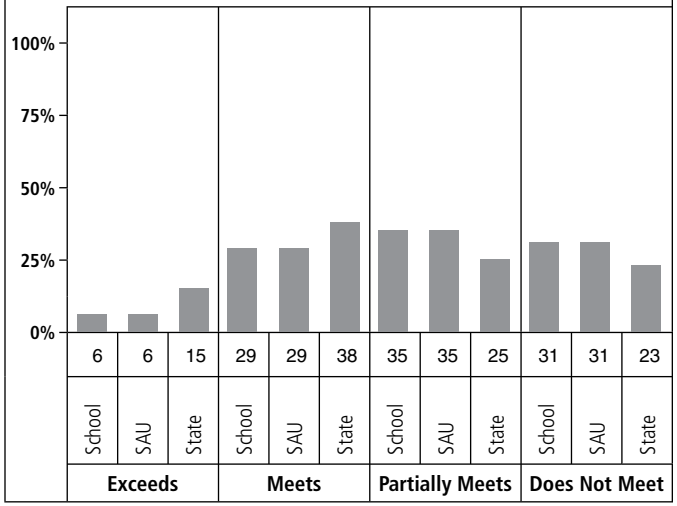
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	851	851	847
2007–2008	849	849	849
2008–2009	**851**	**851**	**850**
Cum. Avg.*	850	850	849
Mathematics			
2006–2007	840	840	842
2007–2008	834	834	841
2008–2009	**836**	**836**	**843**
Cum. Avg.*	837	837	842
Science 2008-2009 **	**841**	**841**	**846**

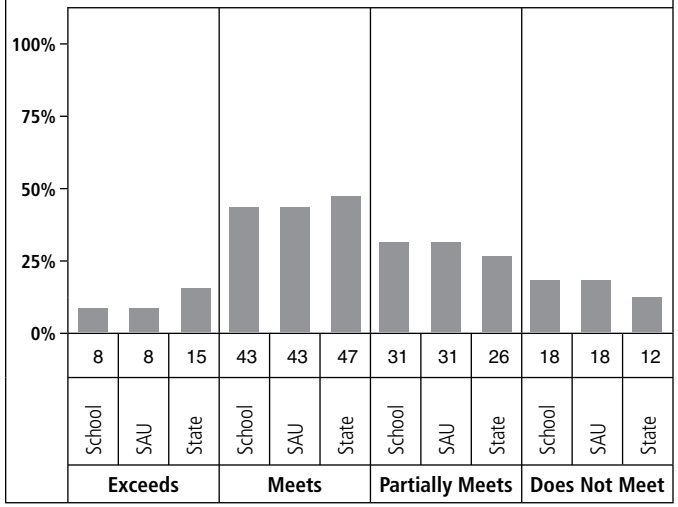
ELA – READING



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 29
School: Houlton Junior High 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	109	100	109	100	14804	100	108	99	108	99	14659	99	108	99	108	99	14653	99	108	99	108	99	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	6	6	6	6	119	1	6	100	6	100	117	99	6	100	6	100	115	97	6	100	6	100	116	98
Asian or Pacific Islander	1	1	1	1	238	2	1	100	1	100	232	97	1	100	1	100	234	98	1	100	1	100	234	98
Hispanic	2	2	2	2	192	1	2	100	2	100	188	98	2	100	2	100	191	100	2	100	2	100	190	99
Caucasian/White	100	92	100	92	13878	94	99	99	99	99	13756	99	99	99	99	99	13742	99	99	99	99	99	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	14	13	14	13	2489	17	14	100	14	100	2434	99	14	100	14	100	2424	98	14	100	14	100	2418	98
Current LEP	1	1	1	1	349	2	1	100	1	100	331	95	1	100	1	100	342	98	1	100	1	100	338	97
Economically disadvantaged	51	47	51	47	5460	37	50	98	50	98	5380	99	50	98	50	98	5377	99	50	98	50	98	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	95	87	95	87	12132	82	95	87	95	87	12124	82	95	87	95	87	12169	82
Identified disability (PET/IEP)	1	1	1	1	379	3	1	1	1	1	380	3	1	1	1	1	425	3
LEP	1	1	1	1	166	1	1	1	1	1	169	1	1	1	1	1	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	12	11	12	11	2349	16	12	11	12	11	2347	16	12	11	12	11	2288	15
Identified disability (PET/IEP)	12	100	12	100	1877	80	12	100	12	100	1862	79	12	100	12	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	1	1	1	178	1	1	1	1	1	182	1	1	1	1	1	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	1	1	1	1	113	1	1	1	1	1	117	1	1	1	1	1	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 29
School: Houlton Junior High 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	17	19	17	19	2407	16
	2007-2008	21	25	21	25	3428	23
	2008-2009	**22**	**21**	**22**	**21**	**2857**	**20**
	Cum. Total*	60	21	60	21	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	50	56	50	56	7494	49
	2007-2008	40	47	40	47	7179	48
	2008-2009	**64**	**60**	**64**	**60**	**7431**	**51**
	Cum. Total*	154	55	154	55	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	21	23	21	23	3628	24
	2007-2008	16	19	16	19	2706	18
	2008-2009	**14**	**13**	**14**	**13**	**2979**	**21**
	Cum. Total*	51	18	51	18	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	2	2	2	2	1810	12
	2007-2008	8	9	8	9	1611	11
	2008-2009	**7**	**7**	**7**	**7**	**1214**	**8**
	Cum. Total*	17	6	17	6	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**	36.6	65.4	36.6	65.4	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	13.2	66.0	13.2	66.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	23.5	65.3	23.5	65.3	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 29
School: Houlton Junior High 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	107	22	21	64	60	14	13	7	7	851	107	21	60	13	7	851	14481	20	51	21	8	850
Ethnicity																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	6	1	17	4	67	1	17	0	0	852	6	17	67	17	0	852	116	10	46	26	18	843
Asian or Pacific Islander	1										1						231	28	43	19	10	851
Hispanic	2										2						186	17	48	23	12	847
Caucasian/White	98	20	20	58	59	13	13	7	7	851	98	20	59	13	7	851	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	3	23	4	31	5	38	833	13	8	23	31	38	833	2256	2	25	40	34	834
No	94	21	22	61	65	10	11	2	2	854	94	22	65	11	2	854	12225	23	56	17	4	853
Current LEP																						
Yes	1										1						324	5	34	36	26	838
No	106	22	21	63	59	14	13	7	7	851	106	21	59	13	7	851	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	49	7	14	28	57	10	20	4	8	848	49	14	57	20	8	848	5277	10	46	29	15	844
No	58	15	26	36	62	4	7	3	5	854	58	26	62	7	5	854	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	107	22	21	64	60	14	13	7	7	851	107	21	60	13	7	851	14476	20	51	21	8	850
Gender																						
Female	61	18	30	31	51	7	11	5	8	853	61	30	51	11	8	853	7074	25	51	18	6	852
Male	46	4	9	33	72	7	15	2	4	849	46	9	72	15	4	849	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	11	65	5	29	1	6	843	17	0	65	29	6	843	857	9	43	35	14	843
No	90	22	24	53	59	9	10	6	7	853	90	24	59	10	7	853	13624	20	52	20	8	850
Gifted/talented program																						
Yes	10	5	50	5	50	0	0	0	0	864	10	50	50	0	0	864	700	69	30	1	0	867
No	97	17	18	59	61	14	14	7	7	850	97	18	61	14	7	850	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 29
School: Houlton Junior High 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	5	0	0	2	40	3	60	0	0	840	5	0	40	60	0	840	8	8	39	29	24	841
B. less than one hour	39	9	22	24	59	5	12	3	7	850	39	22	59	12	7	850	51	17	53	22	8	849
C. one to two hours	50	13	25	33	62	4	8	3	6	854	50	25	62	8	6	854	36	24	52	18	5	852
D. more than two hours	7	0	0	5	71	2	29	0	0	849	7	0	71	29	0	849	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	11	32	19	56	3	9	1	3	857	32	32	56	9	3	857	31	35	50	11	4	856
B. good	49	9	17	34	65	7	13	2	4	851	49	17	65	13	4	851	47	16	55	21	7	849
C. fair	18	2	11	10	53	4	21	3	16	843	18	11	53	21	16	843	18	5	47	33	15	842
D. poor	1	0	0	1	100	0	0	0	0	846	1	0	100	0	0	846	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.	54	17	30	34	60	6	11	0	0	856	54	30	60	11	0	856	32	27	54	14	5	853
B. They match some of what I have learned.	30	4	13	19	59	6	19	3	9	849	30	13	59	19	9	849	52	18	53	22	8	850
C. They match just a little of what I have learned.	13	1	7	9	64	1	7	3	21	843	13	7	64	7	21	843	12	11	45	29	15	844
D. There is no match.	2	0	0	2	100	0	0	0	0	847	2	0	100	0	0	847	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	1	8	6	50	3	25	2	17	842	11	8	50	25	17	842	15	13	42	28	17	844
B. about the same as my regular schoolwork	70	16	22	48	65	6	8	4	5	853	70	22	65	8	5	853	64	19	53	20	7	850
C. easier than my regular schoolwork	18	5	26	10	53	4	21	0	0	855	18	26	53	21	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.	6	0	0	5	83	0	0	1	17	840	6	0	83	0	17	840	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	63	11	17	41	63	8	12	5	8	850	63	17	63	12	8	850	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	32	11	33	17	52	5	15	0	0	857	32	33	52	15	0	857	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.	42	8	19	27	63	4	9	4	9	851	42	19	63	9	9	851	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	52	13	25	32	60	6	11	2	4	853	52	25	60	11	4	853	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	6	1	17	3	50	2	33	0	0	849	6	17	50	33	0	849	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	19	4	20	13	65	2	10	1	5	854	19	20	65	10	5	854	19	26	53	15	6	853
B. 20 minutes to an hour	48	14	28	30	60	4	8	2	4	855	48	28	60	8	4	855	40	25	52	17	6	852
C. less than 20 minutes	15	4	25	10	63	2	13	0	0	854	15	25	63	13	0	854	15	18	51	21	10	849
D. I rarely read at home.	18	0	0	11	58	5	26	3	16	840	18	0	58	26	16	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	39	8	20	26	63	5	12	2	5	853	39	20	63	12	5	853	42	27	51	15	6	853
B. agree	49	14	27	28	55	5	10	4	8	852	49	27	55	10	8	852	50	15	53	23	9	848
C. disagree	10	0	0	8	73	3	27	0	0	846	10	0	73	27	0	846	7	8	46	32	14	843
D. strongly disagree	2	0	0	2	100	0	0	0	0	854	2	0	100	0	0	854	2	6	39	35	21	840
Optional school/SAU question																						
A.	20	0	0	0	0	1	100	0	0	832	20	0	0	100	0	832						
B.	80	0	0	4	100	0	0	0	0	848	80	0	100	0	0	848						
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:	MSAD 29
School:	Houlton Junior High 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	13	12	13	1952	13
	2007-2008	4	5	4	5	1657	11
	2008-2009	**6**	**6**	**6**	**6**	**2116**	**15**
	Cum. Total*	22	8	22	8	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	30	33	30	33	5870	38
	2007-2008	22	26	22	26	5956	40
	2008-2009	**31**	**29**	**31**	**29**	**5443**	**38**
	Cum. Total*	83	29	83	29	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	24	27	24	27	3982	26
	2007-2008	33	39	33	39	3729	25
	2008-2009	**37**	**35**	**37**	**35**	**3556**	**25**
	Cum. Total*	94	33	94	33	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	24	27	24	27	3534	23
	2007-2008	26	31	26	31	3579	24
	2008-2009	**33**	**31**	**33**	**31**	**3356**	**23**
	Cum. Total*	83	29	83	29	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**	24.7	44.1	24.7	44.1	28.6	51.1
A. Number	**8**	**14**	2.8	35.0	2.8	35.0	3.7	46.3
B. Data	**16**	**29**	8.5	53.1	8.5	53.1	8.9	55.6
C. Geometry	**12**	**21**	4.1	34.2	4.1	34.2	5.0	41.7
D. Algebra	**20**	**36**	9.3	46.5	9.3	46.5	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 29
School: Houlton Junior High 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	107	6	6	31	29	37	35	33	31	836	107	6	29	35	31	836	14471	15	38	25	23	843
Ethnicity																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	6	0	0	2	33	2	33	2	33	836	6	0	33	33	33	836	114	5	31	32	32	836
Asian or Pacific Islander	1										1						233	27	33	20	21	847
Hispanic	2										2						190	8	31	26	34	836
Caucasian/White	98	6	6	29	30	35	36	28	29	837	98	6	30	36	29	837	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	0	0	12	92	812	13	0	8	0	92	812	2242	2	12	22	63	824
No	94	6	6	30	32	37	39	21	22	840	94	6	32	39	22	840	12229	17	42	25	16	846
Current LEP																						
Yes	1										1						336	6	18	26	51	829
No	106	6	6	31	29	37	35	32	30	836	106	6	29	35	30	836	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	49	0	0	13	27	16	33	20	41	832	49	0	27	33	41	832	5270	6	30	28	36	835
No	58	6	10	18	31	21	36	13	22	840	58	10	31	36	22	840	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	107	6	6	31	29	37	35	33	31	836	107	6	29	35	31	836	14466	15	38	25	23	843
Gender																						
Female	61	5	8	21	34	17	28	18	30	838	61	8	34	28	30	838	7070	15	39	25	22	843
Male	46	1	2	10	22	20	43	15	33	833	46	2	22	43	33	833	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	2	12	6	35	9	53	828	17	0	12	35	53	828	857	5	25	33	37	835
No	90	6	7	29	32	31	34	24	27	838	90	7	32	34	27	838	13614	15	38	24	22	843
Gifted/talented program																						
Yes	10	4	40	3	30	3	30	0	0	855	10	40	30	30	0	855	700	68	27	3	1	866
No	97	2	2	28	29	34	35	33	34	834	97	2	29	35	34	834	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 29
School: Houlton Junior High 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	5	0	0	0	0	2	40	3	60	822	5	0	0	40	60	822	8	8	24	24	44	833
B. less than one hour	39	3	7	10	24	12	29	16	39	834	39	7	24	29	39	834	51	12	38	26	23	842
C. one to two hours	50	3	6	19	36	20	38	11	21	839	50	6	36	38	21	839	36	19	40	23	19	845
D. more than two hours	7	0	0	2	29	3	43	2	29	837	7	0	29	43	29	837	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	4	16	7	28	10	40	4	16	843	24	16	28	40	16	843	28	33	41	15	11	852
B. good	44	2	4	21	46	10	22	13	28	840	44	4	46	22	28	840	45	11	43	25	21	842
C. fair	28	0	0	3	10	14	48	12	41	828	28	0	10	48	41	828	21	3	27	35	35	834
D. poor	4	0	0	0	0	1	25	3	75	826	4	0	0	25	75	826	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.	16	2	12	7	41	4	24	4	24	842	16	12	41	24	24	842	28	23	41	21	15	848
B. They match some of what I have learned.	43	4	9	16	36	12	27	13	29	840	43	9	36	27	29	840	52	13	40	25	21	843
C. They match just a little of what I have learned.	33	0	0	8	23	15	43	12	34	831	33	0	23	43	34	831	16	8	28	30	34	836
D. There is no match.	8	0	0	0	0	5	63	3	38	830	8	0	0	63	38	830	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	55	2	3	13	22	22	38	21	36	832	55	3	22	38	36	832	32	6	34	29	32	837
B. about the same as my regular schoolwork	34	1	3	17	47	12	33	6	17	842	34	3	47	33	17	842	52	13	41	25	20	843
C. easier than my regular schoolwork	10	3	27	1	9	2	18	5	45	840	10	27	9	18	45	840	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.	45	2	4	15	33	14	30	15	33	836	45	4	33	30	33	836	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	52	4	7	16	30	18	33	16	30	837	52	7	30	33	30	837	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	2	67	1	33	830	3	0	0	67	33	830	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	24	0	0	4	16	8	32	13	52	828	24	0	16	32	52	828	34	18	40	22	20	845
B. two or three days a week	31	1	3	10	30	14	42	8	24	837	31	3	30	42	24	837	35	14	38	26	21	843
C. two or three times each month	30	3	9	13	41	8	25	8	25	841	30	9	41	25	25	841	18	12	37	27	24	841
D. never or almost never	14	2	13	4	27	6	40	3	20	839	14	13	27	40	20	839	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	2	0	0	0	0	1	50	1	50	834	2	0	0	50	50	834	9	13	38	23	26	841
B. two or three days a week	5	0	0	0	0	3	60	2	40	833	5	0	0	60	40	833	17	11	37	26	26	841
C. two or three times each month	37	1	3	15	39	16	42	6	16	840	37	3	39	42	16	840	28	15	40	25	20	844
D. never or almost never	57	5	8	16	27	15	25	23	39	834	57	8	27	25	39	834	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	47	4	8	17	35	15	31	12	25	840	47	8	35	31	25	840	52	19	41	22	18	846
B. agree	43	2	5	12	27	15	34	15	34	834	43	5	27	34	34	834	39	11	35	27	27	840
C. disagree	7	0	0	2	29	1	14	4	57	827	7	0	29	14	57	827	6	7	28	26	39	835
D. strongly disagree	4	0	0	0	0	3	75	1	25	836	4	0	0	75	25	836	3	4	25	28	43	832
Optional school/SAU question																						
A.	20	0	0	0	0	0	0	1	100	806	20	0	0	0	100	806						
B.	80	0	0	1	25	1	25	2	50	832	80	0	25	25	50	832						
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: MSAD 29
School: Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	9	8	9	8	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*	46	43	46	43	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*	33	31	33	31	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*	19	18	19	18	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**	29.1	52.0	29.1	52.0	32.0	57.1
D. The Physical Setting	**31**	**55**	15.6	50.3	15.6	50.3	17.1	55.2
D1/D2 Earth/Space	**17**	**30**	8.8	51.8	8.8	51.8	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	**14**	**25**	6.8	48.6	6.8	48.6	7.7	55.0
E. The Living Environment	**25**	**45**	13.5	54.0	13.5	54.0	14.9	59.6

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

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

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

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

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: MSAD 29
School: Houlton Junior High 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	107	9	8	46	43	33	31	19	18	841	107	8	43	31	18	841	14263	15	47	26	12	846
Ethnicity																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	6	0	0	3	50	3	50	0	0	843	6	0	50	50	0	843	114	8	39	31	22	839
Asian or Pacific Islander	1										1						230	20	44	23	13	848
Hispanic	2										2						184	9	45	29	16	842
Caucasian/White	98	9	9	43	44	28	29	18	18	841	98	9	44	29	18	841	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	2	15	0	0	11	85	821	13	0	15	0	85	821	2221	3	22	36	38	832
No	94	9	10	44	47	33	35	8	9	844	94	10	47	35	9	844	12042	17	51	24	7	848
Current LEP																						
Yes	1										1						331	4	20	39	37	832
No	106	9	8	46	43	32	30	19	18	841	106	8	43	30	18	841	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	49	4	8	18	37	15	31	12	24	839	49	8	37	31	24	839	5184	6	40	33	21	840
No	58	5	9	28	48	18	31	7	12	843	58	9	48	31	12	843	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	107	9	8	46	43	33	31	19	18	841	107	8	43	31	18	841	14258	15	47	26	12	846
Gender																						
Female	61	6	10	26	43	17	28	12	20	841	61	10	43	28	20	841	6953	14	47	28	11	846
Male	46	3	7	20	43	16	35	7	15	841	46	7	43	35	15	841	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	2	12	11	65	4	24	832	17	0	12	65	24	832	828	5	35	40	20	839
No	90	9	10	44	49	22	24	15	17	843	90	10	49	24	17	843	13435	16	48	25	12	846
Gifted/talented program																						
Yes	10	5	50	4	40	1	10	0	0	858	10	50	40	10	0	858	699	65	34	2	0	865
No	97	4	4	42	43	32	33	19	20	839	97	4	43	33	20	839	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 29
School: Houlton Junior High 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	5	0	0	1	20	0	0	4	80	826	5	0	20	0	80	826	8	8	34	28	30	837
B. less than one hour	39	5	12	16	39	14	34	6	15	841	39	12	39	34	15	841	51	14	48	27	11	846
C. one to two hours	50	4	8	25	47	17	32	7	13	843	50	8	47	32	13	843	36	19	48	24	9	848
D. more than two hours	7	0	0	4	57	2	29	1	14	843	7	0	57	29	14	843	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	12	2	15	9	69	0	0	2	15	849	12	15	69	0	15	849	23	27	47	17	8	851
B. good	60	5	8	27	43	23	37	8	13	842	60	8	43	37	13	842	53	15	50	26	10	847
C. fair	21	1	5	8	36	9	41	4	18	837	21	5	36	41	18	837	20	4	43	35	18	840
D. poor	7	1	14	1	14	1	14	4	57	836	7	14	14	14	57	836	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.	14	1	7	8	53	3	20	3	20	841	14	7	53	20	20	841	26	20	49	23	9	849
B. They match some of what I have learned.	57	4	7	28	47	20	33	8	13	842	57	7	47	33	13	842	51	14	48	26	11	846
C. They match just a little of what I have learned.	25	3	12	9	35	7	27	7	27	841	25	12	35	27	27	841	18	13	44	28	15	844
D. There is no match.	4	1	25	0	0	3	75	0	0	843	4	25	0	75	0	843	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	35	1	3	11	31	15	43	8	23	838	35	3	31	43	23	838	32	13	45	28	14	844
B. about the same as my regular schoolwork	55	6	11	27	48	14	25	9	16	843	55	11	48	25	16	843	56	15	49	25	11	847
C. easier than my regular schoolwork	10	2	20	6	60	2	20	0	0	851	10	20	60	20	0	851	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.	39	5	12	19	46	10	24	7	17	843	39	12	46	24	17	843	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	55	3	5	26	46	19	33	9	16	841	55	5	46	33	16	841	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	6	1	17	0	0	4	67	1	17	837	6	17	0	67	17	837	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	26	1	4	16	59	7	26	3	11	843	26	4	59	26	11	843	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	17	2	11	6	33	3	17	7	39	835	17	11	33	17	39	835	23	17	49	22	12	847
C. the course(s) described in B, plus physics	21	5	23	7	32	6	27	4	18	846	21	23	32	27	18	846	21	31	44	17	7	852
D. a life science and physical science class	36	0	0	16	43	17	46	4	11	840	36	0	43	46	11	840	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	28	3	10	10	34	13	45	3	10	844	28	10	34	45	10	844	27	23	47	20	10	849
B. agree	32	1	3	13	38	11	32	9	26	837	32	3	38	32	26	837	37	14	47	27	12	846
C. disagree	30	4	13	17	55	7	23	3	10	845	30	13	55	23	10	845	25	11	48	29	12	845
D. strongly disagree	10	1	9	5	45	2	18	3	27	839	10	9	45	18	27	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	25	2	8	16	62	6	23	2	8	845	25	8	62	23	8	845	31	22	46	22	10	849
B. agree	48	5	10	18	36	16	32	11	22	840	48	10	36	32	22	840	50	14	49	26	11	846
C. disagree	21	1	5	9	41	8	36	4	18	841	21	5	41	36	18	841	14	9	45	31	15	843
D. strongly disagree	7	1	14	2	29	3	43	1	14	841	7	14	29	43	14	841	5	3	38	34	25	837
Optional school/SAU question																						
A.	20	0	0	0	0	0	0	1	100	818	20	0	0	0	100	818						
B.	80	1	25	1	25	1	25	1	25	841	80	25	25	25	25	841						
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