



July 2006

DEPARTMENT OF EDUCATION

2005–2006 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 standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The MEA has been based on the *Learning Results* and administered to students in grades 4 and 8 to meet state assessment requirements since 1998. For the first time this year, it was administered to students in all grades 3 through 8 and aligned to Grade Level Expectations to meet the requirements of the federal No Child Left Behind Act.

Due to those changes, it was necessary to set new standards this year. These new achievement standards will be used to establish a baseline to which future scores for both groups of students and individuals can be compared. The standards are the result of a comprehensive process approved by advisory committees and informed by Maine teachers. They will stay in place until the current Maine *Learning Results* are revised according to statute, and future assessments are aligned to the revised *Learning Results*. At such time, the standard-setting process will be conducted again.

The 2005–2006 MEA Summary Reports contain the baseline status results of student performance in reading, mathematics, and science and technology reported according to the new standards 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. Student 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 design of 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 Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

ID: 10131168
School: Fisher-Mitchell School
District: Bath School Department
Date: March 2006

Contents of the Report

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

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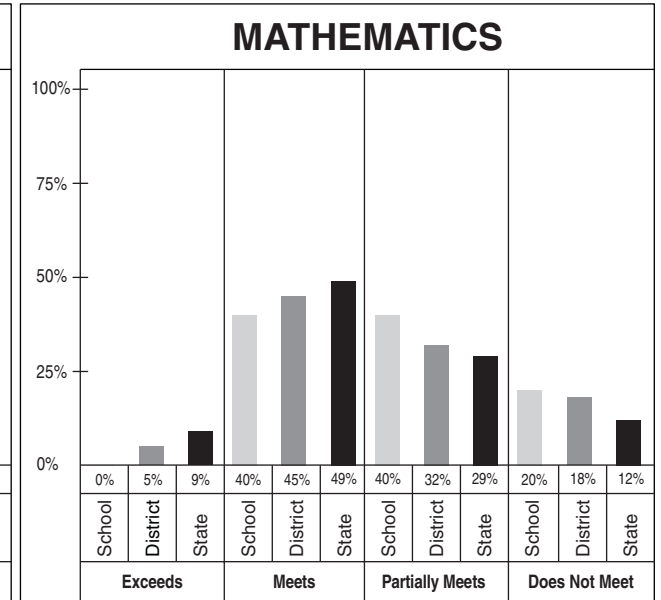
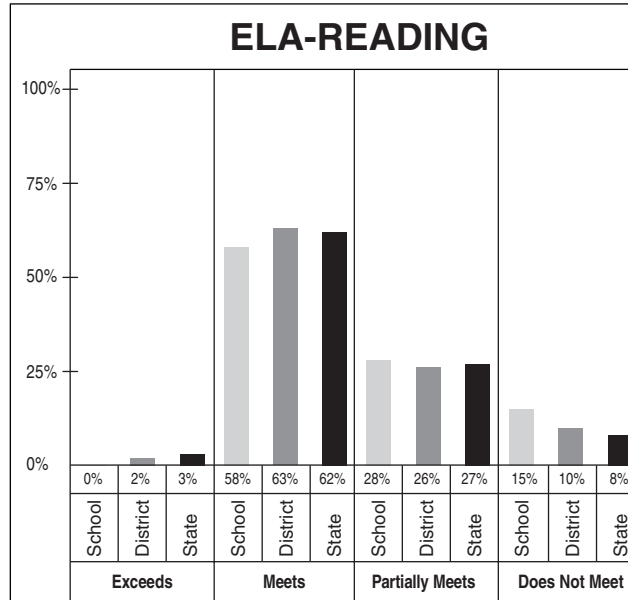


SUMMARY OF SCORES

School: Fisher-Mitchell School
 District: Bath School Department
 Grade: 3
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	341	344	345
MATHEMATICS 2005–2006	339	341	344





SUMMARY OF STUDENT PARTICIPATION

School: Fisher-Mitchell School
 District: Bath School Department
 Grade: 3
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window					
	School		District		State	
	n	%	n	%	n	%
Total number of students	40	100	107	100	14094	100
Ethnicity						
African American/Black	1	3	5	5	370	3
American Indian/Native Alaskan	1	3	1	1	113	1
Asian/Pacific Islander	1	3	1	1	201	1
Caucasian/White	37	93	99	93	13229	94
Hispanic	0	0	0	0	169	1
Not Reported	0	0	1	1	12	0
Identified disability	7	18	16	15	2381	17
Current LEP	0	0	0	0	319	2
Economically disadvantaged	20	50	54	51	5366	38
Migrant	0	0	0	0	19	0

ELA-Reading			Mathematics														
School		District		State		School		District		State		School		District		State	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
40	100	105	98	13930	99	40	100	105	98	13944	99						
1	100	4	80	356	96	1	100	4	80	366	99						
1	100	1	100	110	97	1	100	1	100	110	97						
1	100	1	100	196	98	1	100	1	100	198	99						
37	100	98	99	13090	99	37	100	98	99	13091	99						
0		0		166	98	0		0		167	99						
0		1	100	12	100	0		1	100	12	100						
7	100	14	88	2306	97	7	100	14	88	2308	97						
0		0		300	94	0		0		315	99						
20	100	52	96	5285	98	20	100	52	96	5296	99						
0		0		19	100	0		0		19	100						

MODE OF PARTICIPATION ³	ELA-Reading			Mathematics														
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	34	85	92	88	11176	80	34	85	92	88	11195	80						
Identified disability (PET/IEP)	3	9	4	4	613	5	3	9	4	4	631	6						
LEP	0	0	0	0	156	1	0	0	0	0	151	1						
504 plan	0	0	0	0	99	1	0	0	0	0	103	1						
Students who took the assessment with accommodations	6	15	13	12	2651	19	6	15	13	12	2671	19						
Identified disability (PET/IEP)	4	67	10	77	1606	61	4	67	10	77	1610	60						
LEP	0	0	0	0	134	5	0	0	0	0	157	6						
504 plan	0	0	0	0	32	1	0	0	0	0	28	1						
Other	2	33	3	23	906	34	2	33	3	23	901	34						
Students who would have participated through a PAAP if one had been available	0	0	0	0	103	1	0	0	0	0	78	1						
Identified disability (PET/IEP)	0		0		87	84	0		0		67	86						
LEP	0		0		10	10	0		0		7	9						
504 plan	0		0		0	0	0		0		0	0						

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 who participated with each mode of participation.



ELA-READING RESULTS

School: Fisher-Mitchell School
 District: Bath School Department
 Grade: 3
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		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 361-380)		2005–2006	0	0	2	2	3
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 341-360)		2005–2006	23	58	66	63	62
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 331-340)		2005–2006	11	28	27	26	27
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 300-330)		2005–2006	6	15	10	10	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	24.5	53.3	27.1	58.9	27.6	60.0
Literary Text	41	89	21.6	52.7	23.9	58.3	24.6	60.0
Informational Text	5	11	2.9	58.0	3.2	64.0	3.1	62.0

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

Note: Caution should be exercised when interpreting scores that are based on less than 10 points.



MATHEMATICS RESULTS

School: Fisher-Mitchell School
 District: Bath School Department
 Grade: 3
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.	STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		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 361-380)		2005–2006	0	0	5	5	9
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 341-360)		2005–2006	16	40	47	45	49
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 325-340)		2005–2006	16	40	34	32	29
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 300-324)		2005–2006	8	20	19	18	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
	N	%	School		District		State	
			N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.3	48.7	7.7	51.3	8.4	56.0
Cluster 2: Shape and Size	14	29	9.0	64.3	9.6	68.6	10.4	74.3
Cluster 3: Mathematical Decision Making	6	13	3.9	65.0	3.8	63.3	3.9	65.0
Cluster 4: Patterns	13	27	7.5	57.7	7.8	60.0	8.0	61.5

Cluster 1: Numbers and Operations
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics

Cluster 2: Shape and Size
 E. Geometry
 F. Measurement

Cluster 3: Mathematical Decision Making
 C. Data Analysis and Statistics
 D. Probability
 J. Mathematical Reasoning

Cluster 4: Patterns
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's *Learning Results*. Grade Level Expectations, based on Maine's *Learning Results*, are the basis for the MEA at grades 3, 5, 6, and 7 and can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

School: Fisher-Mitchell School
 District: Bath School Department
 Grade: 3
 Date: March 2006

Reporting Categories	School					State					Questionnaire Items	Sch.		State		
	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Partially Meets the Standards	% Does Not Meet the Standards		% Students in Each Category	% Students in Each Category	Scaled Score	% Exceeds or Meets the Standards	% Does Not Meet the Standards
Gender																
Female	38	335	27	40	33	48	343	57	30	13	Do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?					
Male	63	341	48	40	12	52	345	61	29	11		A. Yes, the questions on the test match what I have learned in mathematics class.	26	40	346	66
Ethnicity											B. Yes, they match some of what I have learned.	53	40	345	60	9
African American/Black						3	336	40	35	25		C. Yes, they match just a little of what I have learned.	18	14	340	46
American Indian/Native Alaskan						1	339	46	33	21	D. No, there is no match.		3	6	336	37
Asian/Pacific Islander						1	346	64	25	11		Which of the following best describes how you rate yourself as a student in mathematics?				
Caucasian/White	93	339	38	43	19	94	344	59	29	11	A. very good	49	40	347	66	10
Hispanic						1	339	45	35	20	B. good	35	45	344	59	10
Not Reported						0	343	58	25	17	C. fair	16	12	339	42	17
Economically disadvantaged											D. poor	0	2	333	25	30
Yes	50	336	30	40	30	38	340	47	36	17	How hard was the mathematics part of this test?					
No	50	341	50	40	10	62	346	66	26	9	A. harder than my regular schoolwork	26	16	337	37	23
Title 1A targeted program											B. about the same as my regular schoolwork	50	56	346	63	8
Yes						12	336	34	43	23	C. easier than my regular schoolwork	24	28	346	63	11
No	100	339	40	40	20	88	345	62	28	10	How often do you use hands-on materials in mathematics class?					
Migrant						0	337	33	39	28	A. almost every day	33	31	341	50	16
Yes						100	344	59	29	12	B. two or three days a week	44	33	346	65	9
No	100	339	40	40	20	100	344	59	29	12	C. two or three times each month	11	27	346	65	9
Gifted/talented program											D. never	11	9	341	50	19
Yes						2	361	98	1	0	How often do you use calculators in mathematics class?					
No	98	338	38	41	21	98	344	58	30	12	A. almost every day	8	7	334	28	29
Identified disability											B. two or three days a week	15	18	342	52	13
Yes	18	332	14	43	43	16	336	35	37	28	C. two or three times each month	74	50	347	67	7
No	83	340	45	39	15	84	346	63	28	9	D. never	3	25	343	56	14
Limited English proficient students											On average, how many minutes a day do you spend working on mathematics in class?					
Current LEP in first 10 months						0	317	20	10	70	A. less than 30 minutes	14	16	339	44	19
Current LEP beyond first 10 months						2	334	35	34	32	B. 30-45 minutes	24	32	345	61	10
How much homework do you do on school nights?											C. 45-60 minutes	49	32	346	64	9
A. None						5	338	43	33	25	D. more than 60 minutes	14	21	344	60	12
B. Less than one hour	76	342	54	32	14	79	345	61	29	10						
C. One to two hours	14	334	20	60	20	13	344	60	28	12						
D. More than two hours						3	332	27	35	39						
Optional school/district question																
A.																
B.																
C.																
D.																