



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 4

ID: 10111156
School: Fairmount School
District: Bangor School Department
Date: March 2006

Contents of the Report

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

<i>Topic</i>	<i>Page</i>
Summary of Scores.....	2
Summary of Student Participation.....	3
English Language Arts Reading Results.....	4-5
Mathematics Results.....	6-7
Science & Technology Results.....	8-9

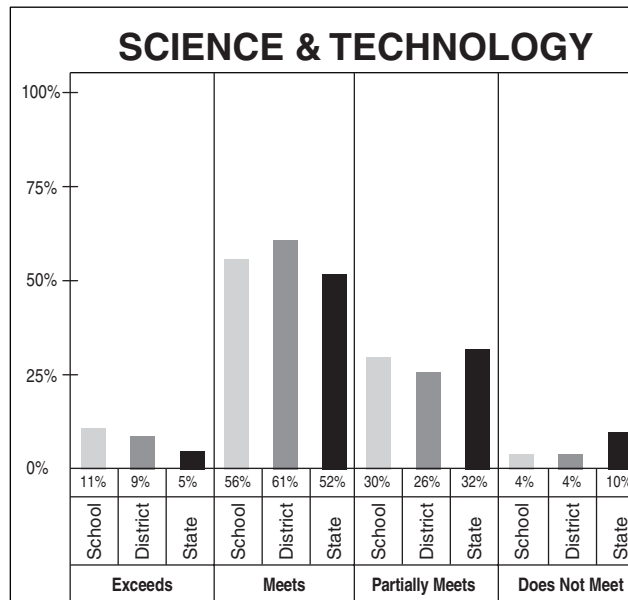
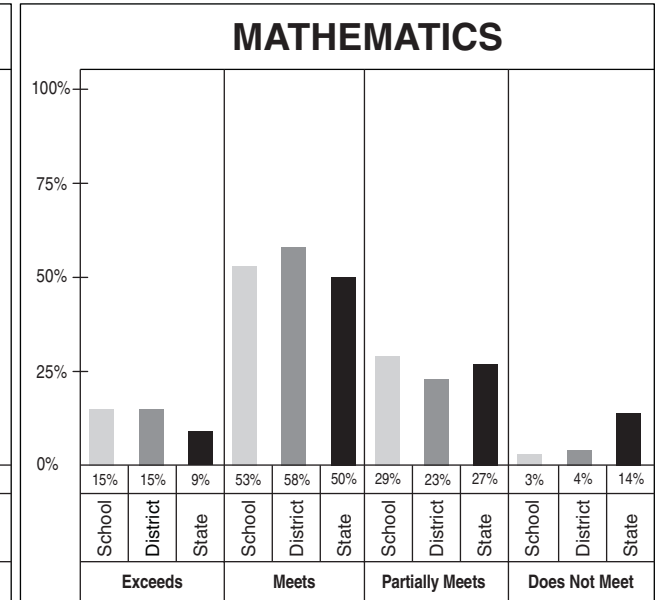
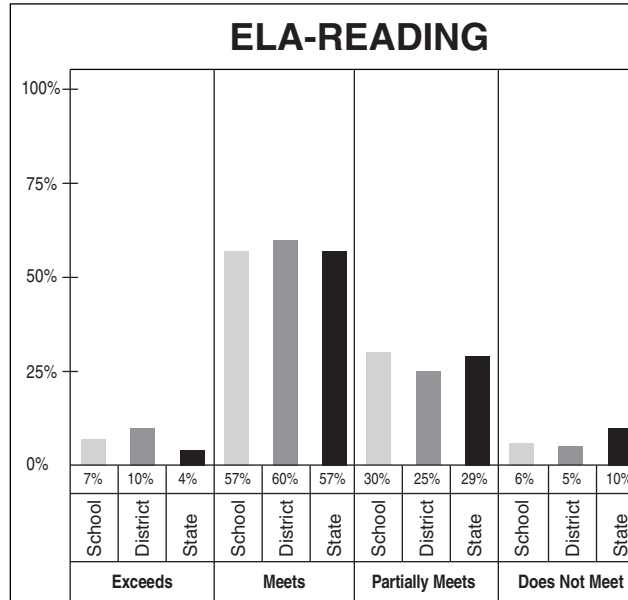


SUMMARY OF SCORES

School: Fairmount School
 District: Bangor School Department
 Grade: 4
 Date: March 2006

Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
ELA-READING 2005–2006	446	447	444
MATHEMATICS 2005–2006	449	450	444
SCIENCE & TECHNOLOGY 2005–2006	447	447	444





SUMMARY OF STUDENT PARTICIPATION

School: Fairmount School
 District: Bangor School Department
 Grade: 4
 Date: March 2006

CONTENT AREA PARTICIPATION²

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		District		State		ELA-Reading			Mathematics			Science & Technology																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%								
Total number of students	162	100	283	100	14242	100	161	99	282	100	14125	99	162	100	283	100	14144	99	161	99	282	100	14115	99						
Ethnicity																														
African American/Black	6	4	13	5	347	2	6	100	13	100	329	95	6	100	13	100	338	97	6	100	13	100	329	95						
American Indian/Native Alaskan	0	0	1	0	97	1	0		1	100	96	99	0		1	100	96	99	0		1	100	95	98						
Asian/Pacific Islander	7	4	13	5	255	2	6	86	12	92	246	96	7	100	13	100	253	99	6	86	12	92	247	97						
Caucasian/White	147	91	253	89	13384	94	147	100	253	100	13299	99	147	100	253	100	13300	99	147	100	253	100	13289	99						
Hispanic	2	1	3	1	147	1	2	100	3	100	143	97	2	100	3	100	145	99	2	100	3	100	143	97						
Not Reported	0	0	0	0	12	0	0		0		12	100	0		0		12	100	0		0		12	100						
Identified disability	28	17	53	19	2479	17	28	100	53	100	2452	99	28	100	53	100	2450	99	28	100	53	100	2448	99						
Current LEP	4	2	6	2	311	2	3	75	5	83	285	92	4	100	6	100	306	98	3	75	5	83	288	93						
Economically disadvantaged	88	54	133	47	5330	37	87	99	132	99	5275	99	88	100	133	100	5288	99	87	99	132	99	5269	99						
Migrant	0	0	0	0	18	0	0		0		18	100	0		0		18	100	0		0		18	100						

MODE OF PARTICIPATION ³	CONTENT AREA PARTICIPATION ²																	
	ELA-Reading			Mathematics			Science & Technology											
	School	District	State	School	District	State	School	District	State	School	District	State						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Students who took the assessment without accommodations	111	69	200	71	11086	78	111	69	199	70	11046	78	115	71	206	73	11097	79
Identified disability (PET/IEP)	2	2	8	4	452	4	2	2	11	6	446	4	3	3	11	5	471	4
LEP	2	2	2	1	129	1	2	2	2	1	138	1	2	2	2	1	133	1
504 plan	2	2	4	2	74	1	2	2	3	2	71	1	2	2	4	2	74	1
Students who took the assessment with accommodations	50	31	75	27	2816	20	51	31	82	29	2926	21	46	29	74	26	2877	20
Identified disability (PET/IEP)	26	52	40	53	1792	64	26	51	40	49	1842	63	25	54	42	57	1847	64
LEP	1	2	1	1	148	5	2	4	4	5	163	6	1	2	1	1	147	5
504 plan	3	6	5	7	37	1	3	6	6	7	40	1	3	7	5	7	37	1
Other	21	42	30	40	864	31	21	41	33	40	906	31	18	39	27	36	871	30
Students who participated through alternate assessment (PAAP)	0	0	7	2	223	2	0	0	2	1	172	1	0	0	2	1	141	1
Identified disability (PET/IEP)	0		5	71	208	93	0		2	100	162	94	0		0	0	130	92
LEP	0		2	29	8	4	0		0	0	5	3	0		2	100	8	6
504 plan	0		0	0	0	0	0		0	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: Fairmount School
 District: Bangor School Department
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> 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 461-480)		2005–2006	12	7	28	10	4
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 441-460)		2005–2006	92	57	166	60	57
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 431-440)		2005–2006	48	30	68	25	29
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 400-430)		2005–2006	9	6	13	5	10

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	48	100	29.9	62.3	30.9	64.4	28.9	60.2
Literary Text	20	42	12.5	62.5	12.9	64.5	12.2	61.0
Informational Text	28	58	17.4	62.1	18.0	64.3	16.6	59.3

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. Maine's *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



ELA-READING RESULTS

(CONTINUED)

School: Fairmount School
 District: Bangor School Department
 Grade: 4
 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	48	446	64	29	6	50	446	66	26	8	Do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. Yes, the questions on the test match what I have learned in reading class. B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match. Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork How hard were the reading passages on this test? A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read. How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	48	32	446	66	9
Male	52	446	65	30	5	50	443	57	31	12		41	48	445	65	8
Ethnicity																
African American/Black	4	446	83	17	0	2	439	42	36	22		6	14	441	47	17
American Indian/Native Alaskan						1	440	46	30	24		5	5	438	39	23
Asian/Pacific Islander	4	447	67	33	0	2	445	62	27	11						
Caucasian/White	91	446	65	29	6	94	444	62	28	10						
Hispanic						1	441	41	42	17						
Not Reported						0	444	58	25	17						
Economically disadvantaged																
Yes	54	443	52	41	7	37	441	47	37	16						
No	46	449	80	16	4	63	446	70	24	7						
Title 1A targeted program																
Yes	11	440	44	44	11	10	438	33	47	20						
No	89	446	67	28	5	90	445	65	26	9						
Migrant																
Yes						0	440	33	44	22						
No	100	446	65	30	6	100	444	61	29	10						
Gifted/talented program																
Yes	11	458	100	0	0	3	456	95	5	0						
No	89	444	60	34	6	97	444	60	29	10						
Identified disability																
Yes	17	441	43	39	18	16	437	31	39	30						
No	83	446	69	28	3	84	446	67	27	6						
Limited English proficient students																
Current LEP in first 10 months																
Current LEP beyond first 10 months						2	437	33	36	31						
How much homework do you do on school nights?																
A. None	4	439	50	33	17	5	440	46	32	22						
B. Less than one hour	81	445	62	33	5	74	445	63	28	9						
C. One to two hours	15	448	83	13	4	18	444	62	29	9						
D. More than two hours						2	437	34	38	28						
Optional school/district question																
A.	33	443	58	34	8											
B.	23	448	74	24	3											
C.	30	446	62	33	4											
D.	14	444	62	29	10											



MATHEMATICS RESULTS

School: Fairmount School
 District: Bangor School Department
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DEFINITIONS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> 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 461-480)		2005–2006	24	15	41	15	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 441-460)		2005–2006	86	53	164	58	50
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 429-440)		2005–2006	47	29	66	23	27
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 400-428)		2005–2006	5	3	10	4	14

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	11	28	7.6	69.1	7.8	70.9	7.3	66.4
Cluster 2: Shape and Size	10	25	6.9	69.0	6.9	69.0	6.1	61.0
Cluster 3: Mathematical Decision Making	10	25	7.3	73.0	7.3	73.0	6.6	66.0
Cluster 4: Patterns	9	23	6.2	68.9	6.4	71.1	5.7	63.3

- 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*. The *Learning Results* are the basis for the MEA at grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



SCIENCE & TECHNOLOGY RESULTS

School: Fairmount School
 District: Bangor School Department
 Grade: 4
 Date: March 2006

ACHIEVEMENT LEVEL DESCRIPTORS	The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results</i> in science & technology.	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 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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 461-480)		2005–2006	17	11	26	9	5
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 using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 441-460)		2005–2006	90	56	170	61	52
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 using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 429-440)		2005–2006	48	30	72	26	32
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 and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (Scaled Score 400-428)		2005–2006	6	4	12	4	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)						
			School		District		State		
	N	%	N	%	N	%	N	%	
Cluster 1: Life Sciences	12	25	8.8	73.3	8.8	73.3	8.2	68.3	Cluster 1: Life Sciences A. Classifying Life Forms B. Ecology C. Cells
Cluster 2: Physical Sciences	12	25	8.0	66.7	7.9	65.8	7.6	63.3	Cluster 2: Physical Sciences E. Structure of Matter H. Energy I. Motion
Cluster 3: Earth and Space Sciences	12	25	8.4	70.0	8.7	72.5	7.8	65.0	Cluster 3: Earth and Space Sciences D. Continuity and Change F. The Earth G. The Universe
Cluster 4: Nature and Implications of Science	12	25	8.1	67.5	8.3	69.2	7.7	64.2	Cluster 4: Nature and Implications of Science J. Inquiry and Problem Solving K. Scientific Reasoning L. Communication M. Implications of Science & Technology

Each content standard in the clusters above is defined in Maine's *Learning Results*. The *Learning Results* are the basis for grades 4 and 8 and can be found at <http://www.maine.gov/education/lres/homepage.htm>.



SCIENCE & TECHNOLOGY RESULTS

(CONTINUED)

School: Fairmount School
 District: Bangor School Department
 Grade: 4
 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	48	446	67	27	6	49	443	55	34	11	Do the questions that you have just been given on this MEA test match what you have learned in school about science and technology?						
Male	52	448	66	33	1	51	444	59	30	10		A. Yes, the questions on the test match what I have learned in science class.	41	26	445	61	9
Ethnicity											B. Yes, they match some of what I have learned. C. Yes, they match just a little of what I have learned. D. No, there is no match.						
African American/Black	4	446	50	50	0	2	437	32	42	26		A. very good	29	24	445	61	10
American Indian/Native Alaskan						1	438	40	30	30		B. good	53	55	444	60	9
Asian/Pacific Islander	4	451	83	17	0	2	444	57	33	9		C. fair	14	19	441	48	13
Caucasian/White	91	447	67	29	3	94	444	58	32	10	D. poor	4	2	436	29	25	
Hispanic						1	440	43	43	14	Which of the following best describes how you rate yourself as a student in science?						
Not Reported						0	445	67	25	8	A. very good	29	24	445	61	10	
Economically disadvantaged											B. good	53	55	444	60	9	
Yes	54	443	52	43	6	37	440	44	41	16	C. fair	14	19	441	48	13	
No	46	452	84	15	1	63	446	65	27	7	D. poor	4	2	436	29	25	
Title 1A targeted program											How difficult was the science part of this test?						
Yes	11	442	44	50	6	10	438	33	47	20	A. harder than my regular schoolwork	19	20	442	50	14	
No	89	448	69	27	3	90	444	60	31	9	B. about the same as my regular schoolwork	63	61	444	60	9	
Migrant						0	438	28	44	28	C. easier than my regular schoolwork	18	18	444	59	10	
Yes						100	444	57	32	10	How often do you have science classes?						
No	100	447	66	30	4	100	444	57	32	10	A. every day	51	27	443	56	11	
Gifted/talented program											B. a few times a week	37	54	444	60	9	
Yes	11	463	100	0	0	3	457	94	6	0	C. once a week	5	8	442	51	13	
No	89	445	62	34	4	97	443	56	33	11	D. a few times a month	6	11	443	54	12	
Identified disability											Which statement best describes how you learn science and technology?						
Yes	17	439	32	64	4	17	438	35	41	24	A. I mostly read a textbook and answer questions, and /or take notes and do assignments. I use science kits for demonstrations and experiments.	15	23	443	53	11	
No	83	449	74	23	4	83	445	62	31	8	B. I work in groups to design and conduct experiments.	21	23	442	51	13	
Limited English proficient students											C. I do a combination of A and B.	64	54	445	62	9	
Current LEP in first 10 months						2	434	22	45	33							
Current LEP beyond first 10 months																	
How much homework do you do on school nights?																	
A. None	4	436	33	17	50	5	439	41	39	20							
B. Less than one hour	81	447	66	32	2	74	444	59	32	9							
C. One to two hours	15	451	87	13	0	18	444	59	32	10							
D. More than two hours						2	437	34	39	27							
Optional school/district question																	
A.	33	444	56	38	6												
B.	23	452	91	9	0												
C.	30	447	60	33	7												
D.	14	445	62	38	0												