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 5

Test Date: March 2009
Code: 10111156
SAU: Bangor School Department
School: Fairmount 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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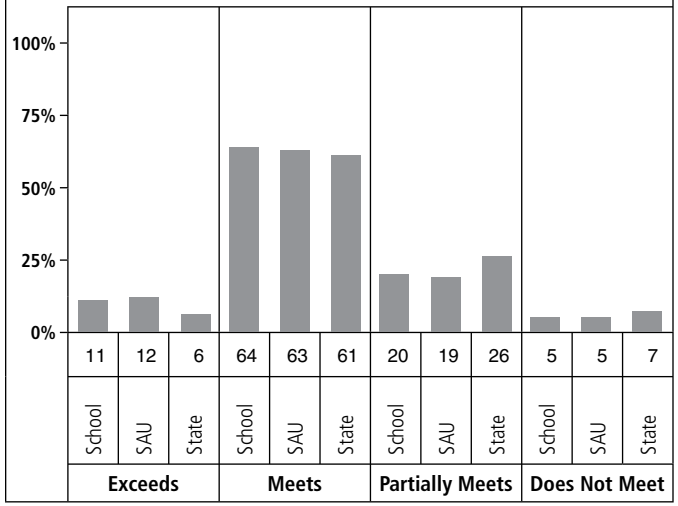
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Fairmount School

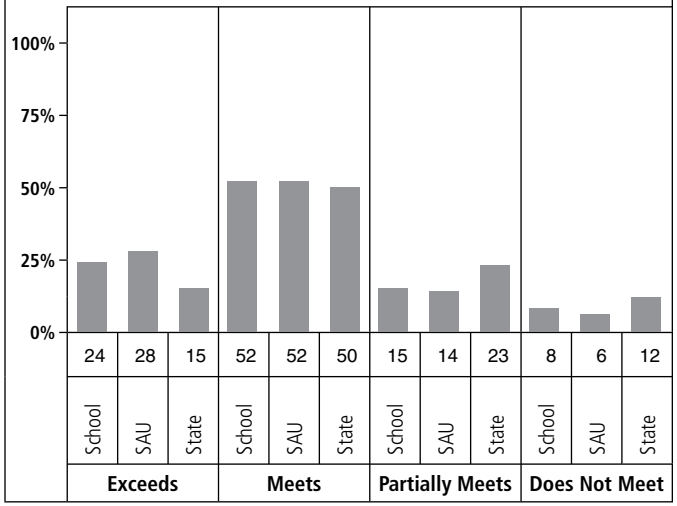
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	547	547	544
2007–2008	547	548	545
2008–2009	**549**	**549**	**546**
Cum. Avg.*	548	548	545
Mathematics			
2006–2007	551	552	546
2007–2008	550	552	546
2008–2009	**551**	**553**	**547**
Cum. Avg.*	551	552	546
Science			
2008-2009 **	**544**	**546**	**543**

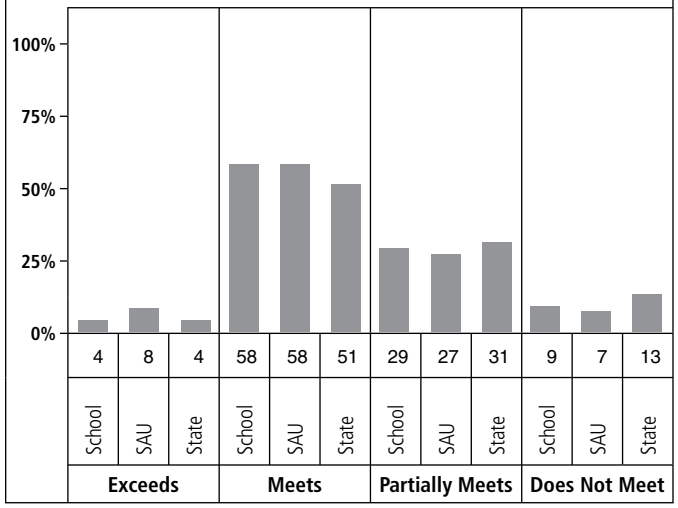
ELA – READING



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 testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Fairmount 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	127	100	263	100	14212	100	124	99	256	99	14135	100	125	100	258	100	14144	100	125	100	258	100	14137	100
Ethnicity African American/Black	9	7	13	5	397	3	8	89	12	92	388	98	9	100	13	100	393	99	9	100	13	100	389	98
American Indian or Native Alaskan	2	2	3	1	110	1	2	100	3	100	110	100	2	100	3	100	110	100	2	100	3	100	110	100
Asian or Pacific Islander	3	2	7	3	259	2	3	100	7	100	253	98	3	100	7	100	258	100	3	100	7	100	257	99
Hispanic	0	0	4	2	175	1	0	0	4	100	172	99	0	0	4	100	172	99	0	0	4	100	173	99
Caucasian/White	113	89	236	90	13271	93	111	100	230	100	13212	100	111	100	231	100	13211	100	111	100	231	100	13208	100
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	28	22	57	22	2479	17	27	100	54	100	2454	100	27	100	54	100	2455	100	27	100	54	100	2451	99
Current LEP	1	1	5	2	374	3	0	0	4	80	359	96	1	100	5	100	370	99	1	100	5	100	366	98
Economically disadvantaged	80	63	130	49	5848	41	78	99	125	98	5815	100	79	100	127	100	5819	100	79	100	127	100	5812	100
Migrant	1	1	2	1	8	0	1	100	2	100	8	100	1	100	2	100	8	100	1	100	2	100	8	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	81	64	185	70	10849	76	81	64	187	71	10872	76	91	72	197	75	10976	77
Identified disability (PET/IEP)	0	0	4	2	298	3	0	0	5	3	307	3	10	11	15	8	338	3
LEP	0	0	1	1	170	2	0	0	1	1	169	2	0	0	1	1	177	2
504 plan	3	4	4	2	123	1	3	4	4	2	121	1	3	3	4	2	126	1
Participation with accommodations	37	29	65	25	3122	22	38	30	65	25	3124	22	28	22	55	21	3019	21
Identified disability (PET/IEP)	21	57	44	68	1992	64	21	55	43	66	2000	64	11	39	33	60	1971	65
LEP	0	0	3	5	184	6	1	3	4	6	196	6	1	4	4	7	184	6
504 plan	6	16	7	11	84	3	6	16	7	11	86	3	6	21	7	13	81	3
Other	10	27	12	18	907	29	10	26	12	18	886	28	10	36	12	22	826	27
Participation through alternate assessment (PAAP)	6	5	6	2	164	1	6	5	6	2	148	1	6	5	6	2	142	1
Identified disability (PET/IEP)	6	100	6	100	164	100	6	100	6	100	148	100	6	100	6	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
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	2	2	5	2	19	0	2	2	5	2	19	0	2	2	5	2	20	0
Non-participation – other	1	1	2	1	58	0	0	0	0	0	49	0	0	0	0	0	55	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 by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	5
SAU:	Bangor School Department
School:	Fairmount 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 562–580)	2006-2007	15	9	30	10	702	5
	2007-2008	13	10	25	10	659	5
	2008-2009	**13**	**11**	**31**	**12**	**836**	**6**
	Cum. Total*	41	10	86	11	2197	5
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 542–560)	2006-2007	89	55	165	57	7730	55
	2007-2008	89	65	170	66	8195	58
	2008-2009	**75**	**64**	**158**	**63**	**8495**	**61**
	Cum. Total*	253	61	493	62	24420	58
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 532–540)	2006-2007	51	32	81	28	4182	30
	2007-2008	23	17	51	20	3800	27
	2008-2009	**24**	**20**	**48**	**19**	**3667**	**26**
	Cum. Total*	98	24	180	22	11649	28
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 500–530)	2006-2007	6	4	16	5	1419	10
	2007-2008	11	8	13	5	1362	10
	2008-2009	**6**	**5**	**13**	**5**	**973**	**7**
	Cum. Total*	23	6	42	5	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	32.6	67.9	32.7	68.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.9	66.3	15.9	66.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	16.7	69.6	16.7	69.6	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. 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: 5
SAU: Bangor School Department
School: Fairmount 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	118	13	11	75	64	24	20	6	5	549	250	12	63	19	5	549	13971	6	61	26	7	546
Ethnicity																						
African American/Black	8	0	0	4	50	3	38	1	13	541	12	0	58	33	8	543	381	2	44	31	23	540
American Indian or Native Alaskan	2										3						110	0	48	38	14	541
Asian or Pacific Islander	3										7	29	57	0	14	551	252	11	58	21	11	547
Hispanic	0										4						166	4	54	32	10	543
Caucasian/White	105	11	10	69	66	21	20	4	4	549	224	13	63	20	5	549	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	21	1	5	5	24	9	43	6	29	538	48	4	35	35	25	539	2290	0	29	47	23	537
No	97	12	12	70	72	15	15	0	0	551	202	14	70	15	0	551	11681	7	67	22	4	548
Current LEP																						
Yes	0										4						354	1	35	34	30	538
No	118	13	11	75	64	24	20	6	5	549	246	13	63	20	5	549	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	73	5	7	46	63	18	25	4	5	546	120	5	63	26	7	545	5716	2	51	35	12	542
No	45	8	18	29	64	6	13	2	4	553	130	19	64	13	4	552	8255	9	67	20	4	548
Migrant																						
Yes	1										2						8	0	38	25	38	538
No	117	13	11	74	63	24	21	6	5	549	248	13	63	19	5	549	13963	6	61	26	7	546
Gender																						
Female	55	8	15	36	65	10	18	1	2	551	113	12	64	19	4	550	6882	8	62	24	6	547
Male	63	5	8	39	62	14	22	5	8	547	137	12	63	19	6	548	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	118	13	11	75	64	24	20	6	5	549	250	12	63	19	5	549	12057	7	64	23	6	547
Gifted/talented program																						
Yes	9	4	44	5	56	0	0	0	0	564	9	44	56	0	0	564	450	26	72	2	0	557
No	109	9	8	70	64	24	22	6	6	547	241	11	63	20	5	548	13521	5	60	27	7	545

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: 5
SAU: Bangor School Department
School: Fairmount 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	3	1	33	1	33	1	33	0	0	553	2	20	40	40	0	549	4	2	40	34	24	540
B. less than one hour	47	2	4	32	58	16	29	5	9	545	50	5	64	23	8	546	70	6	63	26	6	546
C. one to two hours	49	10	18	40	70	6	11	1	2	552	44	17	69	12	2	552	24	7	61	26	6	546
D. more than two hours	1	0	0	1	100	0	0	0	0	560	4	45	9	36	9	554	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	6	15	28	68	6	15	1	2	551	41	17	63	19	2	552	36	10	67	18	5	549
B. good	47	6	11	34	63	12	22	2	4	548	45	12	68	16	4	548	47	5	62	27	6	546
C. fair	17	1	5	11	55	5	25	3	15	545	13	3	48	30	18	543	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
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	11	18	41	66	8	13	2	3	551	45	18	69	11	2	552	31	9	65	20	5	548
B. They match some of what I have learned.	45	2	4	31	60	15	29	4	8	546	48	7	63	24	6	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	0										5	23	15	38	23	544	10	3	45	38	14	542
D. There is no match.	1	0	0	1	100	0	0	0	0	542	2	0	50	25	25	539	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	1	10	4	40	4	40	1	10	545	10	4	44	28	24	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	65	9	12	51	68	13	17	2	3	549	62	12	70	16	2	549	64	7	63	25	5	547
C. easier than my regular schoolwork	27	3	10	19	61	6	19	3	10	548	28	17	56	21	6	550	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	7	54	5	38	1	8	544	10	0	44	36	20	541	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	63	6	8	48	66	15	21	4	5	548	57	8	67	21	5	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	25	7	24	18	62	3	10	1	3	553	33	25	63	11	1	554	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	22	5	19	15	58	5	19	1	4	552	25	20	67	11	2	553	20	10	64	21	5	548
B. 20 minutes to an hour	50	7	12	41	71	9	16	1	2	550	52	14	68	16	2	550	56	7	65	24	5	547
C. less than 20 minutes	7	0	0	5	63	1	13	2	25	542	6	0	60	20	20	541	10	3	52	33	12	543
D. I rarely read at home.	21	1	4	13	54	8	33	2	8	545	17	2	44	37	16	543	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	21	0	0	14	58	7	29	3	13	542	22	0	65	23	12	544	25	3	53	33	11	543
B. six to ten pages	21	0	0	15	63	6	25	3	13	544	19	2	63	24	11	544	26	6	61	26	7	546
C. eleven or more pages	58	12	18	45	68	9	14	0	0	553	59	20	64	15	1	553	49	8	65	23	5	547
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	528	17	0	67	0	33	543						
B.	33	0	0	0	0	0	0	1	100	516	11	0	0	50	50	527						
C.	0										0											
D.	33	0	0	0	0	0	0	1	100	528	72	0	38	31	31	538						

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:	5
SAU:	Bangor School Department
School:	Fairmount 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 562–580)	2006-2007	37	23	63	22	1711	12
	2007-2008	26	19	60	23	1617	12
	2008-2009	**29**	**24**	**71**	**28**	**2119**	**15**
	Cum. Total*	92	22	194	24	5447	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 542–560)	2006-2007	81	50	158	54	6778	48
	2007-2008	75	55	148	57	7284	52
	2008-2009	**62**	**52**	**130**	**52**	**7046**	**50**
	Cum. Total*	218	52	436	54	21108	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 530–540)	2006-2007	37	23	57	20	3884	28
	2007-2008	23	17	34	13	3341	24
	2008-2009	**18**	**15**	**35**	**14**	**3193**	**23**
	Cum. Total*	78	19	126	16	10418	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 500–528)	2006-2007	6	4	14	5	1683	12
	2007-2008	12	9	17	7	1778	13
	2008-2009	**10**	**8**	**16**	**6**	**1638**	**12**
	Cum. Total*	28	7	47	6	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	28.2	58.8	29.3	61.0	25.5	53.1
A. Number	**18**	**38**	10.3	57.2	10.6	58.9	9.8	54.4
B. Data	**10**	**21**	6.0	60.0	6.3	63.0	5.2	52.0
C. Geometry	**10**	**21**	5.8	58.0	5.9	59.0	4.7	47.0
D. Algebra	**10**	**21**	6.1	61.0	6.5	65.0	5.7	57.0

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: 5
SAU: Bangor School Department
School: Fairmount 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	119	29	24	62	52	18	15	10	8	551	252	28	52	14	6	553	13996	15	50	23	12	547
Ethnicity																						
African American/Black	9	1	11	2	22	4	44	2	22	542	13	15	23	38	23	542	385	6	35	28	30	537
American Indian or Native Alaskan	2										3						110	5	42	34	20	540
Asian or Pacific Islander	3										7	43	29	14	14	551	257	19	50	20	12	548
Hispanic	0										4						166	9	43	31	17	543
Caucasian/White	105	27	26	57	54	14	13	7	7	552	225	29	53	13	5	554	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	21	1	5	5	24	6	29	9	43	536	48	4	40	27	29	539	2307	3	32	32	33	536
No	98	28	29	57	58	12	12	1	1	554	204	34	54	11	1	556	11689	17	54	21	8	549
Current LEP																						
Yes	1										5	20	40	20	20	547	365	5	33	30	32	536
No	118	29	25	61	52	18	15	10	8	551	247	28	52	14	6	553	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	74	9	12	43	58	14	19	8	11	547	122	12	58	20	10	547	5731	7	46	29	18	542
No	45	20	44	19	42	4	9	2	4	557	130	43	45	8	3	558	8265	21	53	19	7	550
Migrant																						
Yes	1										2						8	0	38	50	13	540
No	118	29	25	61	52	18	15	10	8	551	250	28	51	14	6	553	13988	15	50	23	12	547
Gender																						
Female	56	13	23	32	57	7	13	4	7	552	114	23	54	17	6	551	6889	14	51	23	12	546
Male	63	16	25	30	48	11	17	6	10	551	138	33	49	12	7	555	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	119	29	24	62	52	18	15	10	8	551	252	28	52	14	6	553	12078	17	52	21	10	548
Gifted/talented program																						
Yes	9	9	100	0	0	0	0	0	0	574	9	100	0	0	0	574	450	64	34	2	0	564
No	110	20	18	62	56	18	16	10	9	549	243	26	53	14	7	552	13546	14	51	23	12	546

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: 5
SAU: Bangor School Department
School: Fairmount 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	3	1	33	1	33	1	33	0	0	551	2	60	20	20	0	560	4	8	38	26	28	539
B. less than one hour	48	7	13	30	54	9	16	10	18	546	50	20	52	17	10	550	70	15	52	23	10	547
C. one to two hours	49	20	35	31	54	6	11	0	0	556	44	34	55	10	2	556	24	15	51	23	11	547
D. more than two hours	1	1	100	0	0	0	0	0	0	562	4	55	36	0	9	560	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	16	35	20	43	5	11	5	11	554	42	42	40	11	7	557	34	28	50	14	8	552
B. good	47	11	20	31	56	9	16	4	7	550	48	21	58	14	6	551	45	11	54	24	10	546
C. fair	11	2	15	9	69	1	8	1	8	549	10	8	67	17	8	547	18	3	45	33	19	540
D. poor	2	0	0	1	50	1	50	0	0	546	1	0	50	50	0	546	3	1	29	41	29	535
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.	55	20	31	34	53	7	11	3	5	554	56	33	55	10	3	555	38	22	52	19	7	550
B. They match some of what I have learned.	38	8	18	22	49	8	18	7	16	547	36	26	49	17	8	552	48	12	53	24	11	546
C. They match just a little of what I have learned.	7	1	13	6	75	1	13	0	0	552	6	6	44	25	25	539	11	6	40	30	24	540
D. There is no match.	0										2	25	50	0	25	548	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	8	1	11	2	22	3	33	3	33	540	6	19	19	31	31	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	66	14	18	48	62	12	16	3	4	550	62	17	62	16	5	550	64	15	53	23	10	547
C. easier than my regular schoolwork	26	14	45	12	39	1	3	4	13	558	32	53	38	4	5	561	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	3	30	5	50	1	10	1	10	553	8	24	67	5	5	555	7	6	39	27	27	539
B. 30–45 minutes	21	2	8	9	38	7	29	6	25	542	19	17	49	21	13	548	28	9	49	28	15	544
C. 45–60 minutes	40	18	38	24	51	5	11	0	0	557	55	36	48	12	4	555	41	17	53	21	9	548
D. more than 60 minutes	31	6	17	24	67	3	8	3	8	550	18	20	60	13	7	551	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	33	1	33	1	33	536	1	0	33	33	33	536	6	14	43	24	20	543
B. two or three days a week	13	0	0	8	53	4	27	3	20	544	7	6	56	22	17	546	24	17	52	21	10	548
C. two or three times each month	46	20	37	26	48	4	7	4	7	554	34	31	52	11	6	553	33	17	52	21	9	548
D. never or almost never	38	9	20	27	60	7	16	2	4	552	58	31	52	13	4	555	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	2	13	7	44	4	25	3	19	544	14	9	56	21	15	544	23	13	47	26	15	545
B. two or three days a week	18	3	14	11	52	5	24	2	10	549	16	18	55	20	8	550	31	17	52	21	10	548
C. two or three times each month	36	12	29	24	57	2	5	4	10	553	37	33	52	11	4	555	27	17	52	21	10	548
D. never or almost never	32	12	32	19	51	5	14	1	3	554	33	37	49	10	5	556	20	12	50	24	14	545
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	526	17	67	0	0	33	552						
B.	33	0	0	0	0	0	0	1	100	522	11	0	50	0	50	538						
C.	0										0											
D.	33	0	0	0	0	0	0	1	100	508	72	0	62	23	15	539						

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:	5
SAU:	Bangor School Department
School:	Fairmount 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 562–580)	2008-2009*	5	4	19	8	626	4
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 542–560)	2008-2009*	69	58	146	58	7187	51
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 532–540)	2008-2009*	34	29	69	27	4364	31
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 500–530)	2008-2009*	11	9	18	7	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**48**	**100**	30.0	62.5	31.0	64.6	29.2	60.8
D. The Physical Setting	**24**	**50**	13.2	55.0	13.6	56.7	12.9	53.8
E. The Living Environment	**24**	**50**	16.8	70.0	17.4	72.5	16.3	67.9

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

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Fairmount 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	119	5	4	69	58	34	29	11	9	544	252	8	58	27	7	546	13995	4	51	31	13	543
Ethnicity																						
African American/Black	9	0	0	3	33	3	33	3	33	535	13	0	38	38	23	538	382	2	31	32	35	535
American Indian or Native Alaskan	2										3						110	3	36	35	26	538
Asian or Pacific Islander	3										7	0	57	29	14	539	256	5	51	27	17	542
Hispanic	0										4						167	1	40	37	22	539
Caucasian/White	105	4	4	64	61	30	29	7	7	545	225	8	59	27	6	547	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	7	33	8	38	6	29	535	48	2	38	40	21	539	2309	2	29	39	29	536
No	98	5	5	62	63	26	27	5	5	546	204	9	63	25	4	548	11686	5	56	30	10	545
Current LEP																						
Yes	1										5	0	40	40	20	538	361	1	23	32	44	533
No	118	5	4	68	58	34	29	11	9	544	247	8	58	27	7	546	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	74	1	1	42	57	24	32	7	9	543	122	2	55	34	8	543	5729	2	42	37	20	539
No	45	4	9	27	60	10	22	4	9	547	130	12	61	21	6	549	8266	6	58	27	8	546
Migrant																						
Yes	1										2						8	0	25	13	63	530
No	118	5	4	68	58	34	29	11	9	544	250	8	58	28	7	546	13987	4	51	31	13	543
Gender																						
Female	56	2	4	35	63	14	25	5	9	545	114	7	56	29	8	545	6886	4	49	33	14	542
Male	63	3	5	34	54	20	32	6	10	544	138	8	59	26	7	547	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	119	5	4	69	58	34	29	11	9	544	252	8	58	27	7	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	9	2	22	7	78	0	0	0	0	557	9	22	78	0	0	557	450	25	72	2	1	557
No	110	3	3	62	56	34	31	11	10	543	243	7	57	28	7	546	13545	4	51	32	13	543

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: 5
SAU: Bangor School Department
School: Fairmount 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	3	1	33	1	33	1	33	0	0	551	2	20	40	40	0	550	4	2	37	35	25	538
B. less than one hour	48	2	4	26	46	18	32	10	18	541	50	5	56	28	10	544	70	4	53	31	12	544
C. one to two hours	49	2	4	40	70	14	25	1	2	547	44	9	63	26	2	548	24	5	51	31	12	544
D. more than two hours	1	0	0	1	100	0	0	0	0	554	4	18	36	18	27	549	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	34	3	8	26	65	8	20	3	8	548	29	13	61	18	8	549	26	7	56	26	11	545
B. good	50	2	3	33	56	20	34	4	7	544	57	6	60	31	4	546	53	4	53	31	11	544
C. fair	13	0	0	7	47	5	33	3	20	537	12	6	45	32	16	541	18	2	41	39	17	540
D. poor	3	0	0	2	67	0	0	1	33	539	2	0	40	20	40	537	3	1	33	36	30	536
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.	35	2	5	25	61	11	27	3	7	546	26	6	65	25	5	547	23	5	56	28	11	544
B. They match some of what I have learned.	40	3	6	27	57	13	28	4	9	544	44	8	57	29	5	546	48	5	52	31	12	544
C. They match just a little of what I have learned.	21	0	0	12	48	9	36	4	16	540	25	8	52	30	10	546	23	4	49	33	14	543
D. There is no match.	3	0	0	4	100	0	0	0	0	551	5	8	58	8	25	544	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	20	1	4	10	43	7	30	5	22	541	23	9	54	23	14	545	23	5	48	31	16	543
B. about the same as my regular schoolwork	68	4	5	48	62	22	28	4	5	546	62	7	62	28	4	547	58	4	52	32	12	543
C. easier than my regular schoolwork	11	0	0	8	62	3	23	2	15	543	16	10	49	31	10	546	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	23	2	7	14	52	7	26	4	15	545	23	10	57	22	10	547	33	5	51	31	14	543
B. a few times a week	61	3	4	45	63	20	28	3	4	546	64	7	60	28	5	547	45	4	52	32	11	544
C. once a week	7	0	0	4	50	2	25	2	25	536	5	8	54	23	15	541	8	4	50	30	16	542
D. a few times a month	9	0	0	5	45	4	36	2	18	539	8	5	53	32	11	544	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	17	0	0	7	35	11	55	2	10	539	15	0	45	47	8	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	34	2	5	22	55	12	30	4	10	543	33	7	51	34	7	544	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	24	1	4	18	64	8	29	1	4	547	21	10	60	25	6	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	25	2	7	21	72	2	7	4	14	547	31	10	71	12	8	550	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	65	3	4	47	63	22	29	3	4	546	71	7	62	26	4	547	47	4	51	32	12	543
B. a few times a month	22	2	8	15	60	4	16	4	16	544	17	12	53	26	9	546	27	5	54	30	11	544
C. once a month	6	0	0	2	29	2	29	3	43	533	5	8	33	25	33	538	10	5	49	30	15	543
D. never or almost never	8	0	0	4	44	4	44	1	11	542	6	0	44	38	19	541	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	61	3	4	43	61	21	30	4	6	545	66	7	63	26	4	547	46	4	52	32	12	543
B. a few times a month	28	2	6	18	55	9	27	4	12	545	21	10	49	29	12	546	28	5	53	30	12	544
C. once a month	3	0	0	2	50	0	0	2	50	533	4	9	45	18	27	539	11	4	47	34	15	542
D. never or almost never	7	0	0	5	63	2	25	1	13	540	9	5	45	36	14	542	15	4	50	30	16	542
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	522	17	0	67	0	33	545						
B.	33	0	0	0	0	1	100	0	0	532	11	0	0	100	0	536						
C.	0										0											
D.	33	0	0	0	0	0	0	1	100	510	72	0	46	23	31	537						

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