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:	31521168
SAU:	RSU 01
School:	Fisher-Mitchell 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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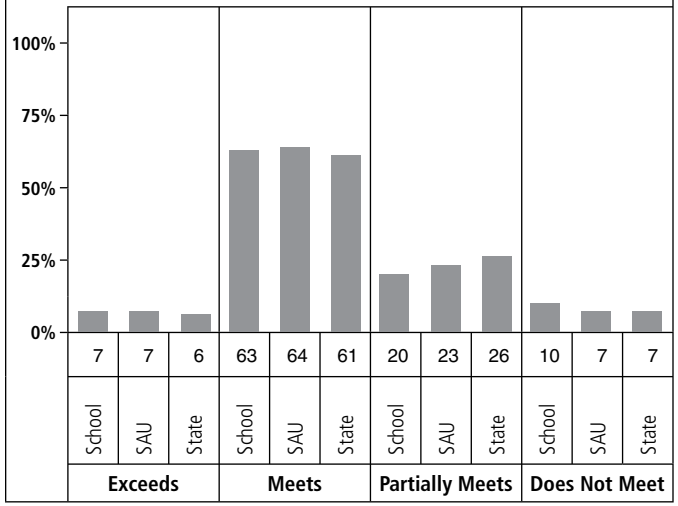
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Fisher-Mitchell School

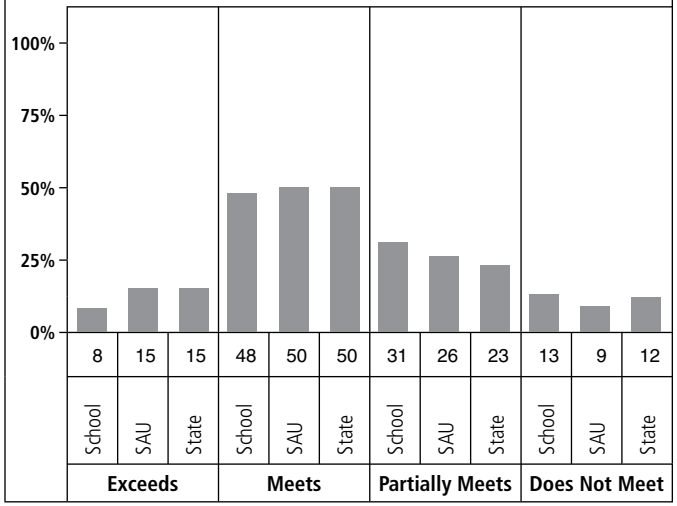
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	544		544
2007–2008	544		545
2008–2009	**545**	**546**	**546**
Cum. Avg.*	544		545
Mathematics			
2006–2007	542		546
2007–2008	541		546
2008–2009	**542**	**546**	**547**
Cum. Avg.*	542		546
Science			
2008-2009 **	**541**	**544**	**543**

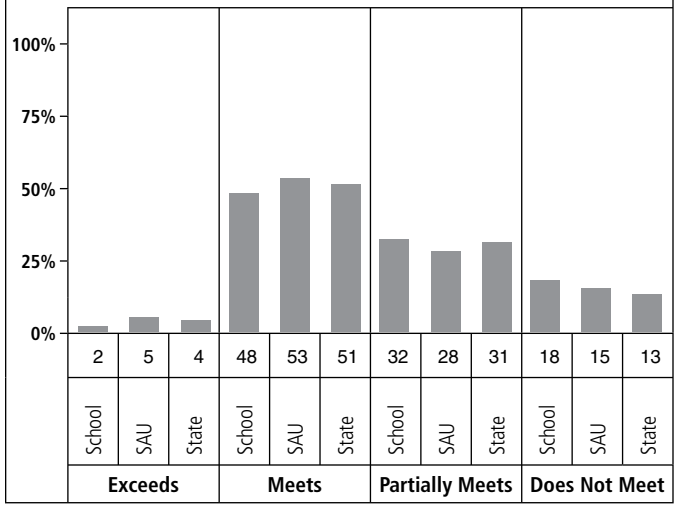
ELA – READING



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: RSU 01
School: Fisher-Mitchell 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	84	100	151	100	14212	100	84	100	151	100	14135	100	84	100	151	100	14144	100	84	100	151	100	14137	100
Ethnicity African American/Black	6	7	6	4	397	3	6	100	6	100	388	98	6	100	6	100	393	99	6	100	6	100	389	98
American Indian or Native Alaskan	2	2	2	1	110	1	2	100	2	100	110	100	2	100	2	100	110	100	2	100	2	100	110	100
Asian or Pacific Islander	1	1	3	2	259	2	1	100	3	100	253	98	1	100	3	100	258	100	1	100	3	100	257	99
Hispanic	3	4	5	3	175	1	3	100	5	100	172	99	3	100	5	100	172	99	3	100	5	100	173	99
Caucasian/White	72	86	135	89	13271	93	72	100	135	100	13212	100	72	100	135	100	13211	100	72	100	135	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	11	13	20	13	2479	17	11	100	20	100	2454	100	11	100	20	100	2455	100	11	100	20	100	2451	99
Current LEP	2	2	2	1	374	3	2	100	2	100	359	96	2	100	2	100	370	99	2	100	2	100	366	98
Economically disadvantaged	47	56	60	40	5848	41	47	100	60	100	5815	100	47	100	60	100	5819	100	47	100	60	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	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	67	80	121	80	10849	76	67	80	121	80	10872	76	67	80	121	80	10976	77
Identified disability (PET/IEP)	0	0	3	2	298	3	0	0	3	2	307	3	0	0	3	2	338	3
LEP	1	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	17	20	30	20	3122	22	17	20	30	20	3124	22	17	20	30	20	3019	21
Identified disability (PET/IEP)	11	65	17	57	1992	64	11	65	17	57	2000	64	11	65	17	57	1971	65
LEP	1	6	1	3	184	6	1	6	1	3	196	6	1	6	1	3	184	6
504 plan	1	6	1	3	84	3	1	6	1	3	86	3	1	6	1	3	81	3
Other	4	24	11	37	907	29	4	24	11	37	886	28	4	24	11	37	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	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	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	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:	RSU 01
School:	Fisher-Mitchell 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	3	4			702	5
	2007-2008	1	1			659	5
	2008-2009	**6**	**7**	**10**	**7**	**836**	**6**
	Cum. Total*	10	4			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	46	58			7730	55
	2007-2008	51	55			8195	58
	2008-2009	**53**	**63**	**96**	**64**	**8495**	**61**
	Cum. Total*	150	58			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	26	33			4182	30
	2007-2008	31	33			3800	27
	2008-2009	**17**	**20**	**35**	**23**	**3667**	**26**
	Cum. Total*	74	29			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	5	6			1419	10
	2007-2008	10	11			1362	10
	2008-2009	**8**	**10**	**10**	**7**	**973**	**7**
	Cum. Total*	23	9			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**	30.5	63.5	31.0	64.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.0	62.5	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.5	64.6	15.8	65.8	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: RSU 01
School: Fisher-Mitchell 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	84	6	7	53	63	17	20	8	10	545	151	7	64	23	7	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	6	1	17	3	50	2	33	0	0	548	6	17	50	33	0	548	381	2	44	31	23	540
American Indian or Native Alaskan	2										2						110	0	48	38	14	541
Asian or Pacific Islander	1										3						252	11	58	21	11	547
Hispanic	3										5	0	60	20	20	542	166	4	54	32	10	543
Caucasian/White	72	5	7	46	64	14	19	7	10	545	135	7	64	23	7	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	3	27	2	18	6	55	534	20	0	30	35	35	536	2290	0	29	47	23	537
No	73	6	8	50	68	15	21	2	3	547	131	8	69	21	2	548	11681	7	67	22	4	548
Current LEP																						
Yes	2										2						354	1	35	34	30	538
No	82	6	7	53	65	16	20	7	9	546	149	7	64	23	6	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	47	1	2	30	64	9	19	7	15	543	60	2	62	25	12	543	5716	2	51	35	12	542
No	37	5	14	23	62	8	22	1	3	548	91	10	65	22	3	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	84	6	7	53	63	17	20	8	10	545	151	7	64	23	7	546	13963	6	61	26	7	546
Gender																						
Female	44	4	9	33	75	5	11	2	5	548	76	11	68	16	5	548	6882	8	62	24	6	547
Male	40	2	5	20	50	12	30	6	15	543	75	3	59	31	8	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	5	50	4	40	1	10	539	10	0	50	40	10	539	1914	1	41	44	14	540
No	74	6	8	48	65	13	18	7	9	546	141	7	65	22	6	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	9	4	44	5	56	0	0	0	0	557	14	43	57	0	0	558	450	26	72	2	0	557
No	75	2	3	48	64	17	23	8	11	544	137	3	64	26	7	545	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: RSU 01
School: Fisher-Mitchell 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	2	0	0	2	100	0	0	0	0	547	3	0	100	0	0	546	4	2	40	34	24	540
B. less than one hour	72	4	7	34	57	14	23	8	13	544	79	7	61	24	8	546	70	6	63	26	6	546
C. one to two hours	24	2	10	15	75	3	15	0	0	549	17	8	64	28	0	547	24	7	61	26	6	546
D. more than two hours	1	0	0	1	100	0	0	0	0	544	1	0	100	0	0	549	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	6	16	28	74	1	3	3	8	550	47	14	72	10	4	550	36	10	67	18	5	549
B. good	37	0	0	17	55	11	35	3	10	542	37	0	60	33	7	544	47	5	62	27	6	546
C. fair	14	0	0	7	58	3	25	2	17	543	13	0	58	32	11	543	15	2	47	40	12	541
D. poor	2	0	0	0	0	2	100	0	0	535	3	0	0	80	20	534	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.	31	5	19	16	62	3	12	2	8	549	33	12	61	20	6	547	31	9	65	20	5	548
B. They match some of what I have learned.	59	0	0	32	65	11	22	6	12	544	57	3	67	22	7	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	6	1	20	3	60	1	20	0	0	547	7	10	50	40	0	546	10	3	45	38	14	542
D. There is no match.	4	0	0	1	33	2	67	0	0	541	3	0	40	40	20	541	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	10	0	0	4	50	3	38	1	13	542	15	0	59	32	9	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	52	2	5	27	63	9	21	5	12	544	55	6	64	23	7	546	64	7	63	25	5	547
C. easier than my regular schoolwork	39	4	13	21	66	5	16	2	6	548	30	11	64	20	4	548	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.	6	0	0	1	20	2	40	2	40	534	9	0	29	50	21	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	44	1	3	19	53	11	31	5	14	542	43	3	59	30	8	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	50	5	12	31	76	4	10	1	2	550	48	11	75	13	1	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	33	5	19	21	78	1	4	0	0	552	29	12	77	9	2	550	20	10	64	21	5	548
B. 20 minutes to an hour	55	1	2	29	63	10	22	6	13	543	57	3	65	24	7	545	56	7	65	24	5	547
C. less than 20 minutes	4	0	0	1	33	2	67	0	0	541	8	8	42	50	0	545	10	3	52	33	12	543
D. I rarely read at home.	8	0	0	1	14	4	57	2	29	536	6	11	11	44	33	539	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	13	1	9	6	55	3	27	1	9	545	17	4	56	32	8	544	25	3	53	33	11	543
B. six to ten pages	28	2	9	11	48	7	30	3	13	542	25	11	46	35	8	544	26	6	61	26	7	546
C. eleven or more pages	59	3	6	35	73	7	15	3	6	548	58	6	73	17	5	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	530	50	0	0	0	100	530						
B.	0										50	0	0	100	0	540						
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:	5
SAU:	RSU 01
School:	Fisher-Mitchell 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	6	8			1711	12
	2007-2008	6	6			1617	12
	2008-2009	**7**	**8**	**23**	**15**	**2119**	**15**
	Cum. Total*	19	7			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	35	44			6778	48
	2007-2008	38	41			7284	52
	2008-2009	**40**	**48**	**76**	**50**	**7046**	**50**
	Cum. Total*	113	44			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	25	31			3884	28
	2007-2008	29	31			3341	24
	2008-2009	**26**	**31**	**39**	**26**	**3193**	**23**
	Cum. Total*	80	31			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	14	18			1683	12
	2007-2008	20	22			1778	13
	2008-2009	**11**	**13**	**13**	**9**	**1638**	**12**
	Cum. Total*	45	18			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**	23.2	48.3	25.4	52.9	25.5	53.1
A. Number	**18**	**38**	9.5	52.8	10.2	56.7	9.8	54.4
B. Data	**10**	**21**	4.8	48.0	5.3	53.0	5.2	52.0
C. Geometry	**10**	**21**	3.8	38.0	4.5	45.0	4.7	47.0
D. Algebra	**10**	**21**	5.0	50.0	5.5	55.0	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: RSU 01
School: Fisher-Mitchell 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	84	7	8	40	48	26	31	11	13	542	151	15	50	26	9	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	6	1	17	2	33	2	33	1	17	545	6	17	33	33	17	545	385	6	35	28	30	537
American Indian or Native Alaskan	2										2						110	5	42	34	20	540
Asian or Pacific Islander	1										3						257	19	50	20	12	548
Hispanic	3										5	20	40	20	20	545	166	9	43	31	17	543
Caucasian/White	72	6	8	33	46	24	33	9	13	542	135	16	50	27	8	547	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	11	1	9	1	9	4	36	5	45	526	20	5	25	35	35	532	2307	3	32	32	33	536
No	73	6	8	39	53	22	30	6	8	545	131	17	54	24	5	549	11689	17	54	21	8	549
Current LEP																						
Yes	2										2						365	5	33	30	32	536
No	82	7	9	40	49	26	32	9	11	543	149	15	51	26	7	547	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	47	4	9	20	43	14	30	9	19	540	60	7	45	30	18	540	5731	7	46	29	18	542
No	37	3	8	20	54	12	32	2	5	546	91	21	54	23	2	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	84	7	8	40	48	26	31	11	13	542	151	15	50	26	9	546	13988	15	50	23	12	547
Gender																						
Female	44	6	14	21	48	12	27	5	11	546	76	16	50	28	7	547	6889	14	51	23	12	546
Male	40	1	3	19	48	14	35	6	15	539	75	15	51	24	11	546	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	1	10	6	60	3	30	532	10	0	10	60	30	532	1918	3	39	36	22	539
No	74	7	9	39	53	20	27	8	11	544	141	16	53	23	7	547	12078	17	52	21	10	548
Gifted/talented program																						
Yes	9	4	44	5	56	0	0	0	0	558	14	57	43	0	0	562	450	64	34	2	0	564
No	75	3	4	35	47	26	35	11	15	541	137	11	51	28	9	545	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: RSU 01
School: Fisher-Mitchell 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	2	0	0	1	50	1	50	0	0	537	3	0	50	25	25	540	4	8	38	26	28	539
B. less than one hour	72	3	5	29	48	19	32	9	15	541	79	15	51	25	8	546	70	15	52	23	10	547
C. one to two hours	24	4	20	10	50	4	20	2	10	549	17	16	52	24	8	548	24	15	51	23	11	547
D. more than two hours	1	0	0	0	0	1	100	0	0	536	1	50	0	50	0	553	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	4	17	11	48	6	26	2	9	546	34	33	43	18	6	552	34	28	50	14	8	552
B. good	37	3	10	17	55	7	23	4	13	544	39	9	57	26	9	545	45	11	54	24	10	546
C. fair	27	0	0	10	45	9	41	3	14	539	22	3	58	30	9	543	18	3	45	33	19	540
D. poor	8	0	0	2	29	3	43	2	29	532	5	0	25	50	25	533	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.	37	1	3	17	55	13	42	0	0	545	46	20	54	25	1	551	38	22	52	19	7	550
B. They match some of what I have learned.	52	6	14	18	42	10	23	9	21	542	45	12	47	26	15	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	10	0	0	5	63	2	25	1	13	542	7	10	50	30	10	544	11	6	40	30	24	540
D. There is no match.	1	0	0	0	0	0	0	1	100	500	2	0	67	0	33	532	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	25	2	10	9	43	5	24	5	24	541	20	13	43	27	17	544	17	7	42	30	21	540
B. about the same as my regular schoolwork	58	5	10	26	54	13	27	4	8	545	59	12	59	22	7	546	64	15	53	23	10	547
C. easier than my regular schoolwork	17	0	0	5	36	7	50	2	14	537	21	23	39	32	6	548	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	0										2	0	33	33	33	537	7	6	39	27	27	539
B. 30–45 minutes	36	1	3	12	40	10	33	7	23	539	27	7	39	34	20	541	28	9	49	28	15	544
C. 45–60 minutes	57	5	11	25	53	13	28	4	9	544	50	13	55	27	5	546	41	17	53	21	9	548
D. more than 60 minutes	7	1	17	3	50	2	33	0	0	550	21	32	58	10	0	555	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	0	0	1	33	2	67	522	13	16	37	26	21	542	6	14	43	24	20	543
B. two or three days a week	42	3	9	17	49	10	29	5	14	541	43	15	55	22	8	546	24	17	52	21	10	548
C. two or three times each month	43	3	8	18	50	12	33	3	8	545	33	8	55	31	6	547	33	17	52	21	9	548
D. never or almost never	11	1	11	5	56	2	22	1	11	546	11	35	35	24	6	551	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	22	1	6	8	44	7	39	2	11	541	25	5	50	34	11	542	23	13	47	26	15	545
B. two or three days a week	35	4	14	16	55	7	24	2	7	547	36	22	54	20	4	550	31	17	52	21	10	548
C. two or three times each month	18	0	0	7	47	6	40	2	13	542	19	14	55	24	7	549	27	17	52	21	10	548
D. never or almost never	25	2	10	9	43	5	24	5	24	537	19	17	41	24	17	542	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	500	50	0	0	0	100	500						
B.	0										50	0	100	0	0	548						
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:	5
SAU:	RSU 01
School:	Fisher-Mitchell 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*	2	2	7	5	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*	40	48	80	53	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*	27	32	42	28	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*	15	18	22	15	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**	28.0	58.3	29.4	61.3	29.2	60.8
D. The Physical Setting	**24**	**50**	12.5	52.1	13.0	54.2	12.9	53.8
E. The Living Environment	**24**	**50**	15.5	64.6	16.4	68.3	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: RSU 01
School: Fisher-Mitchell 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	84	2	2	40	48	27	32	15	18	541	151	5	53	28	15	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	6	0	0	4	67	1	17	1	17	543	6	0	67	17	17	543	382	2	31	32	35	535
American Indian or Native Alaskan	2										2						110	3	36	35	26	538
Asian or Pacific Islander	1										3						256	5	51	27	17	542
Hispanic	3										5	20	20	40	20	544	167	1	40	37	22	539
Caucasian/White	72	2	3	34	47	24	33	12	17	541	135	4	53	28	14	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	3	27	2	18	6	55	531	20	0	30	25	45	534	2309	2	29	39	29	536
No	73	2	3	37	51	25	34	9	12	543	131	5	56	28	10	545	11686	5	56	30	10	545
Current LEP																						
Yes	2										2						361	1	23	32	44	533
No	82	2	2	40	49	27	33	13	16	542	149	5	54	28	13	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	47	1	2	18	38	18	38	10	21	538	60	2	42	37	20	539	5729	2	42	37	20	539
No	37	1	3	22	59	9	24	5	14	545	91	7	60	22	11	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	84	2	2	40	48	27	32	15	18	541	151	5	53	28	15	544	13987	4	51	31	13	543
Gender																						
Female	44	2	5	24	55	10	23	8	18	543	76	4	54	25	17	543	6886	4	49	33	14	542
Male	40	0	0	16	40	17	43	7	18	539	75	5	52	31	12	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	0	0	9	90	1	10	533	10	0	0	90	10	533	1917	1	31	41	28	536
No	74	2	3	40	54	18	24	14	19	542	141	5	57	23	15	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	9	1	11	8	89	0	0	0	0	556	14	7	93	0	0	556	450	25	72	2	1	557
No	75	1	1	32	43	27	36	15	20	539	137	4	49	31	16	542	13545	4	51	32	13	543

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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: RSU 01
School: Fisher-Mitchell 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	2	0	0	2	100	0	0	0	0	546	3	0	75	0	25	540	4	2	37	35	25	538
B. less than one hour	72	0	0	27	45	21	35	12	20	539	79	4	54	28	14	543	70	4	53	31	12	544
C. one to two hours	24	2	10	11	55	5	25	2	10	546	17	8	48	32	12	545	24	5	51	31	12	544
D. more than two hours	1	0	0	0	0	1	100	0	0	536	1	0	50	50	0	546	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	2	11	12	67	3	17	1	6	548	29	14	68	14	5	550	26	7	56	26	11	545
B. good	52	0	0	18	42	18	42	7	16	540	53	1	51	35	13	542	53	4	53	31	11	544
C. fair	23	0	0	8	42	5	26	6	32	537	15	0	35	30	35	536	18	2	41	39	17	540
D. poor	4	0	0	2	67	1	33	0	0	548	3	0	50	25	25	543	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.	17	0	0	9	64	5	36	0	0	547	23	6	68	24	3	548	23	5	56	28	11	544
B. They match some of what I have learned.	52	2	5	23	53	13	30	5	12	544	52	4	57	29	10	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	28	0	0	7	30	8	35	8	35	533	23	6	31	31	31	536	23	4	49	33	14	543
D. There is no match.	2	0	0	1	50	0	0	1	50	543	2	0	67	0	33	545	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	30	1	4	13	52	6	24	5	20	541	24	8	44	28	19	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	54	1	2	18	40	18	40	8	18	540	55	1	50	34	15	542	58	4	52	32	12	543
C. easier than my regular schoolwork	16	0	0	9	69	3	23	1	8	546	21	10	71	13	6	549	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	17	0	0	7	50	4	29	3	21	541	23	6	59	24	12	545	33	5	51	31	14	543
B. a few times a week	61	2	4	25	49	18	35	6	12	543	60	6	53	29	12	544	45	4	52	32	11	544
C. once a week	8	0	0	4	57	2	29	1	14	543	7	0	55	27	18	543	8	4	50	30	16	542
D. a few times a month	13	0	0	4	36	3	27	4	36	535	10	0	47	27	27	538	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.	22	0	0	7	39	8	44	3	17	540	21	3	52	32	13	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	28	1	4	8	35	8	35	6	26	538	28	2	50	31	17	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	25	0	0	12	57	6	29	3	14	542	22	6	55	30	9	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	25	1	5	13	62	5	24	2	10	545	29	7	57	20	16	545	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	60	2	4	28	56	15	30	5	10	544	63	4	59	28	10	545	47	4	51	32	12	543
B. a few times a month	23	0	0	7	37	8	42	4	21	537	24	6	44	31	19	542	27	5	54	30	11	544
C. once a month	7	0	0	2	33	1	17	3	50	533	7	0	55	18	27	538	10	5	49	30	15	543
D. never or almost never	10	0	0	3	38	3	38	2	25	538	6	11	33	33	22	542	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	57	2	4	26	57	12	26	6	13	544	61	6	56	25	14	545	46	4	52	32	12	543
B. a few times a month	21	0	0	5	29	10	59	2	12	538	23	3	52	36	9	542	28	5	53	30	12	544
C. once a month	14	0	0	5	45	1	9	5	45	533	10	0	50	14	36	536	11	4	47	34	15	542
D. never or almost never	9	0	0	2	29	4	57	1	14	538	6	0	33	56	11	539	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	520	50	0	0	0	100	520						
B.	0										50	0	100	0	0	558						
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