



November 2006

DEPARTMENT OF EDUCATION

2005–2006 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State’s measure of student progress in achieving the State standards, known as Learning Results, adopted by the Maine Legislature in 1997. Historically, the Maine Educational Assessment (MEA), based on the Learning Results, was the assessment administered to students in grades 4, 8 and 11 to meet these state assessment requirements. For the first time this year, the MEA was administered to students in all grades 3 through 8 and the SAT Reasoning Test (SAT) was administered at the high school level in place of the MEA. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement.

Due to those changes, it was necessary to set new standards across the assessment system 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 informed by Maine teachers and reviewed by advisory committees.

These 2005-2006 Maine High School Assessment Summary Reports contain the baseline status results of student performance on the SAT in critical reading, mathematics and writing reported according to the new achievement standards and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions and select answers to multiple-choice questions. More information about the design, history and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

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 graduate from any Maine high school prepared for college, career and citizenship.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education



High School Report

ID: 10651253
District: Gorham School Department
School: Gorham High School
Date: April/May 2006

Contents of the Report

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

Table with 2 columns: Topic and Page. Rows include Summary of Scores (2), Summary of Student Participation (3), Critical Reading Results (4), Mathematics Results (5), Writing Results (6), and Results by Reporting Subgroup (7-8).

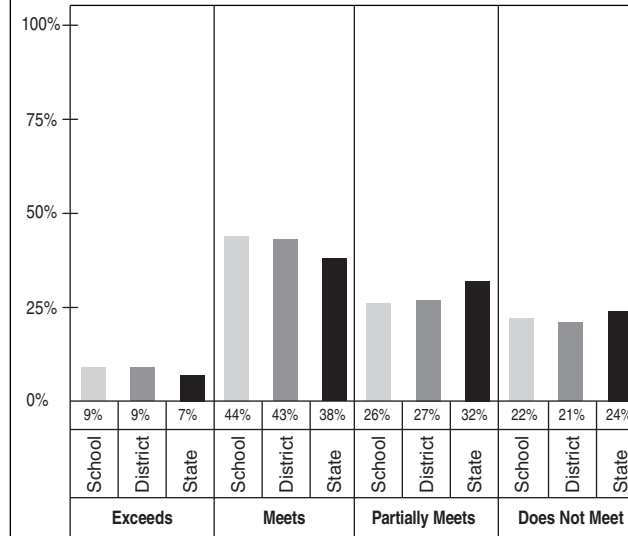
SUMMARY OF SCORES

School: Gorham High School
District: Gorham School Department
Date: April/May 2006

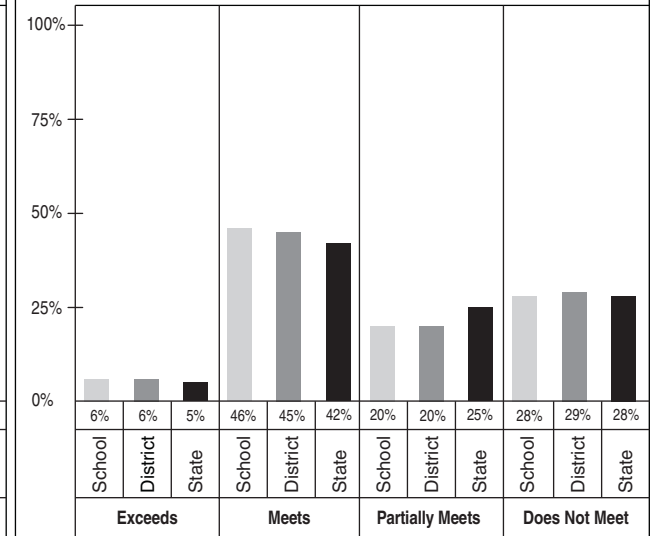
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
CRITICAL READING 2005-2006	463	462	443
MATHEMATICS 2005-2006	456	454	444
WRITING 2005-2006	447	447	435

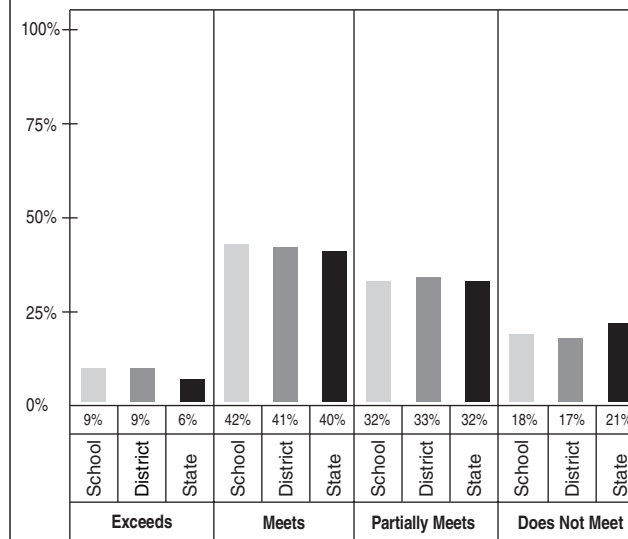
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

School: Gorham High School
District: Gorham School Department
Date: April/May 2006

CATEGORY OF PARTICIPATION	Enrollment ¹			CONTENT AREA PARTICIPATION ²																						
	School		District		State		Critical Reading			Mathematics			Writing													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%								
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%								
Total number of students	216	100	219	100	16050	100	197	91	200	91	15300	95	197	91	200	91	15299	95	197	91	200	91	15302	95		
Ethnicity																										
African American/Black	4	2	4	2	263	2	4	100	4	100	233	89	4	100	4	100	234	89	4	100	4	100	234	89		
American Indian/Native Alaskan	0	0	0	0	98	1	0	0	0	0	90	92	0	0	0	0	90	92	0	0	0	0	90	92		
Asian/Pacific Islander	1	0	1	0	199	1	1	100	1	100	179	90	1	100	1	100	179	90	1	100	1	100	179	90		
Caucasian/White	211	98	214	98	15362	96	192	91	195	91	14685	96	192	91	195	91	14683	96	192	91	195	91	14686	96		
Hispanic	0	0	0	0	128	1	0	0	0	0	113	88	0	0	0	0	113	88	0	0	0	0	113	88		
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	43	20	43	20	1979	12	34	79	34	79	1740	88	34	79	34	79	1739	88	34	79	34	79	1742	88		
Current LEP	0	0	0	0	201	1	0	0	0	0	163	81	0	0	0	0	161	80	0	0	0	0	163	81		
Economically disadvantaged	24	11	25	11	3928	24	19	79	20	80	3641	93	19	79	20	80	3643	93	19	79	20	80	3643	93		
Migrant	0	0	0	0	10	0	0	0	0	0	8	80	0	0	0	0	8	80	0	0	0	0	8	80		

MODE OF PARTICIPATION ³	Critical Reading			Mathematics			Writing											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Students who took the assessment without accommodations	180	91	183	92	13618	89	180	91	183	92	13617	89	181	92	184	92	13619	89
Identified disability (PET/IEP)	21	12	21	11	582	4	21	12	21	11	581	4	21	12	21	11	582	4
LEP	0	0	0	0	101	1	0	0	0	0	101	1	0	0	0	0	101	1
504 plan	0	0	1	1	159	1	0	0	1	1	159	1	0	0	1	1	159	1
Students who took the assessment with accommodations	13	7	13	7	1525	10	13	7	13	7	1525	10	13	7	13	7	1525	10
Identified disability (PET/IEP)	11	85	11	85	1016	67	11	85	11	85	1016	67	11	85	11	85	1016	67
LEP	0	0	0	0	56	4	0	0	0	0	56	4	0	0	0	0	56	4
504 plan	0	0	0	0	41	3	0	0	0	0	41	3	0	0	0	0	41	3
Other	2	15	2	15	422	28	2	15	2	15	422	28	2	15	2	15	422	28
Students who participated through alternate assessment (PAAP)⁴	4	2	4	2	157	1	4	2	4	2	157	1	3	2	3	2	158	1
Identified disability (PET/IEP)	2	50	2	50	142	90	2	50	2	50	142	90	2	67	2	67	144	91
LEP	0	0	0	0	6	4	0	0	0	0	4	3	0	0	0	0	6	4
504 plan	0	0	0	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. ⁴ Students would have participated through alternate assessment (PAAP) in writing if one had been available.

CRITICAL READING RESULTS

School: Gorham High School
District: Gorham School Department
Date: April/May 2006

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<p>Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 620-800)</p>	2005-2006	17	9	17	9	1079	7
<p>Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 460-610)</p>	2005-2006	84	44	84	43	5697	38
<p>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 use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 370-450)</p>	2005-2006	50	26	53	27	4772	32
<p>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 incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 200-360)</p>	2005-2006	42	22	42	21	3595	24

MATHEMATICS RESULTS

School: Gorham High School
District: Gorham School Department
Date: April/May 2006

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<p>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 or unfamiliar problems, and apply complex concepts. (scaled score 650-800)</p>	2005-2006	11	6	11	6	696	5
<p>Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 460-640)</p>	2005-2006	89	46	89	45	6423	42
<p>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 apply concepts. (scaled score 380-450)</p>	2005-2006	38	20	40	20	3748	25
<p>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 apply concepts. (scaled score 200-370)</p>	2005-2006	55	28	56	29	4275	28

WRITING RESULTS

School: Gorham High School
District: Gorham School Department
Date: April/May 2006

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<p>Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 620-800)</p>	2005-2006	17	9	17	9	952	6
<p>Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 450-610)</p>	2005-2006	81	42	81	41	6055	40
<p>Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 350-440)</p>	2005-2006	62	32	65	33	4916	32
<p>Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 200-340)</p>	2005-2006	34	18	34	17	3221	21

RESULTS BY REPORTING SUBGROUPS

School: Gorham High School
District: Gorham School Department
Date: April/May 2006

Reporting Subgroups	Critical Reading										Mathematics										
	School					State					School					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	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	
Gender																					
Female	49	481	59	25	16	49	451	47	33	20	49	456	53	23	24	49	437	44	27	29	
Male	51	446	46	27	28	51	436	43	30	27	51	455	51	16	33	51	450	50	23	28	
Ethnicity																					
African American/Black						2	385	28	29	44						2	375	22	30	47	
American Indian/Native Alaskan						1	424	36	38	26						1	419	31	35	34	
Asian/Pacific Islander						1	429	37	34	29						1	466	54	24	21	
Caucasian/White	97	464	53	25	22	96	445	45	31	23	97	458	52	20	28	96	445	47	25	28	
Hispanic						1	429	37	35	28						1	421	37	29	34	
Not Reported																					
Economically disadvantaged																					
Yes	9	419	39	17	44	24	399	30	32	38	9	440	44	22	33	24	402	33	25	42	
No	91	468	54	27	19	76	457	49	31	19	91	457	53	19	28	76	456	51	25	24	
Title 1A targeted program																					
Yes						0	345	12	28	60						0	354	17	22	62	
No	100	463	52	26	22	100	444	45	32	24	100	456	52	20	28	100	444	47	25	28	
Migrant																					
Yes						0	386	13	38	50						0	411	25	50	25	
No	100	463	52	26	22	100	443	45	32	24	100	456	52	20	28	100	444	47	25	28	
Gifted/talented program																					
Yes						1	604	92	8	0						1	602	93	7	1	
No	100	463	52	26	22	99	441	44	32	24	100	456	52	20	28	99	442	46	25	29	
Identified disability																					
Yes	17	350	13	25	63	11	336	11	24	66	17	336	9	16	75	11	330	11	16	73	
No	83	486	60	26	14	89	456	49	32	19	83	479	60	20	19	89	457	51	26	23	
Limited English proficient students																					
Current LEP in first 10 months																					
Current LEP beyond first 10 months						1	321	6	27	68						1	353	16	26	58	

RESULTS BY REPORTING SUBGROUPS

School: Gorham High School
District: Gorham School Department
Date: April/May 2006

Reporting Subgroups	Writing									
	School					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
Gender										
Female	49	473	58	32	9	49	454	53	33	15
Male	51	422	43	32	26	51	417	40	32	28
Ethnicity										
African American/Black						2	375	25	36	40
American Indian/Native Alaskan						1	406	38	34	28
Asian/Pacific Islander						1	434	43	36	21
Caucasian/White	97	448	51	31	17	96	437	47	32	21
Hispanic						1	413	43	32	25
Not Reported										
Economically disadvantaged										
Yes	9	401	39	22	39	24	388	29	36	35
No	91	452	52	33	15	76	450	51	31	17
Title 1A targeted program										
Yes						0	338	6	43	51
No	100	447	51	32	18	100	436	46	32	21
Migrant										
Yes						0	383	25	38	38
No	100	447	51	32	18	100	435	46	32	21
Gifted/talented program										
Yes						1	595	96	2	2
No	100	447	51	32	18	99	433	46	33	22
Identified disability										
Yes	16	321	3	41	56	11	318	9	26	65
No	84	473	60	30	10	89	449	51	33	16
Limited English proficient students										
Current LEP in first 10 months										
Current LEP beyond first 10 months						1	323	11	29	60