



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: 12301613
District: MSAD 36
School: Livermore Falls 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. Topics 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).

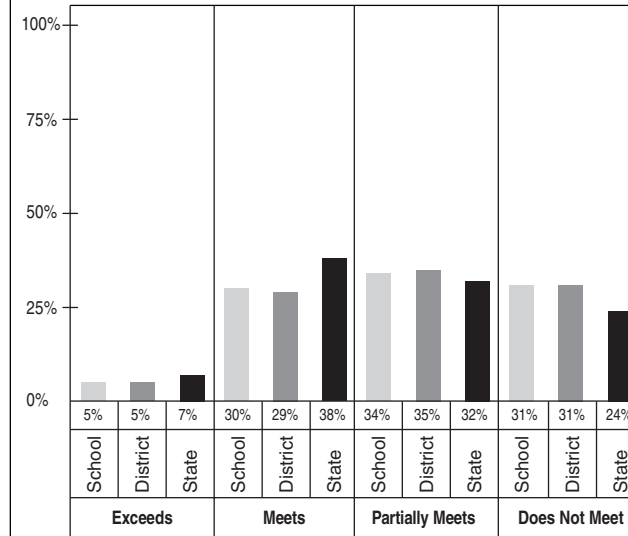
SUMMARY OF SCORES

School: Livermore Falls High School
District: MSAD 36
Date: April/May 2006

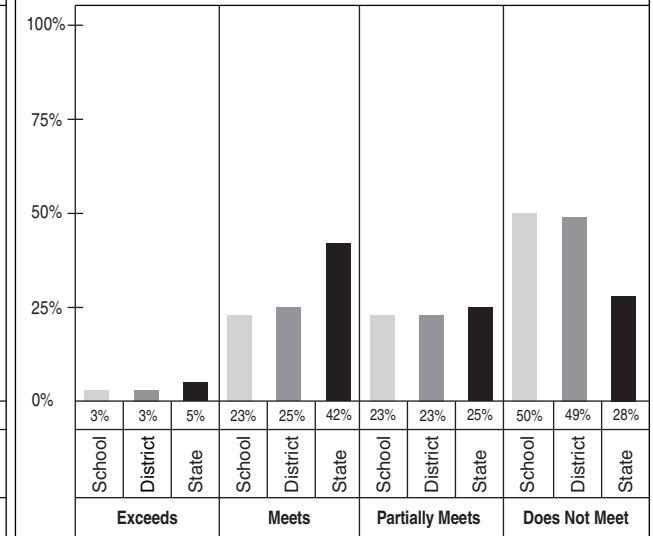
Summary of District, School and State Scores

Year	Average Scaled Score		
	School	District	State
CRITICAL READING 2005-2006	416	417	443
MATHEMATICS 2005-2006	389	391	444
WRITING 2005-2006	382	383	435

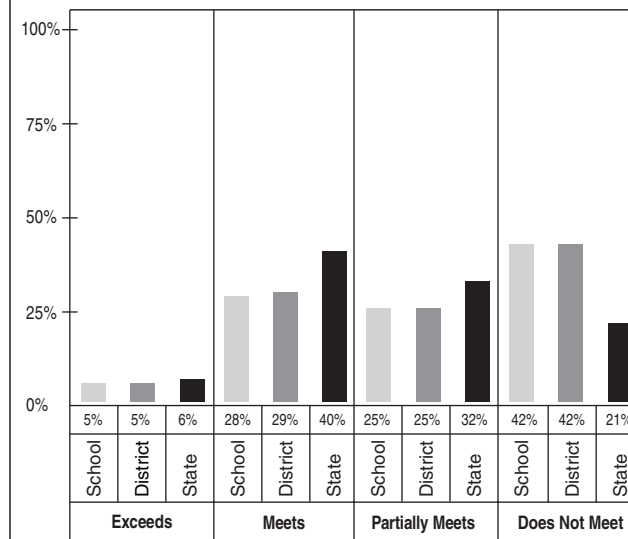
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

School: Livermore Falls High School
District: MSAD 36
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	%	n	%	n	%	n	%	n	%								
Total number of students	64	100	65	100	16050	100	64	100	65	100	15300	95	64	100	65	100	15299	95	64	100	65	100	15302	95						
Ethnicity																														
African American/Black	0	0	0	0	263	2	0		0		233	89	0		0		234	89	0		0		234	89						
American Indian/Native Alaskan	0	0	0	0	98	1	0		0		90	92	0		0		90	92	0		0		90	92						
Asian/Pacific Islander	0	0	0	0	199	1	0		0		179	90	0		0		179	90	0		0		179	90						
Caucasian/White	62	97	63	97	15362	96	62	100	63	100	14685	96	62	100	63	100	14683	96	62	100	63	100	14686	96						
Hispanic	2	3	2	3	128	1	2	100	2	100	113	88	2	100	2	100	113	88	2	100	2	100	113	88						
Not Reported	0	0	0	0	0	0	0		0		0		0		0		0		0		0		0							
Identified disability	10	16	10	15	1979	12	10	100	10	100	1740	88	10	100	10	100	1739	88	10	100	10	100	1742	88						
Current LEP	0	0	0	0	201	1	0		0		163	81	0		0		161	80	0		0		163	81						
Economically disadvantaged	28	44	28	43	3928	24	28	100	28	100	3641	93	28	100	28	100	3643	93	28	100	28	100	3643	93						
Migrant	0	0	0	0	10	0	0		0		8	80	0		0		8	80	0		0		8	80						

MODE OF PARTICIPATION ³	Critical Reading			Mathematics			Writing																	
	School	District	State	School	District	State	School	District	State	School	District	State												
	n	%	n	%	n	%	n	%	n	%	n	%	n	%										
Students who took the assessment without accommodations	57	89	58	89	13618	89	57	89	58	89	13617	89	57	89	58	89	13619	89						
Identified disability (PET/IEP)	4	7	4	7	582	4	4	7	4	7	581	4	4	7	4	7	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	0	0	159	1	0	0	0	0	159	1	0	0	0	0	159	1						
Students who took the assessment with accommodations	7	11	7	11	1525	10	7	11	7	11	1525	10	7	11	7	11	1525	10						
Identified disability (PET/IEP)	6	86	6	86	1016	67	6	86	6	86	1016	67	6	86	6	86	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	1	14	1	14	422	28	1	14	1	14	422	28	1	14	1	14	422	28						
Students who participated through alternate assessment (PAAP)⁴	0	0	0	0	157	1	0	0	0	0	157	1	0	0	0	0	158	1						
Identified disability (PET/IEP)	0		0		142	90	0		0		142	90	0		0		144	91						
LEP	0		0		6	4	0		0		4	3	0		0		6	4						
504 plan	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: Livermore Falls High School
District: MSAD 36
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	3	5	3	5	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	19	30	19	29	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	22	34	23	35	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	20	31	20	31	3595	24

MATHEMATICS RESULTS

School: Livermore Falls High School
District: MSAD 36
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	2	3	2	3
<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	15	23	16	25	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	15	23	15	23	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	32	50	32	49	4275	28

WRITING RESULTS

School: Livermore Falls High School
District: MSAD 36
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

	2005-2006	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>	3	5	3	5	952
<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>	18	28	19	29	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>	16	25	16	25	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>	27	42	27	42	3221	21	

RESULTS BY REPORTING SUBGROUPS

School: Livermore Falls High School
District: MSAD 36
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	53	431	41	35	24	49	451	47	33	20	53	387	24	32	44	49	437	44	27	29
Male	47	399	27	33	40	51	436	43	30	27	47	391	30	13	57	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	415	34	35	31	96	445	45	31	23	97	390	26	24	50	96	445	47	25	28
Hispanic						1	429	37	35	28						1	421	37	29	34
Not Reported																				
Economically disadvantaged																				
Yes	44	385	25	36	39	24	399	30	32	38	44	345	11	25	64	24	402	33	25	42
No	56	440	42	33	25	76	457	49	31	19	56	423	39	22	39	76	456	51	25	24
Title 1A targeted program																				
Yes						0	345	12	28	60						0	354	17	22	62
No	100	416	34	34	31	100	444	45	32	24	100	389	27	23	50	100	444	47	25	28
Migrant																				
Yes						0	386	13	38	50						0	411	25	50	25
No	100	416	34	34	31	100	443	45	32	24	100	389	27	23	50	100	444	47	25	28
Gifted/talented program																				
Yes						1	604	92	8	0						1	602	93	7	1
No	100	416	34	34	31	99	441	44	32	24	100	389	27	23	50	99	442	46	25	29
Identified disability																				
Yes	16	280	0	10	90	11	336	11	24	66	16	295	0	10	90	11	330	11	16	73
No	84	441	41	39	20	89	456	49	32	19	84	406	31	26	43	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: Livermore Falls High School
District: MSAD 36
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	53	421	41	32	26	49	454	53	33	15
Male	47	338	23	17	60	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	382	32	26	42	96	437	47	32	21
Hispanic						1	413	43	32	25
Not Reported										
Economically disadvantaged										
Yes	44	355	14	43	43	24	388	29	36	35
No	56	403	47	11	42	76	450	51	31	17
Title 1A targeted program										
Yes						0	338	6	43	51
No	100	382	33	25	42	100	436	46	32	21
Migrant										
Yes						0	383	25	38	38
No	100	382	33	25	42	100	435	46	32	21
Gifted/talented program										
Yes						1	595	96	2	2
No	100	382	33	25	42	99	433	46	33	22
Identified disability										
Yes	16	250	0	0	100	11	318	9	26	65
No	84	406	39	30	31	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