October 2007

**DEPARTMENT OF EDUCATION**
2006–2007 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. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. 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. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results.* The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above 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 and Math-A 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
Commissioner of Education

***Maine High School Assessment***

# District Report

Test Date: May 2007
ID: 1056
District: Ellsworth School Department

## Contents of the Report

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

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Maine High School Assessment

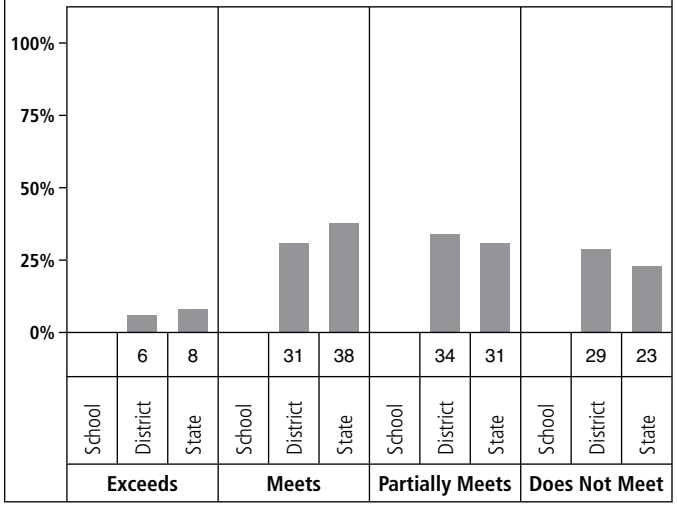
# SUMMARY OF SCORES

Date: May 2007
District: Ellsworth School Department

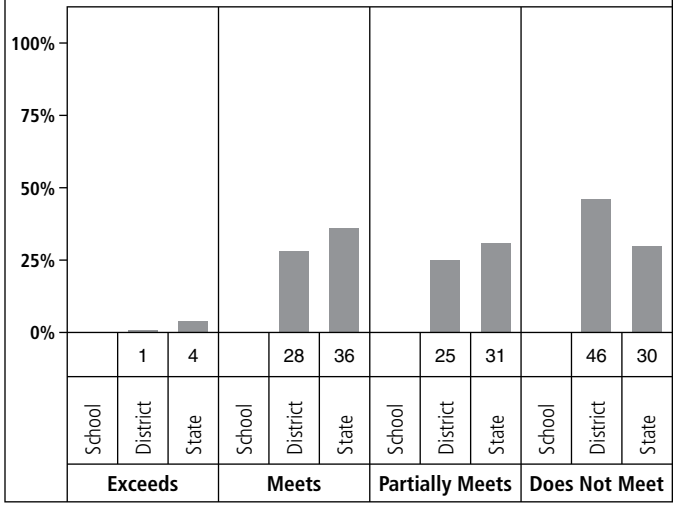
## Summary of School, District, and State Scores

| Year | Average Scaled Score | | |
|---|---|---|---|
| | School | District | State |
| Critical Reading 2006–2007 | | 1138 | 1141 |
| Mathematics 2006–2007 | | 1138 | 1140 |
| Writing 2006–2007 | | 1137 | 1141 |
| | | | |

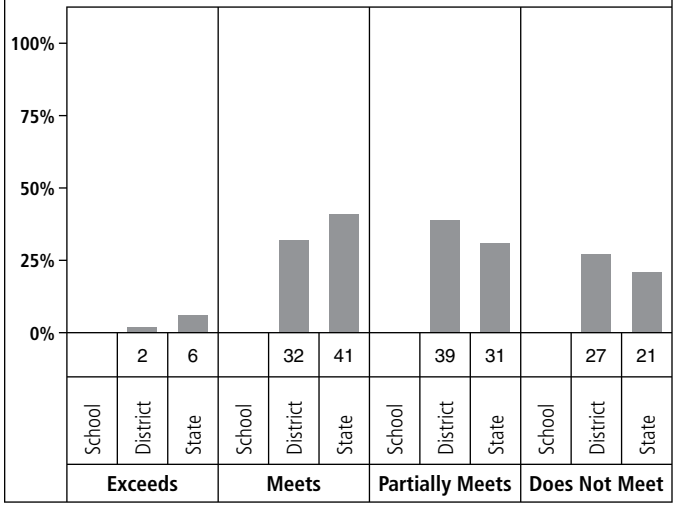
## CRITICAL READING

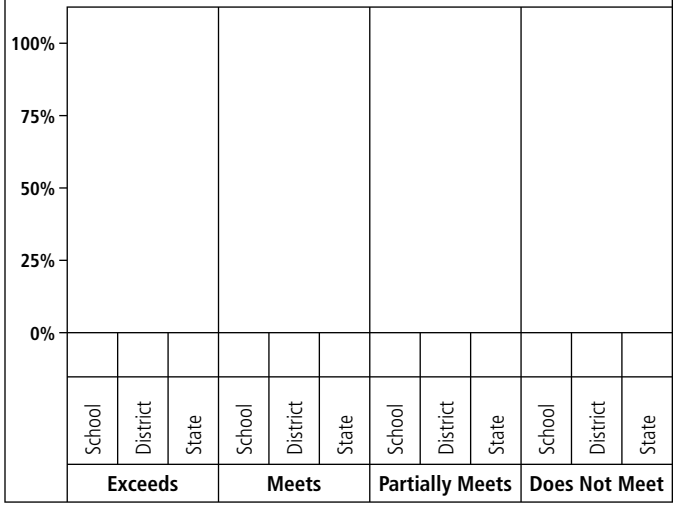



## MATHEMATICS




## WRITING



Maine High School Assessment

# SUMMARY OF STUDENT PARTICIPATION

**Date:** May 2007
**District:** Ellsworth School Department

## CATEGORY OF PARTICIPATION

| | Enrollment[1] during testing window | | | | | | CONTENT AREA PARTICIPATION[2] | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Critical Reading | | | | | | Mathematics | | | | | | Writing | | | | | | | | | | | |
| | School | | District | | State | | School | | District | | State | | School | | District | | State | | School | | District | | State | | School | | District | | State | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| **Total number of students** | | | 98 | 100 | 16094 | 100 | | | 85 | 87 | 15236 | 95 | | | 93 | 95 | 15599 | 97 | | | 85 | 87 | 15229 | 95 | | | | | | |
| **Ethnicity** African American | | | 1 | 1 | 333 | 2 | | | 1 | 100 | 295 | 89 | | | 1 | 100 | 308 | 92 | | | 1 | 100 | 294 | 88 | | | | | | |
| American Indian/Native Alaskan | | | 0 | 0 | 91 | 1 | | | 0 | 0 | 81 | 89 | | | 0 | 0 | 84 | 92 | | | 0 | 0 | 81 | 89 | | | | | | |
| Asian/Pacific Islander | | | 1 | 1 | 226 | 1 | | | 0 | 0 | 196 | 87 | | | 0 | 0 | 204 | 90 | | | 0 | 0 | 193 | 85 | | | | | | |
| Hispanic | | | 0 | 0 | 140 | 1 | | | 0 | 0 | 124 | 89 | | | 0 | 0 | 130 | 93 | | | 0 | 0 | 124 | 89 | | | | | | |
| White | | | 96 | 98 | 15304 | 95 | | | 84 | 88 | 14540 | 95 | | | 92 | 96 | 14873 | 97 | | | 84 | 88 | 14537 | 95 | | | | | | |
| Not Reported | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | | | | |
| **Identified disability** | | | 24 | 24 | 2351 | 15 | | | 18 | 75 | 2047 | 87 | | | 22 | 92 | 2169 | 93 | | | 18 | 75 | 2044 | 87 | | | | | | |
| **Current LEP** | | | 1 | 1 | 285 | 2 | | | 1 | 100 | 237 | 83 | | | 1 | 100 | 250 | 88 | | | 1 | 100 | 233 | 82 | | | | | | |
| **Economically disadvantaged** | | | 33 | 34 | 3924 | 24 | | | 25 | 76 | 3561 | 91 | | | 30 | 91 | 3702 | 94 | | | 25 | 76 | 3558 | 91 | | | | | | |
| **Migrant** | | | 0 | 0 | 1 | 0 | | | 0 | 0 | 1 | 100 | | | 0 | 0 | 1 | 100 | | | 0 | 0 | 1 | 100 | | | | | | |

## 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 | % | N | % | N | % | N | % | N | % | N | % |
| **Participation without accommodations** | | | 71 | 72 | 13484 | 84 | | | 79 | 81 | 13851 | 86 | | | 71 | 72 | 13484 | 84 | | | | | | |
| Identified disability (PET/IEP) | | | 7 | 10 | 743 | 6 | | | 11 | 14 | 865 | 6 | | | 7 | 10 | 743 | 6 | | | | | | |
| LEP | | | 0 | 0 | 187 | 1 | | | 0 | 0 | 204 | 1 | | | 0 | 0 | 187 | 1 | | | | | | |
| 504 plan | | | 0 | 0 | 2 | 0 | | | 0 | 0 | 3 | 0 | | | 0 | 0 | 2 | 0 | | | | | | |
| **Participation with accommodations** | | | 14 | 14 | 1570 | 10 | | | 14 | 14 | 1569 | 10 | | | 14 | 14 | 1570 | 10 | | | | | | |
| Identified disability (PET/IEP) | | | 11 | 79 | 1127 | 72 | | | 11 | 79 | 1126 | 72 | | | 11 | 79 | 1127 | 72 | | | | | | |
| LEP | | | 1 | 7 | 46 | 3 | | | 1 | 7 | 46 | 3 | | | 1 | 7 | 46 | 3 | | | | | | |
| 504 plan | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | | | | |
| Other | | | 3 | 21 | 407 | 26 | | | 3 | 21 | 407 | 26 | | | 3 | 21 | 407 | 26 | | | | | | |
| **Participation through alternate assessment (PAAP)** | | | 0 | 0 | 178 | 1 | | | 0 | 0 | 179 | 1 | | | 0 | 0 | 175 | 1 | | | | | | |
| Identified disability (PET/IEP) | | | 0 | 0 | 177 | 99 | | | 0 | 0 | 178 | 99 | | | 0 | 0 | 174 | 99 | | | | | | |
| LEP | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | | | | |
| 504 plan | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | | | | | | |
| **Approved non-participation in reading – 1st year LEP** | | | 0 | 0 | 4 | 0 | | | | | | | | | | | | | | | | | | |
| **Approved non-participation – special consideration** | | | 0 | 0 | 14 | 0 | | | 0 | 0 | 14 | 0 | | | 0 | 0 | 14 | 0 | | | | | | |
| **Non-participation – other** | | | 13 | 13 | 844 | 5 | | | 5 | 5 | 481 | 3 | | | 13 | 13 | 851 | 5 | | | | | | |

**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.

Maine High School Assessment

# CRITICAL READING RESULTS

Date: May 2007
District: Ellsworth School Department

**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 | | | | | |
|---|---|---|---|---|---|---|---|
| | | School | | District | | 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 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 1161-1180) | 2005-2006 | | | 6 | 9 | 1079 | 7 |
| | **2006-2007** | | | **5** | **6** | **1168** | **8** |
| | Cum. Avg. | | | 6 | 8 | 1124 | 7 |
| **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 1141-1160) | 2005-2006 | | | 34 | 49 | 5697 | 38 |
| | **2006-2007** | | | **26** | **31** | **5714** | **38** |
| | Cum. Avg. | | | 30 | 38 | 5706 | 38 |
| **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 1129-1140) | 2005-2006 | | | 12 | 17 | 4772 | 32 |
| | **2006-2007** | | | **29** | **34** | **4728** | **31** |
| | Cum. Avg. | | | 21 | 27 | 4750 | 31 |
| **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 1100-1128) | 2005-2006 | | | 18 | 26 | 3595 | 24 |
| | **2006-2007** | | | **25** | **29** | **3444** | **23** |
| | Cum. Avg. | | | 22 | 28 | 3520 | 23 |

Maine High School Assessment

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

**Date:** May 2007
**District:** Ellsworth School Department

| REPORTING CATEGORIES | School | | | | | | | | | | District | | | | | | 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** | | | | | | | | | | | 85 | 6 | 31 | 34 | 29 | 1138 | 15054 | 8 | 38 | 31 | 23 | 1141 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American | | | | | | | | | | | 1 | | | | | | 290 | 2 | 21 | 26 | 52 | 1131 |
| American Indian/Native Alaskan | | | | | | | | | | | 0 | | | | | | 78 | 4 | 28 | 33 | 35 | 1135 |
| Asian/Pacific Islander | | | | | | | | | | | 0 | | | | | | 193 | 7 | 33 | 34 | 26 | 1139 |
| Hispanic | | | | | | | | | | | 0 | | | | | | 123 | 6 | 28 | 34 | 33 | 1137 |
| White | | | | | | | | | | | 84 | 6 | 31 | 33 | 30 | 1138 | 14370 | 8 | 39 | 31 | 22 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 18 | 0 | 6 | 28 | 67 | 1129 | 1870 | 1 | 10 | 26 | 63 | 1127 |
| No | | | | | | | | | | | 67 | 7 | 37 | 36 | 19 | 1141 | 13184 | 9 | 42 | 32 | 17 | 1142 |
| **Limited English proficient students** | | | | | | | | | | | | | | | | | | | | | | |
| Current LEP in first year | | | | | | | | | | | 0 | | | | | | 7 | 0 | 0 | 0 | 100 | 1122 |
| Current LEP beyond first year | | | | | | | | | | | 1 | | | | | | 226 | 1 | 10 | 25 | 64 | 1127 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 25 | 4 | 16 | 36 | 44 | 1134 | 3464 | 3 | 25 | 34 | 37 | 1134 |
| No | | | | | | | | | | | 60 | 7 | 37 | 33 | 23 | 1140 | 11590 | 9 | 42 | 31 | 19 | 1142 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 1 | | | | | |
| No | | | | | | | | | | | 85 | 6 | 31 | 34 | 29 | 1138 | 15053 | 8 | 38 | 31 | 23 | 1141 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | 39 | 0 | 18 | 46 | 36 | 1135 | 7401 | 8 | 40 | 33 | 19 | 1142 |
| Male | | | | | | | | | | | 46 | 11 | 41 | 24 | 24 | 1141 | 7653 | 8 | 36 | 29 | 27 | 1140 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Title 1A targeted program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 68 | 1 | 21 | 32 | 46 | 1131 |
| No | | | | | | | | | | | 85 | 6 | 31 | 34 | 29 | 1138 | 14986 | 8 | 38 | 31 | 23 | 1141 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 1 | | | | | |
| No | | | | | | | | | | | 85 | 6 | 31 | 34 | 29 | 1138 | 15053 | 8 | 38 | 31 | 23 | 1141 |

**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

Maine High School Assessment

# MATHEMATICS RESULTS

Date: May 2007
District: Ellsworth School Department

**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 | % |
| **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 1161-1180) | 2006-2007 | | | 1 | 1 | 578 | 4 |
| **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 1141-1160) | 2006-2007 | | | 26 | 28 | 5481 | 36 |
| **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 1133-1140) | 2006-2007 | | | 23 | 25 | 4754 | 31 |
| **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 1100-1132) | 2006-2007 | | | 43 | 46 | 4607 | 30 |

*Standards were reset for mathematics in 2007 so historical data are not available.

Maine High School Assessment

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

**Date:** May 2007
**District:** Ellsworth School Department

| REPORTING CATEGORIES | School | | | | | | | | | | District | | | | | | 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** | | | | | | | | | | | 93 | 1 | 28 | 25 | 46 | 1138 | 15420 | 4 | 36 | 31 | 30 | 1140 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American | | | | | | | | | | | 1 | | | | | | 304 | 1 | 13 | 27 | 59 | 1133 |
| American Indian/Native Alaskan | | | | | | | | | | | 0 | | | | | | 81 | 2 | 16 | 42 | 40 | 1137 |
| Asian/Pacific Islander | | | | | | | | | | | 0 | | | | | | 204 | 6 | 40 | 25 | 29 | 1142 |
| Hispanic | | | | | | | | | | | 0 | | | | | | 129 | 3 | 29 | 25 | 43 | 1138 |
| White | | | | | | | | | | | 92 | 1 | 28 | 24 | 47 | 1138 | 14702 | 4 | 36 | 31 | 29 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 22 | 0 | 5 | 9 | 86 | 1130 | 1991 | 0 | 6 | 18 | 75 | 1131 |
| No | | | | | | | | | | | 71 | 1 | 35 | 30 | 34 | 1140 | 13429 | 4 | 40 | 33 | 23 | 1142 |
| **Limited English proficient students** | | | | | | | | | | | | | | | | | | | | | | |
| Current LEP in first year | | | | | | | | | | | 0 | | | | | | 7 | 0 | 0 | 0 | 100 | 1125 |
| Current LEP beyond first year | | | | | | | | | | | 1 | | | | | | 243 | 2 | 14 | 19 | 65 | 1133 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 30 | 0 | 17 | 13 | 70 | 1134 | 3606 | 1 | 20 | 31 | 48 | 1136 |
| No | | | | | | | | | | | 63 | 2 | 33 | 30 | 35 | 1140 | 11814 | 5 | 40 | 31 | 24 | 1142 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 1 | | | | | |
| No | | | | | | | | | | | 93 | 1 | 28 | 25 | 46 | 1138 | 15419 | 4 | 36 | 31 | 30 | 1140 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | 41 | 0 | 15 | 22 | 63 | 1134 | 7566 | 3 | 35 | 33 | 29 | 1140 |
| Male | | | | | | | | | | | 52 | 2 | 38 | 27 | 33 | 1141 | 7854 | 5 | 36 | 29 | 31 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Title 1A targeted program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 73 | 0 | 14 | 26 | 60 | 1134 |
| No | | | | | | | | | | | 93 | 1 | 28 | 25 | 46 | 1138 | 15347 | 4 | 36 | 31 | 30 | 1140 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 1 | | | | | |
| No | | | | | | | | | | | 93 | 1 | 28 | 25 | 46 | 1138 | 15419 | 4 | 36 | 31 | 30 | 1140 |

**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

Maine High School Assessment

# WRITING RESULTS

Date: May 2007
District: Ellsworth School Department

**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 | % |
| **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 1161-1180) | 2005-2006 | | | 4 | 6 | 952 | 6 |
| | **2006-2007** | | | **2** | **2** | **937** | **6** |
| | Cum. Avg. | | | 3 | 4 | 945 | 6 |
| **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 1141-1160) | 2005-2006 | | | 38 | 54 | 6055 | 40 |
| | **2006-2007** | | | **27** | **32** | **6167** | **41** |
| | Cum. Avg. | | | 33 | 42 | 6111 | 40 |
| **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 1129-1140) | 2005-2006 | | | 17 | 24 | 4916 | 32 |
| | **2006-2007** | | | **33** | **39** | **4723** | **31** |
| | Cum. Avg. | | | 25 | 32 | 4820 | 32 |
| **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 1100-1128) | 2005-2006 | | | 11 | 16 | 3221 | 21 |
| | **2006-2007** | | | **23** | **27** | **3227** | **21** |
| | Cum. Avg. | | | 17 | 22 | 3224 | 21 |

Maine High School Assessment

# WRITING RESULTS BY REPORTING SUBGROUPS

**Date:** May 2007
**District:** Ellsworth School Department

| REPORTING CATEGORIES | School | | | | | | | | | | District | | | | | | 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** | | | | | | | | | | | 85 | 2 | 32 | 39 | 27 | 1137 | 15054 | 6 | 41 | 31 | 21 | 1141 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American | | | | | | | | | | | 1 | | | | | | 290 | 1 | 21 | 31 | 47 | 1132 |
| American Indian/Native Alaskan | | | | | | | | | | | 0 | | | | | | 78 | 4 | 29 | 37 | 29 | 1136 |
| Asian/Pacific Islander | | | | | | | | | | | 0 | | | | | | 193 | 6 | 31 | 35 | 28 | 1138 |
| Hispanic | | | | | | | | | | | 0 | | | | | | 123 | 4 | 30 | 33 | 33 | 1137 |
| White | | | | | | | | | | | 84 | 2 | 32 | 38 | 27 | 1138 | 14370 | 6 | 42 | 31 | 21 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 18 | 0 | 0 | 28 | 72 | 1126 | 1870 | 0 | 8 | 27 | 65 | 1127 |
| No | | | | | | | | | | | 67 | 3 | 40 | 42 | 15 | 1141 | 13184 | 7 | 46 | 32 | 15 | 1143 |
| **Limited English proficient students** | | | | | | | | | | | | | | | | | | | | | | |
| Current LEP in first year | | | | | | | | | | | 0 | | | | | | 7 | 0 | 0 | 0 | 100 | 1117 |
| Current LEP beyond first year | | | | | | | | | | | 1 | | | | | | 226 | 1 | 10 | 25 | 63 | 1128 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 25 | 0 | 16 | 40 | 44 | 1132 | 3464 | 2 | 26 | 36 | 37 | 1134 |
| No | | | | | | | | | | | 60 | 3 | 38 | 38 | 20 | 1140 | 11590 | 8 | 45 | 30 | 17 | 1143 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 1 | | | | | |
| No | | | | | | | | | | | 85 | 2 | 32 | 39 | 27 | 1137 | 15053 | 6 | 41 | 31 | 21 | 1141 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | 39 | 0 | 26 | 46 | 28 | 1135 | 7401 | 7 | 46 | 31 | 15 | 1143 |
| Male | | | | | | | | | | | 46 | 4 | 37 | 33 | 26 | 1139 | 7653 | 5 | 36 | 32 | 28 | 1138 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Title 1A targeted program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 68 | 0 | 15 | 43 | 43 | 1131 |
| No | | | | | | | | | | | 85 | 2 | 32 | 39 | 27 | 1137 | 14986 | 6 | 41 | 31 | 21 | 1141 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 1 | | | | | |
| No | | | | | | | | | | | 85 | 2 | 32 | 39 | 27 | 1137 | 15053 | 6 | 41 | 31 | 21 | 1141 |

**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