



July 2008

DEPARTMENT OF EDUCATION
2007–2008 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. As last 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*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. 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 for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology 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 most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology 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 MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, 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



SAU Report

Test Date: May 2008
ID: 1148
SAU: Sanford School Department

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.

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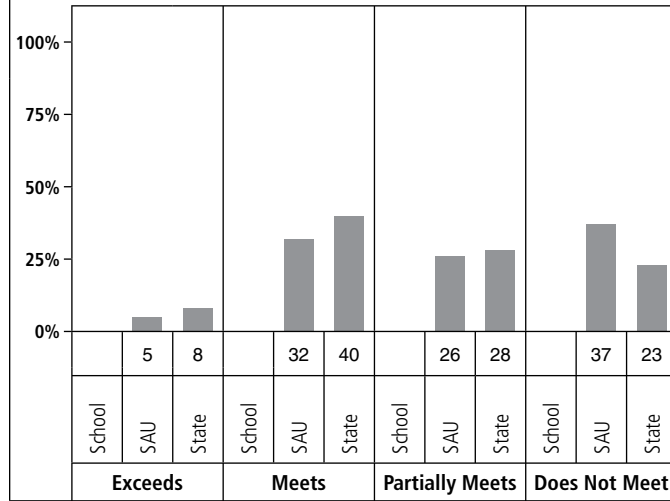
SUMMARY OF SCORES

Test Date: May 2008
SAU: Sanford School Department

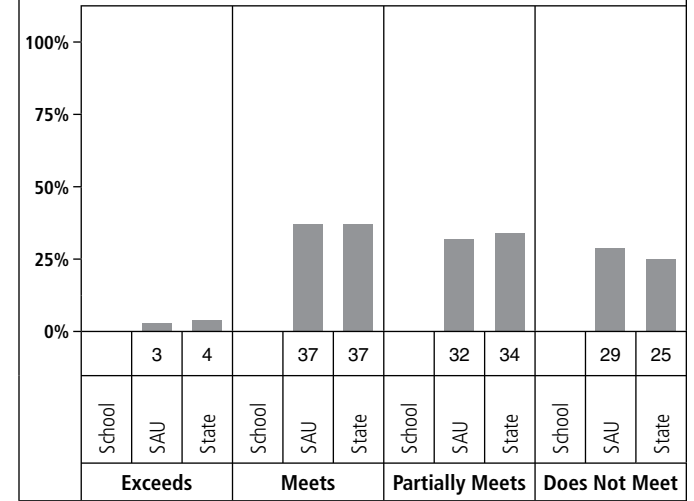
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008		1137 1136	1141 1141
Mathematics 2006–2007 2007–2008		1140 1139	1140 1141
Writing 2006–2007 2007–2008		1137 1136	1141 1140
Science 2007–2008		1139	1141

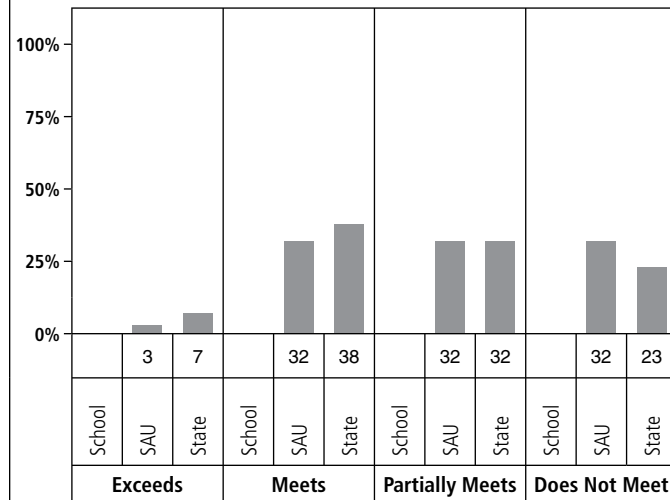
CRITICAL READING



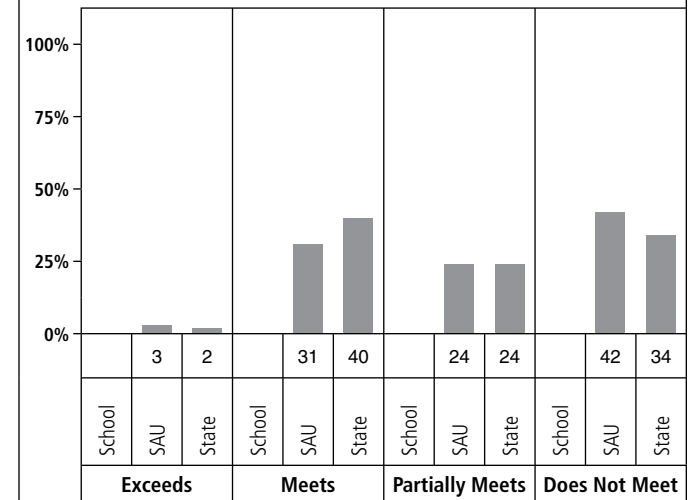
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Sanford School Department

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							Critical Reading						Mathematics						Writing					
	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			288	100	15604	100	268	93	14875	96	275	96	15165	97	268	93	14869	96	272	95	14961	96		
Ethnicity African American/Black			2	1	305	2	1	50	261	86	1	50	286	95	1	50	260	86	1	50	280	93		
American Indian or Native Alaskan			1	0	103	1	1	100	95	93	1	100	97	95	1	100	95	93	1	100	93	91		
Asian or Pacific Islander			7	2	215	1	7	100	194	90	7	100	202	94	7	100	194	90	7	100	200	93		
Hispanic			8	3	140	1	7	88	118	84	8	100	123	88	7	88	118	84	8	100	120	86		
Caucasian/White			270	94	14841	95	252	94	14207	96	258	96	14457	98	252	94	14202	96	255	95	14268	96		
Not Reported			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Identified disability			42	15	2247	14	39	93	2065	93	40	95	2138	96	39	93	2060	92	39	93	2081	93		
Current LEP			13	5	648	4	10	77	508	79	13	100	564	87	10	77	507	78	13	100	534	83		
Economically disadvantaged			87	30	4028	26	78	91	3682	92	81	94	3831	95	78	91	3679	92	80	93	3755	94		
Migrant			0	0	5	0	0	0	5	100	0	0	5	100	0	0	5	100	0	0	5	100		

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						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	%
Participation without accommodations			245	85	13042	84	252	88	13332	85	245	85	13042	84	250	87	13192	85						
Identified disability (PET/IEP)			20	8	739	6	21	8	810	6	20	8	739	6	21	8	791	6						
LEP			10	4	399	3	13	5	456	3	10	4	399	3	13	5	436	3						
504 plan			1	0	196	2	1	0	204	2	1	0	196	2	1	0	201	2						
Participation with accommodations			20	7	1623	10	20	7	1624	10	20	7	1625	10	20	7	1567	10						
Identified disability (PET/IEP)			16	80	1117	69	16	80	1119	69	16	80	1119	69	16	80	1088	69						
LEP			0	0	93	6	0	0	93	6	0	0	93	6	0	0	83	5						
504 plan			0	0	58	4	0	0	58	4	0	0	58	4	0	0	55	4						
Other			4	20	367	23	4	20	366	23	4	20	367	23	4	20	353	23						
Participation through alternate assessment (PAAP)			3	1	209	1	3	1	209	1	3	1	202	1	2	1	202	1						
Identified disability (PET/IEP)			3	100	209	100	3	100	209	100	3	100	202	100	2	100	202	100						
LEP			0	0	15	7	0	0	15	7	0	0	15	7	0	0	15	7						
504 plan			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	1	0																		
Approved non-participation – special consideration			1	0	36	0	1	0	40	0	1	0	36	0	1	0	38	0						
Non-participation – other			19	7	693	4	12	4	399	3	19	7	699	4	15	5	605	4						

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.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Sanford 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

		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 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			10	3	1079	7
	2006-2007			10	4	1168	8
	2007-2008			14	5	1184	8
	Cum. Total*			34	4	3431	8
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			101	35	5697	38
	2006-2007			93	35	5714	38
	2007-2008			84	32	5885	40
	Cum. Total*			278	34	17296	39
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			93	32	4772	32
	2006-2007			87	33	4728	31
	2007-2008			67	26	4093	28
	Cum. Total*			247	30	13593	30
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			87	30	3595	24
	2006-2007			77	29	3444	23
	2007-2008			97	37	3417	23
	Cum. Total*			261	32	10456	23

*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.

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Sanford School Department

REPORTING CATEGORIES	School										SAU					State				
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	
All Students	262										1136	14579	8	40	28	23			1141	
Ethnicity																				
African American/Black	1											248	4	21	27	48			1132	
American Indian or Native Alaskan	1											94	5	27	28	40			1134	
Asian or Pacific Islander	7	0								1131	192	4	35	30	31			1138		
Hispanic	7	0								1135	115	5	32	26	37			1136		
Caucasian/White	246	6								1137	13930	8	41	28	23			1141		
Not Reported	0										0									
Identified disability																				
Yes	35	0								1120	1823	1	9	24	65			1126		
No	227	6								1139	12756	9	45	29	17			1143		
Current LEP																				
Yes	10	0								1127	488	3	22	24	52			1132		
No	252	6								1137	14091	8	41	28	22			1141		
Economically disadvantaged																				
Yes	76	5								1132	3545	3	28	30	39			1134		
No	186	5								1138	11034	10	44	27	19			1143		
Migrant																				
Yes	0										5	20	0	40	40			1136		
No	262	5								1136	14574	8	40	28	23			1141		
Gender																				
Female	135	4								1137	7237	8	42	30	19			1142		
Male	127	6								1135	7342	8	38	26	28			1140		
Not Reported	0										0									
Title 1A targeted program																				
Yes	0										103	0	9	30	61			1127		
No	262	5								1136	14476	8	41	28	23			1141		
Gifted/talented program																				
Yes	15	60								1166	295	48	48	4	0			1161		
No	247	2								1135	14284	7	40	29	24			1140		

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Sanford 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 *

		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 or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008			4 8	1 3	578 637	4 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 2007-2008			97 99	35 37	5481 5508	36 37
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 2007-2008			101 85	37 32	4754 5065	31 34
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 2007-2008			72 77	26 29	4607 3660	30 25

*Standards were reset for mathematics in 2007 so only two years of historical data are displayed.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Sanford School Department

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	269	3	37	32	29	1139	14870	4	37	34	25	1141										
Ethnicity																						
African American/Black	1					274	1	12	31	57	1133											
American Indian or Native Alaskan	1					96	2	24	30	44	1136											
Asian or Pacific Islander	7	0	57	29	14	1140	200	8	37	34	22	1142										
Hispanic	8	0	13	0	88	1132	120	3	23	32	43	1138										
Caucasian/White	252	3	37	33	27	1139	14180	4	38	34	24	1141										
Not Reported	0					0																
Identified disability																						
Yes	36	0	6	11	83	1125	1896	0	8	22	70	1130										
No	233	3	42	35	20	1141	12974	5	41	36	18	1142										
Current LEP																						
Yes	13	0	8	38	54	1132	545	3	16	28	53	1135										
No	256	3	38	31	27	1139	14325	4	38	34	24	1141										
Economically disadvantaged																						
Yes	79	1	28	33	38	1135	3695	1	22	37	40	1136										
No	190	4	41	31	25	1140	11175	5	42	33	19	1142										
Migrant																						
Yes	0					5	20	20	40	20	1144											
No	269	3	37	32	29	1139	14865	4	37	34	25	1141										
Gender																						
Female	138	4	33	35	29	1138	7362	3	36	36	24	1140										
Male	131	2	41	28	28	1139	7508	5	38	32	25	1141										
Not Reported	0					0																
Title 1A targeted program																						
Yes	0					103	0	8	41	51	1134											
No	269	3	37	32	29	1139	14767	4	37	34	24	1141										
Gifted/talented program																						
Yes	15	53	47	0	0	1161	296	35	59	5	0	1158										
No	254	0	36	33	30	1137	14574	4	37	35	25	1140										

WRITING RESULTS

Test Date: May 2008
SAU: Sanford 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

	STUDENTS AT EACH ACHIEVEMENT LEVEL					
	School		SAU		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 1161-1180)</p>	2005-2006		11	4	952	6
	2006-2007		8	3	937	6
	2007-2008		7	3	962	7
	Cum. Total*		26	3	2851	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 1141-1160)</p>	2005-2006		99	34	6055	40
	2006-2007		89	33	6167	41
	2007-2008		85	32	5564	38
	Cum. Total*		273	33	17786	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 1129-1140)</p>	2005-2006		105	36	4916	32
	2006-2007		101	38	4723	31
	2007-2008		85	32	4679	32
	Cum. Total*		291	35	14318	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 1100-1128)</p>	2005-2006		76	26	3221	21
	2006-2007		69	26	3227	21
	2007-2008		85	32	3376	23
	Cum. Total*		230	28	9824	22

*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.

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Sanford School Department

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	262										1136	14581	7	38	32	23					1140	
Ethnicity																						
African American/Black	1											248	2	19	30	49					1131	
American Indian or Native Alaskan	1											94	3	19	38	39					1133	
Asian or Pacific Islander	7	0	14	29	57					1131	192	6	30	34	30						1137	
Hispanic	7	0	29	57	14					1136	115	2	30	36	33						1136	
Caucasian/White	246	3	33	32	32					1136	13932	7	39	32	22						1140	
Not Reported	0										0											
Identified disability																						
Yes	35	0	0	20	80					1120	1825	1	7	23	69						1125	
No	227	3	37	34	25					1138	12756	7	43	33	17						1142	
Current LEP																						
Yes	10	0	0	40	60					1127	488	3	19	29	49						1131	
No	252	3	34	32	31					1136	14093	7	39	32	22						1140	
Economically disadvantaged																						
Yes	76	1	32	24	43					1133	3546	2	25	35	38						1134	
No	186	3	33	36	28					1137	11035	8	42	31	18						1142	
Migrant																						
Yes	0										5	20	0	20	60						1131	
No	262	3	32	32	32					1136	14576	7	38	32	23						1140	
Gender																						
Female	135	2	37	31	30					1138	7239	8	43	33	17						1142	
Male	127	3	28	34	35					1134	7342	6	34	31	30						1138	
Not Reported	0										0											
Title 1A targeted program																						
Yes	0										103	0	7	39	54						1128	
No	262	3	32	32	32					1136	14478	7	38	32	23						1140	
Gifted/talented program																						
Yes	15	40	60	0	0					1159	295	42	53	4	0						1159	
No	247	0	31	34	34					1134	14286	6	38	33	24						1139	

SCIENCE RESULTS

Test Date: May 2008
SAU: Sanford School Department

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

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science 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*

	2007-2008	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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)				7	3	300	2
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 using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)				85	31	5927	40
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 using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)				64	24	3544	24
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 and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)				114	42	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27			5.79	38.6	6.41	42.7
Cluster 2: Physical Sciences	14	25			5.30	37.9	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25			4.68	33.4	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23			5.87	45.2	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Because science testing at the high school level resumed in 2008 after a two-year hiatus and new achievement level standards were set for the MHSA science test, historical data are not available.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Sanford School Department

REPORTING CATEGORIES	School										SAU					State					
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D	Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%		
All Students	270										1139	14759	2	40	24	34				1141	
Ethnicity																					
African American/Black	1											269	0	20	14	65				1134	
American Indian or Native Alaskan	1											92	1	24	28	47				1138	
Asian or Pacific Islander	7	0								1137	1137	199	3	36	25	36				1140	
Hispanic	8	0								1133	1133	118	1	26	19	54				1136	
Caucasian/White	253	3								1139	1139	14081	2	41	24	33				1141	
Not Reported	0											0									
Identified disability																					
Yes	37	0								1130	1130	1879	0	11	17	72				1133	
No	233	3								1140	1140	12880	2	44	25	28				1142	
Current LEP																					
Yes	13	0								1133	1133	519	1	18	19	62				1134	
No	257	3								1139	1139	14240	2	41	24	33				1141	
Economically disadvantaged																					
Yes	79	1								1136	1136	3651	1	26	24	49				1137	
No	191	3								1140	1140	11108	3	45	24	29				1142	
Migrant																					
Yes	0											5	20	40	40	0				1146	
No	270	3								1139	1139	14754	2	40	24	34				1141	
Gender																					
Female	137	2								1138	1138	7277	1	37	26	36				1140	
Male	133	3								1140	1140	7482	3	43	22	32				1141	
Not Reported	0											0									
Title 1A targeted program																					
Yes	0											100	1	5	22	72				1133	
No	270	3								1139	1139	14659	2	40	24	34				1141	
Gifted/talented program																					
Yes	15	40								1159	1159	296	13	80	5	3				1152	
No	255	0								1138	1138	14463	2	39	24	34				1140	