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

***Maine High School Assessment***

# SAU Report

Test Date: May 2008
ID: 1170
SAU: Waterville Public Schools

## 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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Maine High School Assessment

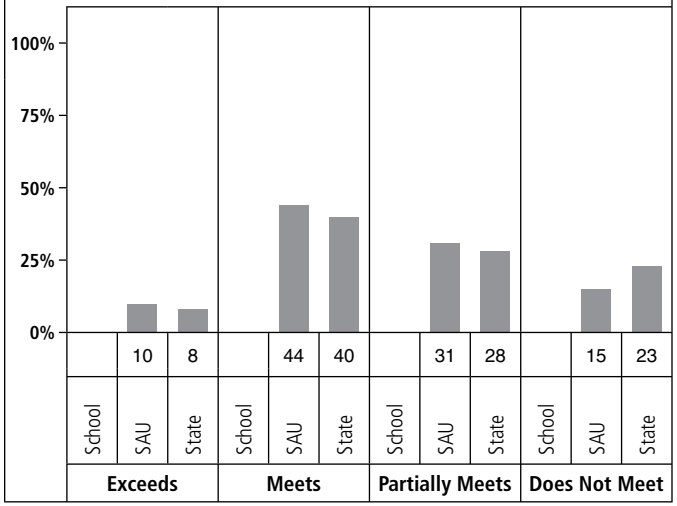
# SUMMARY OF SCORES

Test Date: May 2008
SAU: Waterville Public Schools

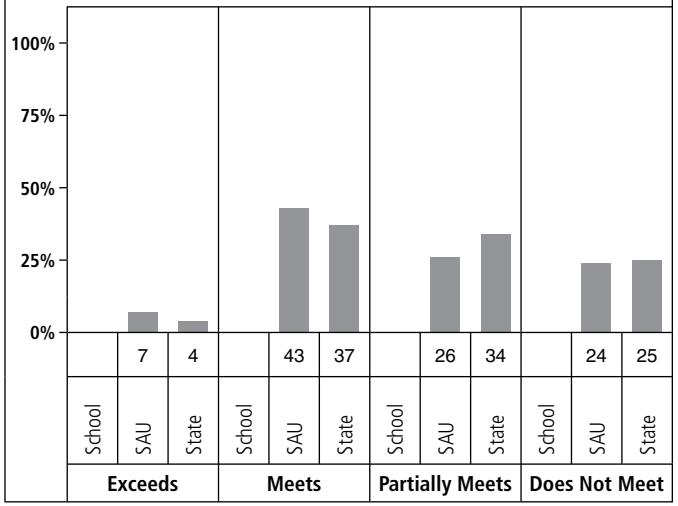
## Summary of School, SAU, and State Scores

| Year | Average Scaled Score | | |
|---|---|---|---|
| | School | SAU | State |
| **Critical Reading** 2006–2007 **2007–2008** | | 1140 **1143** | 1141 **1141** |
| **Mathematics** 2006–2007 **2007–2008** | | 1140 **1142** | 1140 **1141** |
| **Writing** 2006–2007 **2007–2008** | | 1141 **1143** | 1141 **1140** |
| **Science 2007–2008** | | **1143** | **1141** |

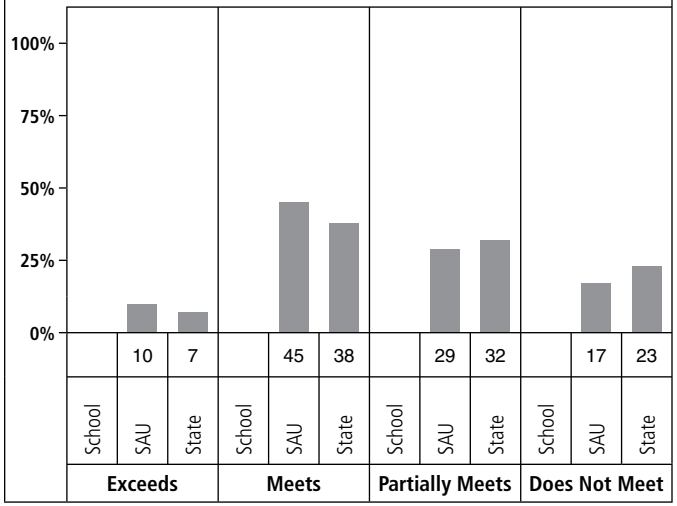
## CRITICAL READING



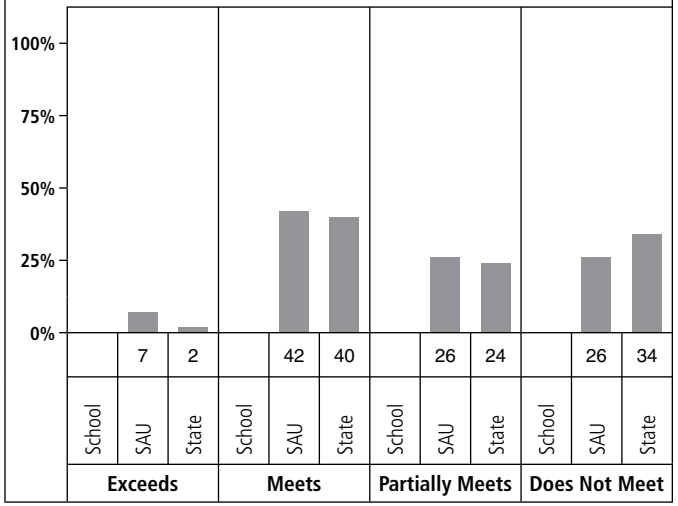

## MATHEMATICS




## WRITING




## SCIENCE



Maine High School Assessment

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Waterville Public Schools

| CATEGORY OF PARTICIPATION | Enrollment[1] during testing window | | | | | | CONTENT AREA PARTICIPATION[2] | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Critical Reading | | | | | | Mathematics | | | | | | Writing | | | | | | Science | | | | | |
| | School | | SAU | | State | | School | | SAU | | State | | School | | SAU | | State | | School | | SAU | | State | | School | | SAU | | State | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| **Total number of students** | | | 144 | 100 | 15604 | 100 | | | 140 | 97 | 14875 | 96 | | | 143 | 99 | 15165 | 97 | | | 140 | 97 | 14869 | 96 | | | 139 | 97 | 14961 | 96 |
| **Ethnicity** African American/Black | | | 5 | 3 | 305 | 2 | | | 5 | 100 | 261 | 86 | | | 5 | 100 | 286 | 95 | | | 5 | 100 | 260 | 86 | | | 4 | 80 | 280 | 93 |
| American Indian or Native Alaskan | | | 0 | 0 | 103 | 1 | | | 0 | 0 | 95 | 93 | | | 0 | 0 | 97 | 95 | | | 0 | 0 | 95 | 93 | | | 0 | 0 | 93 | 91 |
| Asian or Pacific Islander | | | 0 | 0 | 215 | 1 | | | 0 | 0 | 194 | 90 | | | 0 | 0 | 202 | 94 | | | 0 | 0 | 194 | 90 | | | 0 | 0 | 200 | 93 |
| Hispanic | | | 5 | 3 | 140 | 1 | | | 5 | 100 | 118 | 84 | | | 5 | 100 | 123 | 88 | | | 5 | 100 | 118 | 84 | | | 5 | 100 | 120 | 86 |
| Caucasian/White | | | 134 | 93 | 14841 | 95 | | | 130 | 97 | 14207 | 96 | | | 133 | 99 | 14457 | 98 | | | 130 | 97 | 14202 | 96 | | | 130 | 97 | 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** | | | 31 | 22 | 2247 | 14 | | | 30 | 97 | 2065 | 93 | | | 30 | 97 | 2138 | 96 | | | 30 | 97 | 2060 | 92 | | | 27 | 87 | 2081 | 93 |
| **Current LEP** | | | 2 | 1 | 648 | 4 | | | 2 | 100 | 508 | 79 | | | 2 | 100 | 564 | 87 | | | 2 | 100 | 507 | 78 | | | 2 | 100 | 534 | 83 |
| **Economically disadvantaged** | | | 55 | 38 | 4028 | 26 | | | 53 | 96 | 3682 | 92 | | | 55 | 100 | 3831 | 95 | | | 53 | 96 | 3679 | 92 | | | 53 | 96 | 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** | | | 112 | 78 | 13042 | 84 | | | 115 | 80 | 13332 | 85 | | | 112 | 78 | 13042 | 84 | | | 113 | 78 | 13192 | 85 |
| Identified disability (PET/IEP) | | | 7 | 6 | 739 | 6 | | | 7 | 6 | 810 | 6 | | | 7 | 6 | 739 | 6 | | | 6 | 5 | 791 | 6 |
| LEP | | | 0 | 0 | 399 | 3 | | | 0 | 0 | 456 | 3 | | | 0 | 0 | 399 | 3 | | | 0 | 0 | 436 | 3 |
| 504 plan | | | 2 | 2 | 196 | 2 | | | 2 | 2 | 204 | 2 | | | 2 | 2 | 196 | 2 | | | 2 | 2 | 201 | 2 |
| **Participation with accommodations** | | | 25 | 17 | 1623 | 10 | | | 25 | 17 | 1624 | 10 | | | 25 | 17 | 1625 | 10 | | | 23 | 16 | 1567 | 10 |
| Identified disability (PET/IEP) | | | 20 | 80 | 1117 | 69 | | | 20 | 80 | 1119 | 69 | | | 20 | 80 | 1119 | 69 | | | 18 | 78 | 1088 | 69 |
| LEP | | | 1 | 4 | 93 | 6 | | | 1 | 4 | 93 | 6 | | | 1 | 4 | 93 | 6 | | | 1 | 4 | 83 | 5 |
| 504 plan | | | 2 | 8 | 58 | 4 | | | 2 | 8 | 58 | 4 | | | 2 | 8 | 58 | 4 | | | 2 | 9 | 55 | 4 |
| Other | | | 2 | 8 | 367 | 23 | | | 2 | 8 | 366 | 23 | | | 2 | 8 | 367 | 23 | | | 2 | 9 | 353 | 23 |
| **Participation through alternate assessment (PAAP)** | | | 3 | 2 | 209 | 1 | | | 3 | 2 | 209 | 1 | | | 3 | 2 | 202 | 1 | | | 3 | 2 | 202 | 1 |
| Identified disability (PET/IEP) | | | 3 | 100 | 209 | 100 | | | 3 | 100 | 209 | 100 | | | 3 | 100 | 202 | 100 | | | 3 | 100 | 202 | 100 |
| LEP | | | 1 | 33 | 15 | 7 | | | 1 | 33 | 15 | 7 | | | 1 | 33 | 15 | 7 | | | 1 | 33 | 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** | | | 0 | 0 | 36 | 0 | | | 0 | 0 | 40 | 0 | | | 0 | 0 | 36 | 0 | | | 0 | 0 | 38 | 0 |
| **Non-participation – other** | | | 4 | 3 | 693 | 4 | | | 1 | 1 | 399 | 3 | | | 4 | 3 | 699 | 4 | | | 5 | 3 | 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.

Maine High School Assessment

# CRITICAL READING RESULTS

Test Date: May 2008
SAU: Waterville Public Schools

**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 | | 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 | | | 7 | 5 | 1079 | 7 |
| | 2006-2007 | | | 6 | 5 | 1168 | 8 |
| | **2007-2008** | | | **13** | **10** | **1184** | **8** |
| | Cum. Total* | | | 26 | 7 | 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 | | | 46 | 35 | 5697 | 38 |
| | 2006-2007 | | | 51 | 38 | 5714 | 38 |
| | **2007-2008** | | | **59** | **44** | **5885** | **40** |
| | Cum. Total* | | | 156 | 39 | 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 | | | 45 | 34 | 4772 | 32 |
| | 2006-2007 | | | 49 | 37 | 4728 | 31 |
| | **2007-2008** | | | **41** | **31** | **4093** | **28** |
| | Cum. Total* | | | 135 | 34 | 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 | | | 35 | 26 | 3595 | 24 |
| | 2006-2007 | | | 27 | 20 | 3444 | 23 |
| | **2007-2008** | | | **20** | **15** | **3417** | **23** |
| | Cum. Total* | | | 82 | 21 | 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.

Maine High School Assessment

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

**Test Date:** May 2008
**SAU:** Waterville Public Schools

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | | State | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Tested | E | | M | | P | | D | | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| **All Students** | | | | | | | | | | | 133 | 10 | 44 | 31 | 15 | 1143 | 14579 | 8 | 40 | 28 | 23 | 1141 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | | | | | | | | | | | 4 | | | | | | 248 | 4 | 21 | 27 | 48 | 1132 |
| American Indian or Native Alaskan | | | | | | | | | | | 0 | | | | | | 94 | 5 | 27 | 28 | 40 | 1134 |
| Asian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 192 | 4 | 35 | 30 | 31 | 1138 |
| Hispanic | | | | | | | | | | | 5 | 0 | 40 | 40 | 20 | 1138 | 115 | 5 | 32 | 26 | 37 | 1136 |
| Caucasian/White | | | | | | | | | | | 124 | 10 | 44 | 31 | 14 | 1144 | 13930 | 8 | 41 | 28 | 23 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 25 | 0 | 8 | 44 | 48 | 1129 | 1823 | 1 | 9 | 24 | 65 | 1126 |
| No | | | | | | | | | | | 108 | 12 | 53 | 28 | 7 | 1147 | 12756 | 9 | 45 | 29 | 17 | 1143 |
| **Current LEP** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 1 | | | | | | 488 | 3 | 22 | 24 | 52 | 1132 |
| No | | | | | | | | | | | 132 | 10 | 45 | 31 | 14 | 1143 | 14091 | 8 | 41 | 28 | 22 | 1141 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 49 | 4 | 31 | 35 | 31 | 1136 | 3545 | 3 | 28 | 30 | 39 | 1134 |
| No | | | | | | | | | | | 84 | 13 | 52 | 29 | 6 | 1147 | 11034 | 10 | 44 | 27 | 19 | 1143 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 5 | 20 | 0 | 40 | 40 | 1136 |
| No | | | | | | | | | | | 133 | 10 | 44 | 31 | 15 | 1143 | 14574 | 8 | 40 | 28 | 23 | 1141 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | 67 | 12 | 46 | 25 | 16 | 1145 | 7237 | 8 | 42 | 30 | 19 | 1142 |
| Male | | | | | | | | | | | 66 | 8 | 42 | 36 | 14 | 1142 | 7342 | 8 | 38 | 26 | 28 | 1140 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Title 1A targeted program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 103 | 0 | 9 | 30 | 61 | 1127 |
| No | | | | | | | | | | | 133 | 10 | 44 | 31 | 15 | 1143 | 14476 | 8 | 41 | 28 | 23 | 1141 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 295 | 48 | 48 | 4 | 0 | 1161 |
| No | | | | | | | | | | | 133 | 10 | 44 | 31 | 15 | 1143 | 14284 | 7 | 40 | 29 | 24 | 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

# MATHEMATICS RESULTS

Test Date: May 2008
SAU: Waterville Public Schools

**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 | | 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 | | | 2 | 1 | 578 | 4 |
| | **2007-2008** | | | **9** | **7** | **637** | **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 | | | 50 | 36 | 5481 | 36 |
| | **2007-2008** | | | **59** | **43** | **5508** | **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 | | | 43 | 31 | 4754 | 31 |
| | **2007-2008** | | | **35** | **26** | **5065** | **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 | | | 43 | 31 | 4607 | 30 |
| | **2007-2008** | | | **33** | **24** | **3660** | **25** |

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

Maine High School Assessment

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

**Test Date:** May 2008
**SAU:** Waterville Public Schools

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | | State | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Tested | E | | M | | P | | D | | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| **All Students** | | | | | | | | | | | 136 | 7 | 43 | 26 | 24 | 1142 | 14870 | 4 | 37 | 34 | 25 | 1141 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | | | | | | | | | | | 4 | | | | | | 274 | 1 | 12 | 31 | 57 | 1133 |
| American Indian or Native Alaskan | | | | | | | | | | | 0 | | | | | | 96 | 2 | 24 | 30 | 44 | 1136 |
| Asian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 200 | 8 | 37 | 34 | 22 | 1142 |
| Hispanic | | | | | | | | | | | 5 | 0 | 20 | 60 | 20 | 1138 | 120 | 3 | 23 | 32 | 43 | 1138 |
| Caucasian/White | | | | | | | | | | | 127 | 7 | 43 | 25 | 24 | 1142 | 14180 | 4 | 38 | 34 | 24 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 25 | 0 | 16 | 28 | 56 | 1133 | 1896 | 0 | 8 | 22 | 70 | 1130 |
| No | | | | | | | | | | | 111 | 8 | 50 | 25 | 17 | 1144 | 12974 | 5 | 41 | 36 | 18 | 1142 |
| **Current LEP** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 1 | | | | | | 545 | 3 | 16 | 28 | 53 | 1135 |
| No | | | | | | | | | | | 135 | 7 | 44 | 26 | 24 | 1142 | 14325 | 4 | 38 | 34 | 24 | 1141 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 51 | 2 | 22 | 31 | 45 | 1135 | 3695 | 1 | 22 | 37 | 40 | 1136 |
| No | | | | | | | | | | | 85 | 9 | 56 | 22 | 12 | 1146 | 11175 | 5 | 42 | 33 | 19 | 1142 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 5 | 20 | 20 | 40 | 20 | 1144 |
| No | | | | | | | | | | | 136 | 7 | 43 | 26 | 24 | 1142 | 14865 | 4 | 37 | 34 | 25 | 1141 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | 69 | 7 | 45 | 20 | 28 | 1142 | 7362 | 3 | 36 | 36 | 24 | 1140 |
| Male | | | | | | | | | | | 67 | 6 | 42 | 31 | 21 | 1142 | 7508 | 5 | 38 | 32 | 25 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Title 1A targeted program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 103 | 0 | 8 | 41 | 51 | 1134 |
| No | | | | | | | | | | | 136 | 7 | 43 | 26 | 24 | 1142 | 14767 | 4 | 37 | 34 | 24 | 1141 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 296 | 35 | 59 | 5 | 0 | 1158 |
| No | | | | | | | | | | | 136 | 7 | 43 | 26 | 24 | 1142 | 14574 | 4 | 37 | 35 | 25 | 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

Test Date: May 2008
SAU: Waterville Public Schools

**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 | | SAU | | 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 | | | 8 | 6 | 952 | 6 |
| | 2006-2007 | | | 6 | 5 | 937 | 6 |
| | **2007-2008** | | | **13** | **10** | **962** | **7** |
| | Cum. Total* | | | 27 | 7 | 2851 | 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 | | | 48 | 36 | 6055 | 40 |
| | 2006-2007 | | | 56 | 42 | 6167 | 41 |
| | **2007-2008** | | | **60** | **45** | **5564** | **38** |
| | Cum. Total* | | | 164 | 41 | 17786 | 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 | | | 43 | 32 | 4916 | 32 |
| | 2006-2007 | | | 47 | 35 | 4723 | 31 |
| | **2007-2008** | | | **38** | **29** | **4679** | **32** |
| | Cum. Total* | | | 128 | 32 | 14318 | 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 | | | 34 | 26 | 3221 | 21 |
| | 2006-2007 | | | 24 | 18 | 3227 | 21 |
| | **2007-2008** | | | **22** | **17** | **3376** | **23** |
| | Cum. Total* | | | 80 | 20 | 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.

Maine High School Assessment

# WRITING RESULTS BY REPORTING SUBGROUPS

**Test Date:** May 2008
**SAU:** Waterville Public Schools

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | | State | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Tested | E | | M | | P | | D | | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| **All Students** | | | | | | | | | | | 133 | 10 | 45 | 29 | 17 | 1143 | 14581 | 7 | 38 | 32 | 23 | 1140 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | | | | | | | | | | | 4 | | | | | | 248 | 2 | 19 | 30 | 49 | 1131 |
| American Indian or Native Alaskan | | | | | | | | | | | 0 | | | | | | 94 | 3 | 19 | 38 | 39 | 1133 |
| Asian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 192 | 6 | 30 | 34 | 30 | 1137 |
| Hispanic | | | | | | | | | | | 5 | 0 | 40 | 40 | 20 | 1136 | 115 | 2 | 30 | 36 | 33 | 1136 |
| Caucasian/White | | | | | | | | | | | 124 | 10 | 46 | 28 | 15 | 1143 | 13932 | 7 | 39 | 32 | 22 | 1140 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 25 | 0 | 8 | 36 | 56 | 1128 | 1825 | 1 | 7 | 23 | 69 | 1125 |
| No | | | | | | | | | | | 108 | 12 | 54 | 27 | 7 | 1146 | 12756 | 7 | 43 | 33 | 17 | 1142 |
| **Current LEP** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 1 | | | | | | 488 | 3 | 19 | 29 | 49 | 1131 |
| No | | | | | | | | | | | 132 | 10 | 45 | 29 | 16 | 1143 | 14093 | 7 | 39 | 32 | 22 | 1140 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 49 | 4 | 29 | 41 | 27 | 1136 | 3546 | 2 | 25 | 35 | 38 | 1134 |
| No | | | | | | | | | | | 84 | 13 | 55 | 21 | 11 | 1146 | 11035 | 8 | 42 | 31 | 18 | 1142 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 5 | 20 | 0 | 20 | 60 | 1131 |
| No | | | | | | | | | | | 133 | 10 | 45 | 29 | 17 | 1143 | 14576 | 7 | 38 | 32 | 23 | 1140 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | 67 | 15 | 48 | 25 | 12 | 1145 | 7239 | 8 | 43 | 33 | 17 | 1142 |
| Male | | | | | | | | | | | 66 | 5 | 42 | 32 | 21 | 1141 | 7342 | 6 | 34 | 31 | 30 | 1138 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Title 1A targeted program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 103 | 0 | 7 | 39 | 54 | 1128 |
| No | | | | | | | | | | | 133 | 10 | 45 | 29 | 17 | 1143 | 14478 | 7 | 38 | 32 | 23 | 1140 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 295 | 42 | 53 | 4 | 0 | 1159 |
| No | | | | | | | | | | | 133 | 10 | 45 | 29 | 17 | 1143 | 14286 | 6 | 38 | 33 | 24 | 1139 |

**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

# SCIENCE RESULTS

Test Date: May 2008
SAU: Waterville Public Schools

**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* | | | | | |
|---|---|---|---|---|---|---|---|
| | | 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) | 2007-2008 | | | 9 | 7 | 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) | 2007-2008 | | | 57 | 42 | 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) | 2007-2008 | | | 35 | 26 | 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) | 2007-2008 | | | 35 | 26 | 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 | | | 6.89 | 45.9 | 6.41 | 42.7 |
| Cluster 2: Physical Sciences | 14 | 25 | | | 6.98 | 49.9 | 6.22 | 44.4 |
| Cluster 3: Earth and Space Sciences | 14 | 25 | | | 5.53 | 39.5 | 5.04 | 36.0 |
| Cluster 4: Nature and Implications of Science | 13 | 23 | | | 7.44 | 57.2 | 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.

Maine High School Assessment

# SCIENCE RESULTS BY REPORTING SUBGROUPS

**Test Date:** May 2008
**SAU:** Waterville Public Schools

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | | State | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Tested | E | | M | | P | | D | | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score | Tested | E | M | P | D | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| **All Students** | | | | | | | | | | | 136 | 7 | 42 | 26 | 26 | 1143 | 14759 | 2 | 40 | 24 | 34 | 1141 |
| **Ethnicity** | | | | | | | | | | | | | | | | | | | | | | |
| African American/Black | | | | | | | | | | | 4 | | | | | | 269 | 0 | 20 | 14 | 65 | 1134 |
| American Indian or Native Alaskan | | | | | | | | | | | 0 | | | | | | 92 | 1 | 24 | 28 | 47 | 1138 |
| Asian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 199 | 3 | 36 | 25 | 36 | 1140 |
| Hispanic | | | | | | | | | | | 5 | 0 | 40 | 20 | 40 | 1138 | 118 | 1 | 26 | 19 | 54 | 1136 |
| Caucasian/White | | | | | | | | | | | 127 | 7 | 41 | 27 | 25 | 1143 | 14081 | 2 | 41 | 24 | 33 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Identified disability** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 24 | 0 | 13 | 33 | 54 | 1135 | 1879 | 0 | 11 | 17 | 72 | 1133 |
| No | | | | | | | | | | | 112 | 8 | 48 | 24 | 20 | 1145 | 12880 | 2 | 44 | 25 | 28 | 1142 |
| **Current LEP** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 1 | | | | | | 519 | 1 | 18 | 19 | 62 | 1134 |
| No | | | | | | | | | | | 135 | 7 | 42 | 25 | 26 | 1143 | 14240 | 2 | 41 | 24 | 33 | 1141 |
| **Economically disadvantaged** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 50 | 2 | 30 | 20 | 48 | 1138 | 3651 | 1 | 26 | 24 | 49 | 1137 |
| No | | | | | | | | | | | 86 | 9 | 49 | 29 | 13 | 1146 | 11108 | 3 | 45 | 24 | 29 | 1142 |
| **Migrant** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 5 | 20 | 40 | 40 | 0 | 1146 |
| No | | | | | | | | | | | 136 | 7 | 42 | 26 | 26 | 1143 | 14754 | 2 | 40 | 24 | 34 | 1141 |
| **Gender** | | | | | | | | | | | | | | | | | | | | | | |
| Female | | | | | | | | | | | 70 | 6 | 39 | 27 | 29 | 1142 | 7277 | 1 | 37 | 26 | 36 | 1140 |
| Male | | | | | | | | | | | 66 | 8 | 45 | 24 | 23 | 1144 | 7482 | 3 | 43 | 22 | 32 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| **Title 1A targeted program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 100 | 1 | 5 | 22 | 72 | 1133 |
| No | | | | | | | | | | | 136 | 7 | 42 | 26 | 26 | 1143 | 14659 | 2 | 40 | 24 | 34 | 1141 |
| **Gifted/talented program** | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | 0 | | | | | | 296 | 13 | 80 | 5 | 3 | 1152 |
| No | | | | | | | | | | | 136 | 7 | 42 | 26 | 26 | 1143 | 14463 | 2 | 39 | 24 | 34 | 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