



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: 1197
SAU: MSAD 03

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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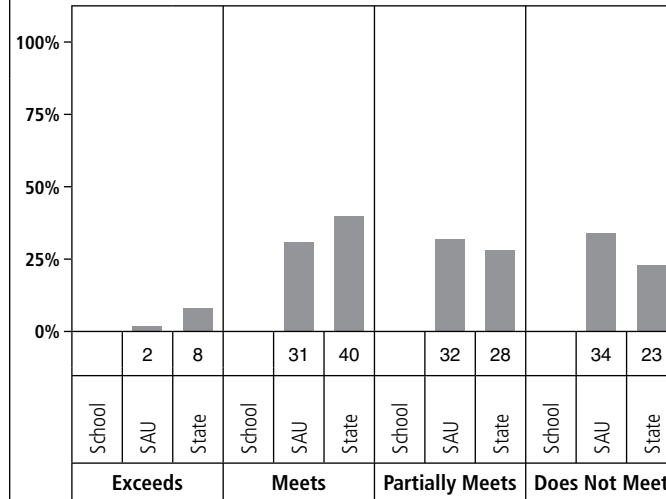
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 03

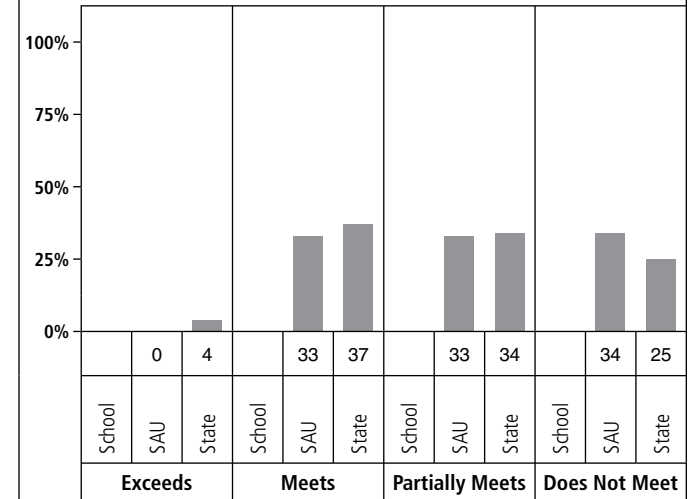
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008		1137 1135	1141 1141
Mathematics 2006–2007 2007–2008		1138 1137	1140 1141
Writing 2006–2007 2007–2008		1138 1135	1141 1140
Science 2007–2008		1138	1141

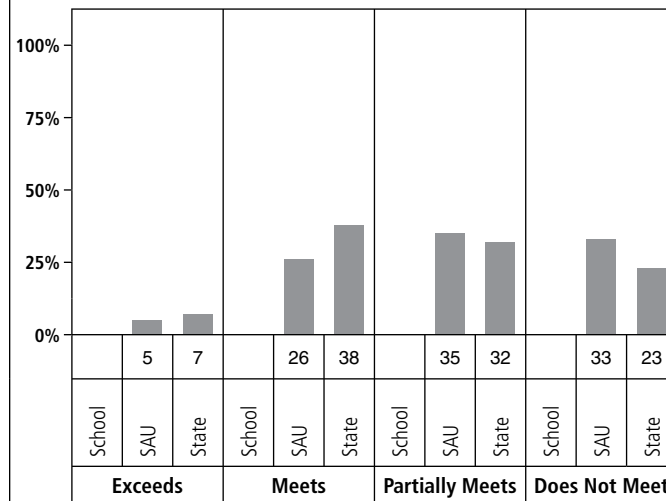
CRITICAL READING



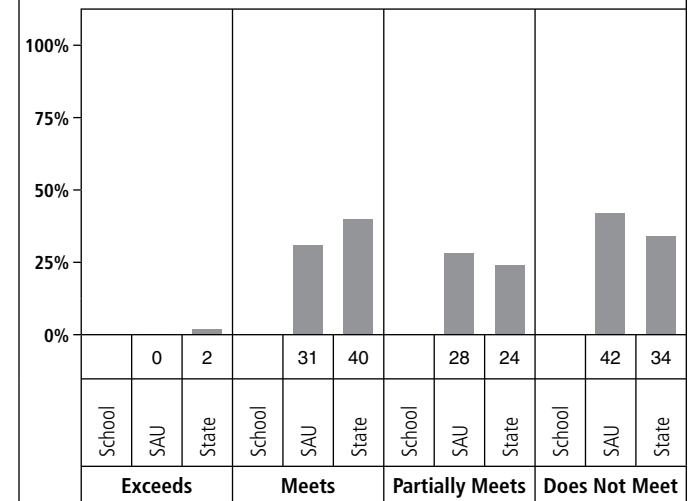
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 03

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		Critical Reading				Mathematics				Writing				Science											
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
Total number of students			107	100	15604	100			105	98	14875	96			106	99	15165	97			105	98	14869	96			104	97	14961	96
Ethnicity African American/Black			1	1	305	2			1	100	261	86			1	100	286	95			1	100	260	86			1	100	280	93
American Indian or Native Alaskan			1	1	103	1			1	100	95	93			1	100	97	95			1	100	95	93			1	100	93	91
Asian or Pacific Islander			1	1	215	1			1	100	194	90			1	100	202	94			1	100	194	90			1	100	200	93
Hispanic			0	0	140	1			0	0	118	84			0	0	123	88			0	0	118	84			0	0	120	86
Caucasian/White			104	97	14841	95			102	98	14207	96			103	99	14457	98			102	98	14202	96			101	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			30	28	2247	14			29	97	2065	93			30	100	2138	96			29	97	2060	92			28	93	2081	93
Current LEP			2	2	648	4			1	50	508	79			1	50	564	87			1	50	507	78			1	50	534	83
Economically disadvantaged			59	55	4028	26			57	97	3682	92			58	98	3831	95			57	97	3679	92			56	95	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			86	80	13042	84			87	81	13332	85			86	80	13042	84			86	80	13192	85
Identified disability (PET/IEP)			12	14	739	6			13	15	810	6			12	14	739	6			12	14	791	6
LEP			1	1	399	3			1	1	456	3			1	1	399	3			1	1	436	3
504 plan			2	2	196	2			2	2	204	2			2	2	196	2			2	2	201	2
Participation with accommodations			16	15	1623	10			16	15	1624	10			16	15	1625	10			15	14	1567	10
Identified disability (PET/IEP)			14	88	1117	69			14	88	1119	69			14	88	1119	69			13	87	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			2	13	367	23			2	13	366	23			2	13	367	23			2	13	353	23
Participation through alternate assessment (PAAP)			3	3	209	1			3	3	209	1			3	3	202	1			3	3	202	1
Identified disability (PET/IEP)			3	100	209	100			3	100	209	100			3	100	202	100			3	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			0	0	36	0			0	0	40	0			0	0	36	0			0	0	38	0
Non-participation – other			2	2	693	4			1	1	399	3			2	2	699	4			3	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.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: MSAD 03

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			4	4	1079	7
	2006-2007			10	8	1168	8
	2007-2008			2	2	1184	8
	Cum. Total*			16	5	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			30	28	5697	38
	2006-2007			30	25	5714	38
	2007-2008			32	31	5885	40
	Cum. Total*			92	28	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			46	43	4772	32
	2006-2007			44	37	4728	31
	2007-2008			33	32	4093	28
	Cum. Total*			123	37	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			28	26	3595	24
	2006-2007			35	29	3444	23
	2007-2008			35	34	3417	23
	Cum. Total*			98	30	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: MSAD 03

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	102										1135	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	1											192	4	35	30	31	1138					
Hispanic	0											115	5	32	26	37	1136					
Caucasian/White	99	2	32	32	33	1135	13930	8	41	28	23	1141										
Not Reported	0											0										
Identified disability																						
Yes	26	0	4	23	73	1125	1823	1	9	24	65	1126										
No	76	3	41	36	21	1139	12756	9	45	29	17	1143										
Current LEP																						
Yes	1											488	3	22	24	52	1132					
No	101	2	32	33	34	1135	14091	8	41	28	22	1141										
Economically disadvantaged																						
Yes	56	0	21	38	41	1132	3545	3	28	30	39	1134										
No	46	4	43	26	26	1138	11034	10	44	27	19	1143										
Migrant																						
Yes	0							5	20	0	40	40	1136									
No	102	2	31	32	34	1135	14574	8	40	28	23	1141										
Gender																						
Female	52	2	40	35	23	1137	7237	8	42	30	19	1142										
Male	50	2	22	30	46	1132	7342	8	38	26	28	1140										
Not Reported	0							0														
Title 1A targeted program																						
Yes	10	0	0	30	70	1123	103	0	9	30	61	1127										
No	92	2	35	33	30	1136	14476	8	41	28	23	1141										
Gifted/talented program																						
Yes	15	13	67	20	0	1150	295	48	48	4	0	1161										
No	87	0	25	34	40	1132	14284	7	40	29	24	1140										

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 03

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 2007-2008			3 0	2 0	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			31 34	26 33	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			38 34	31 33	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			49 35	40 34	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: MSAD 03

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	103	0	33	33	34	1137	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	1						200	8	37	34	22	1142										
Hispanic	0						120	3	23	32	43	1138										
Caucasian/White	100	0	33	33	34	1137	14180	4	38	34	24	1141										
Not Reported	0						0															
Identified disability																						
Yes	27	0	4	22	74	1131	1896	0	8	22	70	1130										
No	76	0	43	37	20	1140	12974	5	41	36	18	1142										
Current LEP																						
Yes	1						545	3	16	28	53	1135										
No	102	0	32	33	34	1137	14325	4	38	34	24	1141										
Economically disadvantaged																						
Yes	57	0	25	32	44	1136	3695	1	22	37	40	1136										
No	46	0	43	35	22	1140	11175	5	42	33	19	1142										
Migrant																						
Yes	0						5	20	20	40	20	1144										
No	103	0	33	33	34	1137	14865	4	37	34	25	1141										
Gender																						
Female	53	0	38	32	30	1139	7362	3	36	36	24	1140										
Male	50	0	28	34	38	1136	7508	5	38	32	25	1141										
Not Reported	0						0															
Title 1A targeted program																						
Yes	10	0	0	30	70	1127	103	0	8	41	51	1134										
No	93	0	37	33	30	1139	14767	4	37	34	24	1141										
Gifted/talented program																						
Yes	15	0	73	27	0	1146	296	35	59	5	0	1158										
No	88	0	26	34	40	1136	14574	4	37	35	25	1140										

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 03

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		1	1	952	6
	2006-2007		2	2	937	6
	2007-2008		5	5	962	7
	Cum. Total*		8	2	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		37	34	6055	40
	2006-2007		42	35	6167	41
	2007-2008		27	26	5564	38
	Cum. Total*		106	32	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		51	47	4916	32
	2006-2007		41	34	4723	31
	2007-2008		36	35	4679	32
	Cum. Total*		128	39	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		19	18	3221	21
	2006-2007		34	29	3227	21
	2007-2008		34	33	3376	23
	Cum. Total*		87	26	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: MSAD 03

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											102	5	26	35	33	1135	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											1						192	6	30	34	30	1137
Hispanic											0						115	2	30	36	33	1136
Caucasian/White											99	5	27	35	32	1136	13932	7	39	32	22	1140
Not Reported											0						0					
Identified disability																						
Yes											26	0	0	23	77	1122	1825	1	7	23	69	1125
No											76	7	36	39	18	1140	12756	7	43	33	17	1142
Current LEP																						
Yes											1						488	3	19	29	49	1131
No											101	5	27	36	33	1136	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes											56	4	14	43	39	1132	3546	2	25	35	38	1134
No											46	7	41	26	26	1140	11035	8	42	31	18	1142
Migrant																						
Yes											0						5	20	0	20	60	1131
No											102	5	26	35	33	1135	14576	7	38	32	23	1140
Gender																						
Female											52	6	37	40	17	1140	7239	8	43	33	17	1142
Male											50	4	16	30	50	1131	7342	6	34	31	30	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											10	0	0	20	80	1124	103	0	7	39	54	1128
No											92	5	29	37	28	1137	14478	7	38	32	23	1140
Gifted/talented program																						
Yes											15	27	47	27	0	1150	295	42	53	4	0	1159
No											87	1	23	37	39	1133	14286	6	38	33	24	1139

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 03

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	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)				0	0
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)				31	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)				28	28	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)				42	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			5.51	36.7	6.41	42.7
Cluster 2: Physical Sciences	14	25			4.92	35.1	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25			4.63	33.1	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23			5.56	42.8	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: MSAD 03

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	101	0	31	28	42	1138	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	1						199	3	36	25	36	1140										
Hispanic	0						118	1	26	19	54	1136										
Caucasian/White	98	0	32	28	41	1138	14081	2	41	24	33	1141										
Not Reported	0						0															
Identified disability																						
Yes	25	0	4	24	72	1132	1879	0	11	17	72	1133										
No	76	0	39	29	32	1139	12880	2	44	25	28	1142										
Current LEP																						
Yes	1						519	1	18	19	62	1134										
No	100	0	31	28	41	1138	14240	2	41	24	33	1141										
Economically disadvantaged																						
Yes	55	0	22	31	47	1136	3651	1	26	24	49	1137										
No	46	0	41	24	35	1140	11108	3	45	24	29	1142										
Migrant																						
Yes	0						5	20	40	40	0	1146										
No	101	0	31	28	42	1138	14754	2	40	24	34	1141										
Gender																						
Female	52	0	33	35	33	1139	7277	1	37	26	36	1140										
Male	49	0	29	20	51	1136	7482	3	43	22	32	1141										
Not Reported	0						0															
Title 1A targeted program																						
Yes	9	0	0	11	89	1130	100	1	5	22	72	1133										
No	92	0	34	29	37	1138	14659	2	40	24	34	1141										
Gifted/talented program																						
Yes	15	0	73	20	7	1145	296	13	80	5	3	1152										
No	86	0	23	29	48	1136	14463	2	39	24	34	1140										