



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/](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: 1243  
SAU: MSAD 49

## 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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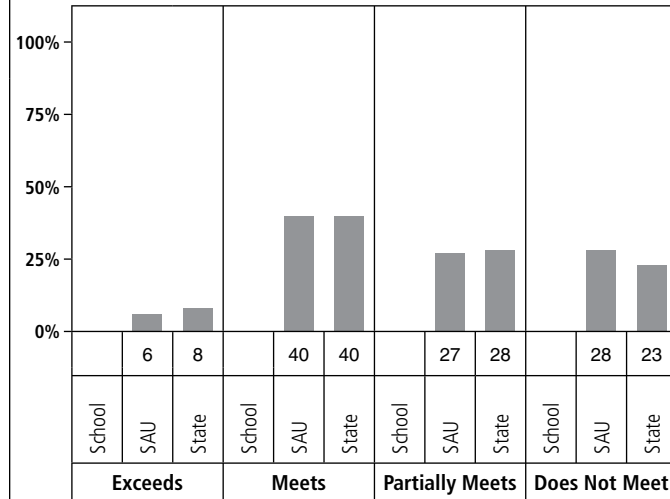
# SUMMARY OF SCORES

Test Date: May 2008  
SAU: MSAD 49

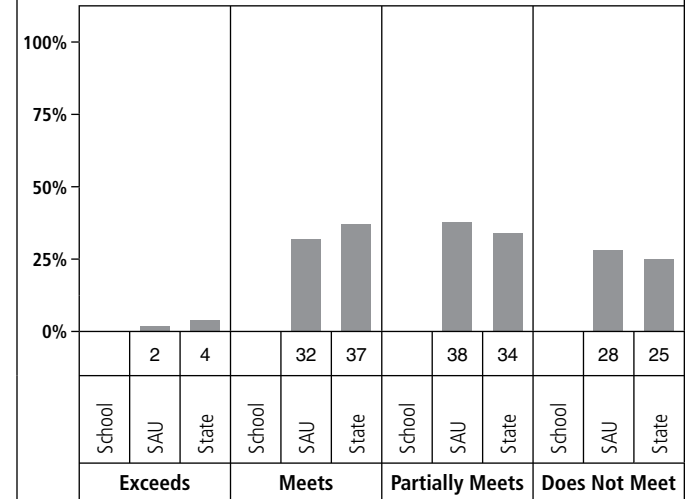
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008		1138 1139	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008		1139 1140	1140 1141
<b>Writing</b> 2006–2007 2007–2008		1138 1138	1141 1140
<b>Science</b> 2007–2008		1139	1141

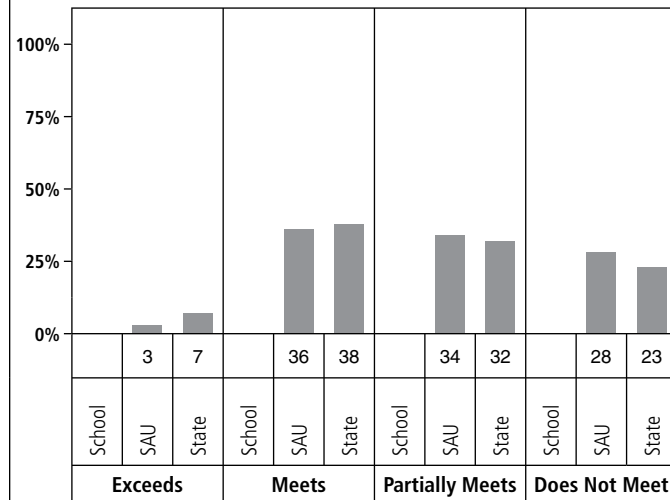
### CRITICAL READING



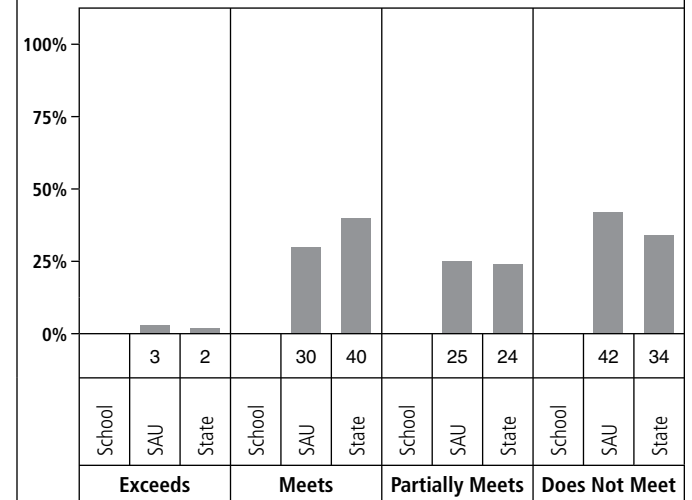
### MATHEMATICS



### WRITING



### SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: MSAD 49

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
	School		SAU		State		Critical Reading						Mathematics						Writing						Science					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
<b>Total number of students</b>			208	100	15604	100			200	97	14875	96			202	98	15165	97			200	97	14869	96			199	96	14961	96
<b>Ethnicity</b> African American/Black			0	0	305	2			0	0	261	86			0	0	286	95			0	0	260	86			0	0	280	93
American Indian or Native Alaskan			3	1	103	1			3	100	95	93			3	100	97	95			3	100	95	93			3	100	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			3	1	140	1			3	100	118	84			3	100	123	88			3	100	118	84			3	100	120	86
Caucasian/White			202	97	14841	95			194	97	14207	96			196	98	14457	98			194	97	14202	96			193	96	14268	96
Not Reported			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0
<b>Identified disability</b>			17	8	2247	14			16	100	2065	93			16	100	2138	96			16	100	2060	92			16	100	2081	93
<b>Current LEP</b>			10	5	648	4			9	90	508	79			10	100	564	87			9	90	507	78			10	100	534	83
<b>Economically disadvantaged</b>			79	38	4028	26			76	96	3682	92			78	99	3831	95			76	96	3679	92			76	96	3755	94
<b>Migrant</b>			0	0	5	0			0	0	5	100			0	0	5	100			0	0	5	100			0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	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	%		
<b>Participation without accommodations</b>					184	88	13042	84			186	89	13332	85			184	88	13042	84			183	88	13192	85
Identified disability (PET/IEP)					5	3	739	6			5	3	810	6			5	3	739	6			5	3	791	6
LEP					8	4	399	3			9	5	456	3			8	4	399	3			9	5	436	3
504 plan					3	2	196	2			3	2	204	2			3	2	196	2			3	2	201	2
<b>Participation with accommodations</b>					16	8	1623	10			16	8	1624	10			16	8	1625	10			16	8	1567	10
Identified disability (PET/IEP)					11	69	1117	69			11	69	1119	69			11	69	1119	69			11	69	1088	69
LEP					1	6	93	6			1	6	93	6			1	6	93	6			1	6	83	5
504 plan					0	0	58	4			0	0	58	4			0	0	58	4			0	0	55	4
Other					4	25	367	23			4	25	366	23			4	25	367	23			4	25	353	23
<b>Participation through alternate assessment (PAAP)</b>					0	0	209	1			0	0	209	1			0	0	202	1			0	0	202	1
Identified disability (PET/IEP)					0	0	209	100			0	0	209	100			0	0	202	100			0	0	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
<b>Approved non-participation in reading – 1st year LEP</b>					0	0	1	0																		
<b>Approved non-participation – special consideration</b>					1	0	36	0			1	0	40	0			1	0	36	0			1	0	38	0
<b>Non-participation – other</b>					7	3	693	4			5	2	399	3			7	3	699	4			8	4	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 49

**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	%
<b>Exceeds the Standards</b> – 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			8	4	1079	7
	2006-2007			8	4	1168	8
	<b>2007-2008</b>			<b>12</b>	<b>6</b>	<b>1184</b>	<b>8</b>
	Cum. Total*			28	4	3431	8
<b>Meets the Standards</b> – 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			67	33	5697	38
	2006-2007			79	35	5714	38
	<b>2007-2008</b>			<b>79</b>	<b>40</b>	<b>5885</b>	<b>40</b>
	Cum. Total*			225	36	17296	39
<b>Partially Meets the Standards</b> – 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			69	34	4772	32
	2006-2007			80	35	4728	31
	<b>2007-2008</b>			<b>54</b>	<b>27</b>	<b>4093</b>	<b>28</b>
	Cum. Total*			203	32	13593	30
<b>Does Not Meet the Standards</b> – 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			61	30	3595	24
	2006-2007			59	26	3444	23
	<b>2007-2008</b>			<b>55</b>	<b>28</b>	<b>3417</b>	<b>23</b>
	Cum. Total*			175	28	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 49

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	%	
<b>All Students</b>	200	6	40	27	28	1139	14579	8	40	28	23	1141										
<b>Ethnicity</b>																						
African American/Black	0					248	4	21	27	48	1132											
American Indian or Native Alaskan	3					94	5	27	28	40	1134											
Asian or Pacific Islander	0					192	4	35	30	31	1138											
Hispanic	3					115	5	32	26	37	1136											
Caucasian/White	194	6	40	28	26	1139	13930	8	41	28	23	1141										
Not Reported	0					0																
<b>Identified disability</b>																						
Yes	16	0	6	19	75	1124	1823	1	9	24	65	1126										
No	184	7	42	28	23	1140	12756	9	45	29	17	1143										
<b>Current LEP</b>																						
Yes	9	0	11	33	56	1128	488	3	22	24	52	1132										
No	191	6	41	27	26	1139	14091	8	41	28	22	1141										
<b>Economically disadvantaged</b>																						
Yes	76	4	37	22	37	1136	3545	3	28	30	39	1134										
No	124	7	41	30	22	1141	11034	10	44	27	19	1143										
<b>Migrant</b>																						
Yes	0					5	20	0	40	40	1136											
No	200	6	40	27	28	1139	14574	8	40	28	23	1141										
<b>Gender</b>																						
Female	101	6	44	30	21	1141	7237	8	42	30	19	1142										
Male	99	6	35	24	34	1137	7342	8	38	26	28	1140										
Not Reported	0					0																
<b>Title 1A targeted program</b>																						
Yes	0					103	0	9	30	61	1127											
No	200	6	40	27	28	1139	14476	8	41	28	23	1141										
<b>Gifted/talented program</b>																						
Yes	0					295	48	48	4	0	1161											
No	200	6	40	27	28	1139	14284	7	40	29	24	1140										

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: MSAD 49

**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	%
<b>Exceeds the Standards</b> – 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 5	2 2	578 637	4 4
<b>Meets the Standards</b> – 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			72 65	31 32	5481 5508	36 37
<b>Partially Meets the Standards</b> – 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			80 76	35 38	4754 5065	31 34
<b>Does Not Meet the Standards</b> – 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			74 56	32 28	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 49

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	%		
<b>All Students</b>	202	2	32	38	28	1140	14870	4	37	34	25	1141											
<b>Ethnicity</b>																							
African American/Black	0						274	1	12	31	57	1133											
American Indian or Native Alaskan	3						96	2	24	30	44	1136											
Asian or Pacific Islander	0						200	8	37	34	22	1142											
Hispanic	3						120	3	23	32	43	1138											
Caucasian/White	196	3	32	39	27	1140	14180	4	38	34	24	1141											
Not Reported	0						0																
<b>Identified disability</b>																							
Yes	16	0	6	25	69	1131	1896	0	8	22	70	1130											
No	186	3	34	39	24	1140	12974	5	41	36	18	1142											
<b>Current LEP</b>																							
Yes	10	0	0	50	50	1133	545	3	16	28	53	1135											
No	192	3	34	37	27	1140	14325	4	38	34	24	1141											
<b>Economically disadvantaged</b>																							
Yes	78	3	24	36	37	1138	3695	1	22	37	40	1136											
No	124	2	37	39	22	1140	11175	5	42	33	19	1142											
<b>Migrant</b>																							
Yes	0						5	20	20	40	20	1144											
No	202	2	32	38	28	1140	14865	4	37	34	25	1141											
<b>Gender</b>																							
Female	102	0	38	33	28	1139	7362	3	36	36	24	1140											
Male	100	5	26	42	27	1140	7508	5	38	32	25	1141											
Not Reported	0						0																
<b>Title 1A targeted program</b>																							
Yes	0						103	0	8	41	51	1134											
No	202	2	32	38	28	1140	14767	4	37	34	24	1141											
<b>Gifted/talented program</b>																							
Yes	0						296	35	59	5	0	1158											
No	202	2	32	38	28	1140	14574	4	37	35	25	1140											

# WRITING RESULTS

Test Date: May 2008  
SAU: MSAD 49

**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><b>Exceeds the Standards</b> – 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		4	2	952	6
	2006-2007		6	3	937	6
	<b>2007-2008</b>		<b>6</b>	<b>3</b>	<b>962</b>	<b>7</b>
	Cum. Total*		16	3	2851	6
<p><b>Meets the Standards</b> – 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		69	34	6055	40
	2006-2007		85	38	6167	41
	<b>2007-2008</b>		<b>71</b>	<b>36</b>	<b>5564</b>	<b>38</b>
	Cum. Total*		225	36	17786	40
<p><b>Partially Meets the Standards</b> – 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		77	38	4916	32
	2006-2007		81	36	4723	31
	<b>2007-2008</b>		<b>67</b>	<b>34</b>	<b>4679</b>	<b>32</b>
	Cum. Total*		225	36	14318	32
<p><b>Does Not Meet the Standards</b> – 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		55	27	3221	21
	2006-2007		54	24	3227	21
	<b>2007-2008</b>		<b>56</b>	<b>28</b>	<b>3376</b>	<b>23</b>
	Cum. Total*		165	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 49

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	%	
<b>All Students</b>	200										1138	14581	7	38	32	23					1140	
<b>Ethnicity</b>																						
African American/Black	0											248	2	19	30	49					1131	
American Indian or Native Alaskan	3											94	3	19	38	39					1133	
Asian or Pacific Islander	0											192	6	30	34	30					1137	
Hispanic	3											115	2	30	36	33					1136	
Caucasian/White	194	3	36	34	27					1138	13932	7	39	32	22						1140	
Not Reported	0											0										
<b>Identified disability</b>																						
Yes	16	0	19	13	69					1126	1825	1	7	23	69						1125	
No	184	3	37	35	24					1139	12756	7	43	33	17						1142	
<b>Current LEP</b>																						
Yes	9	0	11	44	44					1132	488	3	19	29	49						1131	
No	191	3	37	33	27					1138	14093	7	39	32	22						1140	
<b>Economically disadvantaged</b>																						
Yes	76	0	36	26	38					1135	3546	2	25	35	38						1134	
No	124	5	35	38	22					1139	11035	8	42	31	18						1142	
<b>Migrant</b>																						
Yes	0										5	20	0	20	60						1131	
No	200	3	36	34	28					1138	14576	7	38	32	23						1140	
<b>Gender</b>																						
Female	101	3	43	38	17					1140	7239	8	43	33	17						1142	
Male	99	3	28	29	39					1135	7342	6	34	31	30						1138	
Not Reported	0										0											
<b>Title 1A targeted program</b>																						
Yes	0										103	0	7	39	54						1128	
No	200	3	36	34	28					1138	14478	7	38	32	23						1140	
<b>Gifted/talented program</b>																						
Yes	0										295	42	53	4	0						1159	
No	200	3	36	34	28					1138	14286	6	38	33	24						1139	

# SCIENCE RESULTS

Test Date: May 2008  
SAU: MSAD 49

**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	%
		<b>Exceeds the Standards</b> – 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)				6	3
<b>Meets the Standards</b> – 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)				60	30	5927	40
<b>Partially Meets the Standards</b> – 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)				49	25	3544	24
<b>Does Not Meet the Standards</b> – 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)				84	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			6.34	42.3	6.41	42.7
Cluster 2: Physical Sciences	14	25			5.50	39.3	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25			4.61	32.9	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23			6.12	47.1	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 49

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	%	
<b>All Students</b>	199	3	30	25	42	1139	14759	2	40	24	34	1141										
<b>Ethnicity</b>																						
African American/Black	0		20	14	65	1134	269	0	20	14	65	1134										
American Indian or Native Alaskan	3		24	28	47	1138	92	1	24	28	47	1138										
Asian or Pacific Islander	0		36	25	36	1140	199	3	36	25	36	1140										
Hispanic	3		26	19	54	1136	118	1	26	19	54	1136										
Caucasian/White	193	3	30	25	41	1140	14081	2	41	24	33	1141										
Not Reported	0						0															
<b>Identified disability</b>																						
Yes	16	0	0	25	75	1132	1879	0	11	17	72	1133										
No	183	3	33	25	39	1140	12880	2	44	25	28	1142										
<b>Current LEP</b>																						
Yes	10	0	10	10	80	1133	519	1	18	19	62	1134										
No	189	3	31	25	40	1140	14240	2	41	24	33	1141										
<b>Economically disadvantaged</b>																						
Yes	76	3	22	20	55	1138	3651	1	26	24	49	1137										
No	123	3	35	28	34	1141	11108	3	45	24	29	1142										
<b>Migrant</b>																						
Yes	0		40	40	0	1146	5	20	40	40	0	1146										
No	199	3	30	25	42	1139	14754	2	40	24	34	1141										
<b>Gender</b>																						
Female	99	2	29	26	42	1139	7277	1	37	26	36	1140										
Male	100	4	31	23	42	1140	7482	3	43	22	32	1141										
Not Reported	0						0															
<b>Title 1A targeted program</b>																						
Yes	0		5	22	72	1133	100	1	5	22	72	1133										
No	199	3	30	25	42	1139	14659	2	40	24	34	1141										
<b>Gifted/talented program</b>																						
Yes	0		80	5	3	1152	296	13	80	5	3	1152										
No	199	3	30	25	42	1139	14463	2	39	24	34	1140										