



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



High School Report

Test Date: May 2008
ID: 12451687
SAU: MSAD 51
School: Greely High School

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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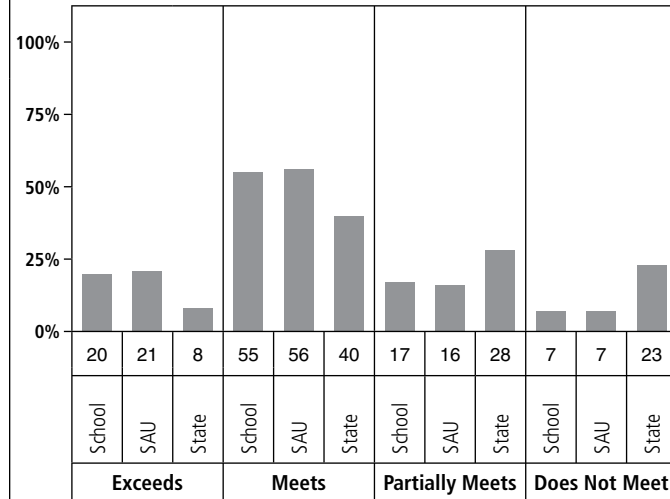
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 51
School: Greely High School

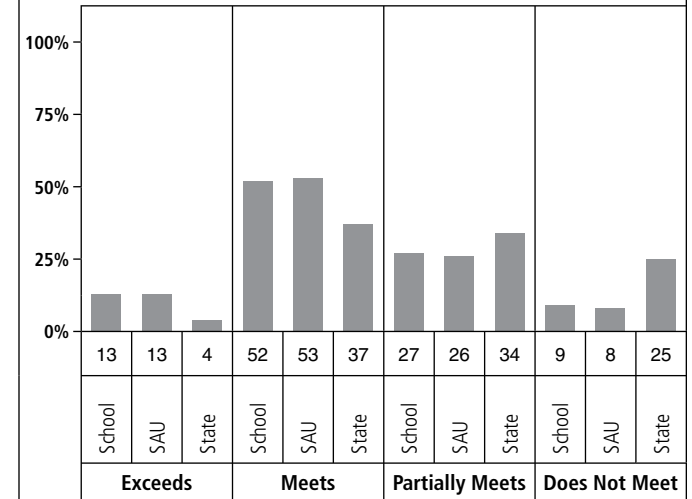
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1152 1150	1153 1150	1141 1141
Mathematics 2006–2007 2007–2008	1148 1147	1148 1147	1140 1141
Writing 2006–2007 2007–2008	1154 1151	1154 1151	1141 1140
Science 2007–2008	1147	1147	1141

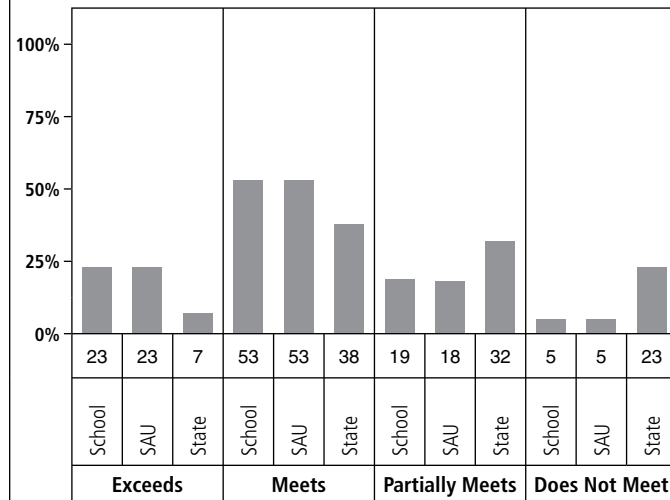
CRITICAL READING



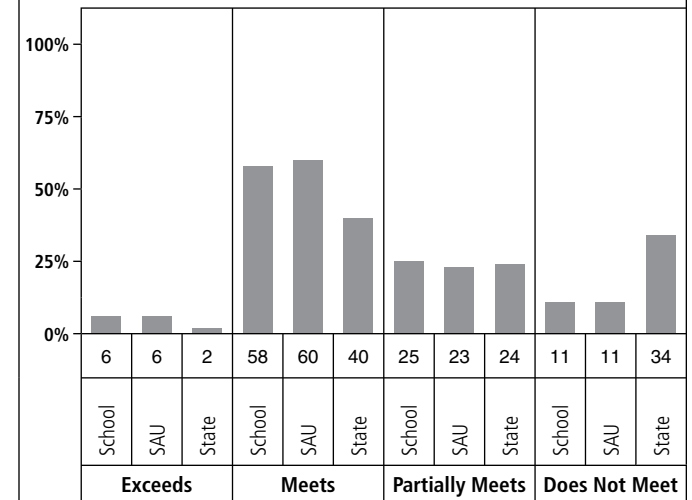
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 51
School: Greely High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		Critical Reading						Mathematics						Writing						Science					
	N	%	N	%	N	%	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	170	100	167	100	15604	100	169	99	166	99	14875	96	170	100	167	100	15165	97	169	99	166	99	14869	96	168	99	165	99	14961	96
Ethnicity African American/Black	2	1	2	1	305	2	2	100	2	100	261	86	2	100	2	100	286	95	2	100	2	100	260	86	2	100	2	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	2	1	2	1	215	1	2	100	2	100	194	90	2	100	2	100	202	94	2	100	2	100	194	90	2	100	2	100	200	93
Hispanic	0	0	0	0	140	1	0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
Caucasian/White	166	98	163	98	14841	95	165	99	162	99	14207	96	166	100	163	100	14457	98	165	99	162	99	14202	96	164	99	161	99	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	12	7	11	7	2247	14	12	100	11	100	2065	93	12	100	11	100	2138	96	12	100	11	100	2060	92	12	100	11	100	2081	93
Current LEP	0	0	0	0	648	4	0	0	0	0	508	79	0	0	0	0	564	87	0	0	0	0	507	78	0	0	0	0	534	83
Economically disadvantaged	4	2	4	2	4028	26	4	100	4	100	3682	92	4	100	4	100	3831	95	4	100	4	100	3679	92	4	100	4	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	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	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	158	93	156	93	13042	84	159	94	157	94	13332	85	158	93	156	93	13042	84	157	92	155	93	13192	85
Identified disability (PET/IEP)	1	1	1	1	739	6	1	1	1	1	810	6	1	1	1	1	739	6	1	1	1	1	791	6
LEP	0	0	0	0	399	3	0	0	0	0	456	3	0	0	0	0	399	3	0	0	0	0	436	3
504 plan	0	0	0	0	196	2	0	0	0	0	204	2	0	0	0	0	196	2	0	0	0	0	201	2
Participation with accommodations	9	5	8	5	1623	10	9	5	8	5	1624	10	9	5	8	5	1625	10	9	5	8	5	1567	10
Identified disability (PET/IEP)	9	100	8	100	1117	69	9	100	8	100	1119	69	9	100	8	100	1119	69	9	100	8	100	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	0	0	0	0	367	23	0	0	0	0	366	23	0	0	0	0	367	23	0	0	0	0	353	23
Participation through alternate assessment (PAAP)	2	1	2	1	209	1	2	1	2	1	209	1	2	1	2	1	202	1	2	1	2	1	202	1
Identified disability (PET/IEP)	2	100	2	100	209	100	2	100	2	100	209	100	2	100	2	100	202	100	2	100	2	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	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	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	1	1	1	1	693	4	0	0	0	0	399	3	1	1	1	1	699	4	2	1	2	1	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 51
School: Greely High School

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	31	19	32	19	1079	7
	2006-2007	51	29	52	30	1168	8
	2007-2008	34	20	34	21	1184	8
	Cum. Total*	116	23	118	23	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	88	53	89	53	5697	38
	2006-2007	84	48	84	48	5714	38
	2007-2008	92	55	92	56	5885	40
	Cum. Total*	264	52	265	52	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	34	21	34	20	4772	32
	2006-2007	30	17	30	17	4728	31
	2007-2008	29	17	26	16	4093	28
	Cum. Total*	93	18	90	18	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	12	7	12	7	3595	24
	2006-2007	10	6	10	6	3444	23
	2007-2008	12	7	12	7	3417	23
	Cum. Total*	34	7	34	7	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 51
School: Greely High School

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	167	34	20	92	55	29	17	12	7	1150	164	21	56	16	7	1150	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	2									1128	2					1127	248	4	21	27	48	1132
American Indian or Native Alaskan	0									1151	0					1151	94	5	27	28	40	1134
Asian or Pacific Islander	2									1150	2					1150	192	4	35	30	31	1138
Hispanic	0									1150	0					1150	115	5	32	26	37	1136
Caucasian/White	163	34	21	91	56	28	17	10	6	1150	160	21	57	16	6	1150	13930	8	41	28	23	1141
Not Reported	0									1150	0					1150	0					
Identified disability																						
Yes	10	0	0	1	10	4	40	5	50	1128	9	0	11	33	56	1127	1823	1	9	24	65	1126
No	157	34	22	91	58	25	16	7	4	1151	155	22	59	15	5	1151	12756	9	45	29	17	1143
Current LEP																						
Yes	0									1150	0					1150	488	3	22	24	52	1132
No	167	34	20	92	55	29	17	12	7	1150	164	21	56	16	7	1150	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	4									1150	4					1150	3545	3	28	30	39	1134
No	163	34	21	90	55	28	17	11	7	1150	160	21	56	16	7	1150	11034	10	44	27	19	1143
Migrant																						
Yes	0									1150	0					1150	5	20	0	40	40	1136
No	167	34	20	92	55	29	17	12	7	1150	164	21	56	16	7	1150	14574	8	40	28	23	1141
Gender																						
Female	79	18	23	46	58	11	14	4	5	1152	77	23	60	12	5	1152	7237	8	42	30	19	1142
Male	88	16	18	46	52	18	20	8	9	1148	87	18	53	20	9	1148	7342	8	38	26	28	1140
Not Reported	0									1150	0					1150	0					
Title 1A targeted program																						
Yes	0									1150	0					1150	103	0	9	30	61	1127
No	167	34	20	92	55	29	17	12	7	1150	164	21	56	16	7	1150	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0									1150	0					1150	295	48	48	4	0	1161
No	167	34	20	92	55	29	17	12	7	1150	164	21	56	16	7	1150	14284	7	40	29	24	1140

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 51
School: Greely High School

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	24	13	24	13	578	4
	2007-2008	21	13	21	13	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	93	52	94	53	5481	36
	2007-2008	87	52	87	53	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	49	28	49	27	4754	31
	2007-2008	45	27	43	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	12	7	12	7	4607	30
	2007-2008	15	9	14	8	3660	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 51
School: Greely High School

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	168	21	13	87	52	45	27	15	9	1147	165	13	53	26	8	1147	14870	4	37	34	25	1141	
Ethnicity																							
African American/Black	2									1127	2					1127	274	1	12	31	57	1133	
American Indian or Native Alaskan	0									1148	0					1149	96	2	24	30	44	1136	
Asian or Pacific Islander	2									1147	2					1147	200	8	37	34	22	1142	
Hispanic	0									1147	0					1147	120	3	23	32	43	1138	
Caucasian/White	164	21	13	87	53	42	26	14	9	1147	161	13	54	25	8	1148	14180	4	38	34	24	1141	
Not Reported	0									1147	0					1147	0						
Identified disability																							
Yes	10	0	0	1	10	3	30	6	60	1127	9	0	11	33	56	1127	1896	0	8	22	70	1130	
No	158	21	13	86	54	42	27	9	6	1148	156	13	55	26	6	1149	12974	5	41	36	18	1142	
Current LEP																							
Yes	0									1147	0					1147	545	3	16	28	53	1135	
No	168	21	13	87	52	45	27	15	9	1147	165	13	53	26	8	1147	14325	4	38	34	24	1141	
Economically disadvantaged																							
Yes	4									1147	4					1147	3695	1	22	37	40	1136	
No	164	21	13	85	52	45	27	13	8	1147	161	13	53	27	7	1148	11175	5	42	33	19	1142	
Migrant																							
Yes	0									1147	0					1147	5	20	20	40	20	1144	
No	168	21	13	87	52	45	27	15	9	1147	165	13	53	26	8	1147	14865	4	37	34	25	1141	
Gender																							
Female	80	8	10	45	56	20	25	7	9	1146	78	10	58	24	8	1146	7362	3	36	36	24	1140	
Male	88	13	15	42	48	25	28	8	9	1148	87	15	48	28	9	1148	7508	5	38	32	25	1141	
Not Reported	0									1147	0					1147	0						
Title 1A targeted program																							
Yes	0									1147	0					1147	103	0	8	41	51	1134	
No	168	21	13	87	52	45	27	15	9	1147	165	13	53	26	8	1147	14767	4	37	34	24	1141	
Gifted/talented program																							
Yes	0									1147	0					1147	296	35	59	5	0	1158	
No	168	21	13	87	52	45	27	15	9	1147	165	13	53	26	8	1147	14574	4	37	35	25	1140	

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 51
School: Greely High School

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	%	
<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	37	22	37	22	952	6
	2006-2007	57	33	58	33	937	6
	2007-2008	38	23	38	23	962	7
	Cum. Total*	132	26	133	26	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	95	58	97	58	6055	40
	2006-2007	84	48	84	48	6167	41
	2007-2008	88	53	87	53	5564	38
	Cum. Total*	267	53	268	53	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	23	14	23	14	4916	32
	2006-2007	26	15	26	15	4723	31
	2007-2008	32	19	30	18	4679	32
	Cum. Total*	81	16	79	16	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	10	6	10	6	3221	21
	2006-2007	8	5	8	5	3227	21
	2007-2008	9	5	9	5	3376	23
	Cum. Total*	27	5	27	5	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 51
School: Greely High School

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	167	38	23	88	53	32	19	9	5	1151	164	23	53	18	5	1151	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	2										2						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	2										2						192	6	30	34	30	1137
Hispanic	0										0						115	2	30	36	33	1136
Caucasian/White	163	38	23	87	53	30	18	8	5	1151	160	24	54	18	5	1151	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	3	30	6	60	1128	9	0	11	22	67	1127	1825	1	7	23	69	1125
No	157	38	24	87	55	29	18	3	2	1152	155	25	55	18	2	1152	12756	7	43	33	17	1142
Current LEP																						
Yes	0										0						488	3	19	29	49	1131
No	167	38	23	88	53	32	19	9	5	1151	164	23	53	18	5	1151	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	4										4						3546	2	25	35	38	1134
No	163	38	23	87	53	30	18	8	5	1151	160	24	54	18	5	1151	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	167	38	23	88	53	32	19	9	5	1151	164	23	53	18	5	1151	14576	7	38	32	23	1140
Gender																						
Female	79	21	27	43	54	12	15	3	4	1153	77	27	56	13	4	1154	7239	8	43	33	17	1142
Male	88	17	19	45	51	20	23	6	7	1149	87	20	51	23	7	1149	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	167	38	23	88	53	32	19	9	5	1151	164	23	53	18	5	1151	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	167	38	23	88	53	32	19	9	5	1151	164	23	53	18	5	1151	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

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 51
School: Greely High School

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.

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
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
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
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

STUDENTS AT EACH ACHIEVEMENT LEVEL*					
School		SAU		State	
N	%	N	%	N	%
10	6	10	6	300	2
97	58	97	60	5927	40
41	25	38	23	3544	24
18	11	18	11	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	8.95	59.7	9.00	60.0	6.41	42.7
Cluster 2: Physical Sciences	14	25	8.46	60.4	8.54	61.0	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	6.11	43.6	6.11	43.6	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	8.20	63.1	8.23	63.3	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 51
School: Greely High School

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	166	10	6	97	58	41	25	18	11	1147	163	6	60	23	11	1147	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	2									1134	2					1134	269	0	20	14	65	1134
American Indian or Native Alaskan	0									1148	0					1148	92	1	24	28	47	1138
Asian or Pacific Islander	2									1147	2					1147	199	3	36	25	36	1140
Hispanic	0									1147	0					1147	118	1	26	19	54	1136
Caucasian/White	162	10	6	96	59	40	25	16	10	1147	159	6	60	23	10	1147	14081	2	41	24	33	1141
Not Reported	0									1147	0					1147	0					
Identified disability																						
Yes	10	0	0	1	10	3	30	6	60	1134	9	0	11	22	67	1134	1879	0	11	17	72	1133
No	156	10	6	96	62	38	24	12	8	1148	154	6	62	23	8	1148	12880	2	44	25	28	1142
Current LEP																						
Yes	0									1147	0					1147	519	1	18	19	62	1134
No	166	10	6	97	58	41	25	18	11	1147	163	6	60	23	11	1147	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	4									1147	4					1147	3651	1	26	24	49	1137
No	162	10	6	95	59	40	25	17	10	1147	159	6	60	23	11	1147	11108	3	45	24	29	1142
Migrant																						
Yes	0									1147	0					1147	5	20	40	40	0	1146
No	166	10	6	97	58	41	25	18	11	1147	163	6	60	23	11	1147	14754	2	40	24	34	1141
Gender																						
Female	79	3	4	48	61	19	24	9	11	1146	77	4	62	22	12	1146	7277	1	37	26	36	1140
Male	87	7	8	49	56	22	25	9	10	1147	86	8	57	24	10	1147	7482	3	43	22	32	1141
Not Reported	0									1147	0					1147	0					
Title 1A targeted program																						
Yes	0									1147	0					1147	100	1	5	22	72	1133
No	166	10	6	97	58	41	25	18	11	1147	163	6	60	23	11	1147	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0									1147	0					1147	296	13	80	5	3	1152
No	166	10	6	97	58	41	25	18	11	1147	163	6	60	23	11	1147	14463	2	39	24	34	1140