



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: 12861837
SAU: Maranacook CSD
School: Maranacook Community High Sch

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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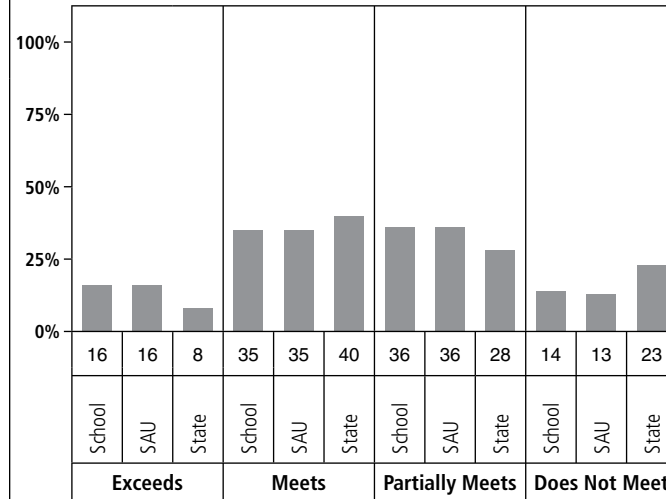
SUMMARY OF SCORES

Test Date: May 2008
SAU: Maranacook CSD
School: Maranacook Community High Sch

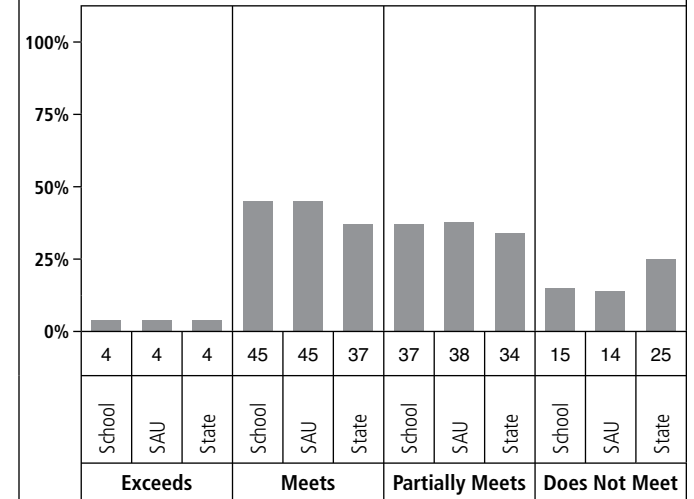
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1143 1144	1144 1144	1141 1141
Mathematics 2006–2007 2007–2008	1141 1143	1142 1143	1140 1141
Writing 2006–2007 2007–2008	1142 1142	1143 1142	1141 1140
Science 2007–2008	1142	1142	1141

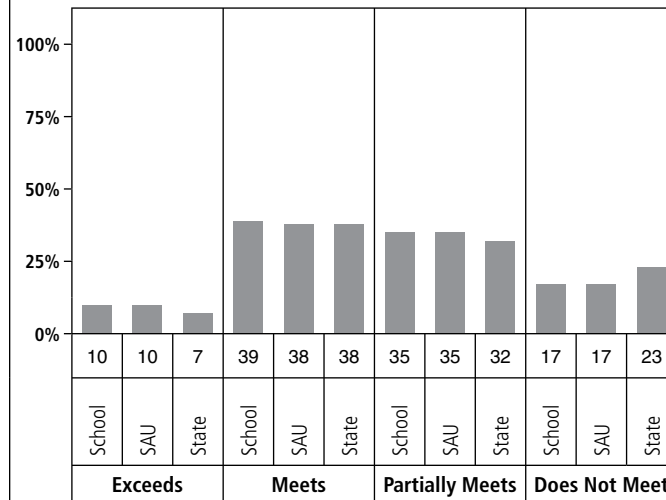
CRITICAL READING



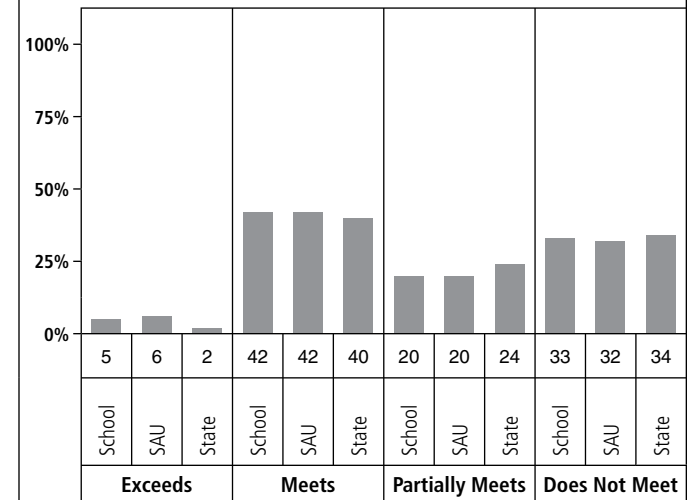
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Maranacook CSD
School: Maranacook Community High Sch

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	112	100	111	100	15604	100	110	98	109	98	14875	96	111	99	110	99	15165	97	110	98	109	98	14869	96	111	99	110	99	14961	96
Ethnicity African American/Black	1	1	1	1	305	2	1	100	1	100	261	86	1	100	1	100	286	95	1	100	1	100	260	86	1	100	1	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	2	2	2	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	109	97	108	97	14841	95	107	98	106	98	14207	96	108	99	107	99	14457	98	107	98	106	98	14202	96	108	99	107	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	13	12	13	12	2247	14	13	100	13	100	2065	93	13	100	13	100	2138	96	13	100	13	100	2060	92	13	100	13	100	2081	93
Current LEP	6	5	6	5	648	4	5	83	5	83	508	79	5	83	5	83	564	87	5	83	5	83	507	78	5	83	5	83	534	83
Economically disadvantaged	23	21	22	20	4028	26	22	96	21	95	3682	92	23	100	22	100	3831	95	22	96	21	95	3679	92	23	100	22	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	100	89	99	89	13042	84	101	90	100	90	13332	85	100	89	99	89	13042	84	101	90	100	90	13192	85
Identified disability (PET/IEP)	4	4	4	4	739	6	4	4	4	4	810	6	4	4	4	4	739	6	4	4	4	4	791	6
LEP	5	5	5	5	399	3	5	5	5	5	456	3	5	5	5	5	399	3	5	5	5	5	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	8	9	8	1623	10	9	8	9	8	1624	10	9	8	9	8	1625	10	9	8	9	8	1567	10
Identified disability (PET/IEP)	8	89	8	89	1117	69	8	89	8	89	1119	69	8	89	8	89	1119	69	8	89	8	89	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	1	11	1	11	367	23	1	11	1	11	366	23	1	11	1	11	367	23	1	11	1	11	353	23
Participation through alternate assessment (PAAP)	1	1	1	1	209	1	1	1	1	1	209	1	1	1	1	1	202	1	1	1	1	1	202	1
Identified disability (PET/IEP)	1	100	1	100	209	100	1	100	1	100	209	100	1	100	1	100	202	100	1	100	1	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	2	2	2	2	693	4	1	1	1	1	399	3	2	2	2	2	699	4	1	1	1	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: Maranacook CSD
School: Maranacook Community High Sch

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	11	9	12	10	1079	7
	2006-2007	13	11	13	12	1168	8
	2007-2008	17	16	17	16	1184	8
	Cum. Total*	41	12	42	12	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	47	38	46	38	5697	38
	2006-2007	48	40	47	42	5714	38
	2007-2008	38	35	38	35	5885	40
	Cum. Total*	133	38	131	38	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	41	33	41	34	4772	32
	2006-2007	40	33	35	31	4728	31
	2007-2008	39	36	39	36	4093	28
	Cum. Total*	120	34	115	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	24	20	23	19	3595	24
	2006-2007	20	17	17	15	3444	23
	2007-2008	15	14	14	13	3417	23
	Cum. Total*	59	17	54	16	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: Maranacook CSD
School: Maranacook Community High Sch

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	109	17	16	38	35	39	36	15	14	1144	108	16	35	36	13	1144	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	1										1						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	2										2						192	4	35	30	31	1138
Hispanic	0										0						115	5	32	26	37	1136
Caucasian/White	106	17	16	36	34	38	36	15	14	1144	105	16	34	36	13	1144	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	12	2	17	0	0	4	33	6	50	1131	12	17	0	33	50	1131	1823	1	9	24	65	1126
No	97	15	15	38	39	35	36	9	9	1145	96	16	40	36	8	1146	12756	9	45	29	17	1143
Current LEP																						
Yes	5	0	0	1	20	3	60	1	20	1134	5	0	20	60	20	1134	488	3	22	24	52	1132
No	104	17	16	37	36	36	35	14	13	1144	103	17	36	35	13	1144	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	21	0	0	7	33	7	33	7	33	1136	20	0	35	35	30	1136	3545	3	28	30	39	1134
No	88	17	19	31	35	32	36	8	9	1146	88	19	35	36	9	1146	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	109	17	16	38	35	39	36	15	14	1144	108	16	35	36	13	1144	14574	8	40	28	23	1141
Gender																						
Female	50	8	16	15	30	25	50	2	4	1144	49	16	31	51	2	1144	7237	8	42	30	19	1142
Male	59	9	15	23	39	14	24	13	22	1144	59	15	39	24	22	1144	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	109	17	16	38	35	39	36	15	14	1144	108	16	35	36	13	1144	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	109	17	16	38	35	39	36	15	14	1144	108	16	35	36	13	1144	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

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Maranacook CSD
School: Maranacook Community High Sch

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	2	3	3	578	4
		4	4	4	4	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 2007-2008	56	44	55	47	5481	36
		49	45	49	45	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 2007-2008	35	28	32	28	4754	31
		41	37	41	38	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 2007-2008	32	25	26	22	4607	30
		16	15	15	14	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: Maranacook CSD
School: Maranacook Community High Sch

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	110	4	4	49	45	41	37	16	15	1143	109	4	45	38	14	1143	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	1										1						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	2										2						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	107	4	4	46	43	41	38	16	15	1143	106	4	43	39	14	1143	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	5	42	6	50	1132	12	0	8	42	50	1132	1896	0	8	22	70	1130
No	98	4	4	48	49	36	37	10	10	1144	97	4	49	37	9	1144	12974	5	41	36	18	1142
Current LEP																						
Yes	5	0	0	2	40	0	0	3	60	1140	5	0	40	0	60	1140	545	3	16	28	53	1135
No	105	4	4	47	45	41	39	13	12	1143	104	4	45	39	12	1143	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	22	0	0	8	36	6	27	8	36	1140	21	0	38	29	33	1140	3695	1	22	37	40	1136
No	88	4	5	41	47	35	40	8	9	1144	88	5	47	40	9	1144	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	110	4	4	49	45	41	37	16	15	1143	109	4	45	38	14	1143	14865	4	37	34	25	1141
Gender																						
Female	50	1	2	19	38	26	52	4	8	1142	49	2	39	53	6	1142	7362	3	36	36	24	1140
Male	60	3	5	30	50	15	25	12	20	1144	60	5	50	25	20	1144	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	110	4	4	49	45	41	37	16	15	1143	109	4	45	38	14	1143	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	110	4	4	49	45	41	37	16	15	1143	109	4	45	38	14	1143	14574	4	37	35	25	1140

WRITING RESULTS

Test Date: May 2008
SAU: Maranacook CSD
School: Maranacook Community High Sch

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	%	
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	11	9	11	9	952	6
	2006-2007	7	6	7	6	937	6
	2007-2008	11	10	11	10	962	7
	Cum. Total*	29	8	29	8	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	57	46	58	48	6055	40
	2006-2007	58	48	57	51	6167	41
	2007-2008	42	39	41	38	5564	38
	Cum. Total*	157	44	156	46	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	32	26	30	25	4916	32
	2006-2007	41	34	35	31	4723	31
	2007-2008	38	35	38	35	4679	32
	Cum. Total*	111	31	103	30	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	23	19	23	19	3221	21
	2006-2007	15	12	13	12	3227	21
	2007-2008	18	17	18	17	3376	23
	Cum. Total*	56	16	54	16	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: Maranacook CSD
School: Maranacook Community High Sch

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	109	11	10	42	39	38	35	18	17	1142	108	10	38	35	17	1142	14581	7	38	32	23	1140	
Ethnicity																							
African American/Black	1										1						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	106	11	10	41	39	36	34	18	17	1142	105	10	38	34	17	1142	13932	7	39	32	22	1140	
Not Reported	0										0						0						
Identified disability																							
Yes	12	0	0	2	17	3	25	7	58	1129	12	0	17	25	58	1129	1825	1	7	23	69	1125	
No	97	11	11	40	41	35	36	11	11	1144	96	11	41	36	11	1144	12756	7	43	33	17	1142	
Current LEP																							
Yes	5	0	0	0	0	4	80	1	20	1132	5	0	0	80	20	1132	488	3	19	29	49	1131	
No	104	11	11	42	40	34	33	17	16	1143	103	11	40	33	17	1143	14093	7	39	32	22	1140	
Economically disadvantaged																							
Yes	21	0	0	8	38	6	29	7	33	1136	20	0	35	30	35	1136	3546	2	25	35	38	1134	
No	88	11	13	34	39	32	36	11	13	1144	88	13	39	36	13	1144	11035	8	42	31	18	1142	
Migrant																							
Yes	0										0						5	20	0	20	60	1131	
No	109	11	10	42	39	38	35	18	17	1142	108	10	38	35	17	1142	14576	7	38	32	23	1140	
Gender																							
Female	50	3	6	20	40	23	46	4	8	1143	49	6	39	47	8	1143	7239	8	43	33	17	1142	
Male	59	8	14	22	37	15	25	14	24	1142	59	14	37	25	24	1142	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	109	11	10	42	39	38	35	18	17	1142	108	10	38	35	17	1142	14478	7	38	32	23	1140	
Gifted/talented program																							
Yes	0										0						295	42	53	4	0	1159	
No	109	11	10	42	39	38	35	18	17	1142	108	10	38	35	17	1142	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: Maranacook CSD
School: Maranacook Community High Sch

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)	6	5	6	6	300
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)	46	42	46	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)	22	20	22	20	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)	36	33	35	32	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	7.02	46.8	7.03	46.9	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.61	47.2	6.64	47.4	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.20	37.1	5.22	37.3	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.10	54.6	7.15	55.0	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: Maranacook CSD
School: Maranacook Community High Sch

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	110	6	5	46	42	22	20	36	33	1142	109	6	42	20	32	1142	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	1									1135	1					1135	269	0	20	14	65	1134
American Indian or Native Alaskan	0									1143	0					1143	92	1	24	28	47	1138
Asian or Pacific Islander	2									1136	2					1136	199	3	36	25	36	1140
Hispanic	0									1142	0					1142	118	1	26	19	54	1136
Caucasian/White	107	6	6	44	41	21	20	36	34	1142	106	6	42	20	33	1142	14081	2	41	24	33	1141
Not Reported	0									1137	0					1137	0					
Identified disability																						
Yes	12	0	0	2	17	2	17	8	67	1135	12	0	17	17	67	1135	1879	0	11	17	72	1133
No	98	6	6	44	45	20	20	28	29	1143	97	6	45	21	28	1143	12880	2	44	25	28	1142
Current LEP																						
Yes	5	0	0	1	20	1	20	3	60	1136	5	0	20	20	60	1136	519	1	18	19	62	1134
No	105	6	6	45	43	21	20	33	31	1142	104	6	43	20	31	1143	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	22	0	0	7	32	2	9	13	59	1137	21	0	33	10	57	1138	3651	1	26	24	49	1137
No	88	6	7	39	44	20	23	23	26	1143	88	7	44	23	26	1143	11108	3	45	24	29	1142
Migrant																						
Yes	0									1140	0					1140	5	20	40	40	0	1146
No	110	6	5	46	42	22	20	36	33	1142	109	6	42	20	32	1142	14754	2	40	24	34	1141
Gender																						
Female	50	1	2	14	28	16	32	19	38	1140	49	2	29	33	37	1140	7277	1	37	26	36	1140
Male	60	5	8	32	53	6	10	17	28	1144	60	8	53	10	28	1144	7482	3	43	22	32	1141
Not Reported	0									1137	0					1137	0					
Title 1A targeted program																						
Yes	0									1142	0					1142	100	1	5	22	72	1133
No	110	6	5	46	42	22	20	36	33	1142	109	6	42	20	32	1142	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0									1142	0					1142	296	13	80	5	3	1152
No	110	6	5	46	42	22	20	36	33	1142	109	6	42	20	32	1142	14463	2	39	24	34	1140

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