



August 2011

**DEPARTMENT OF EDUCATION**  
2010–2011 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*. The New England Common Assessment Program (NECAP) and Maine Educational Assessment (MEA) are administered in grades 3 through 8 to meet state and federal assessment requirements. Since the spring of 2006, the Maine High School Assessment, consisting of the SAT Reasoning Test™ (SAT) and a science test, 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 academic achievement. The high school assessment also includes science testing. The combined set of tests comprises the Maine High School Assessment (MHSA).

These Maine High School Assessment Summary Reports contain the results of your student’s performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2011 critical reading, writing, mathematics, and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student item-level 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 from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and science test questions that were taken by the nearly 15,000 publicly-funded students who were enrolled in their third year of high school across all Maine schools. The MHSA employs an assessment design that requires students to create an essay response to a writing prompt, generate answers to open-ended mathematics and science questions, and select answers to multiple-choice questions in all four disciplines. More information about the design, history, and use of the SAT can be found at: <http://www.maine.gov/education/mhsa/index.htm>.

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,

Stephen L. Bowen  
Commissioner of Education



# High School Report

Test Date: May 2011  
Code: 10111165  
SAU: Bangor School Department  
School: Bangor High School

## Contents of the Report

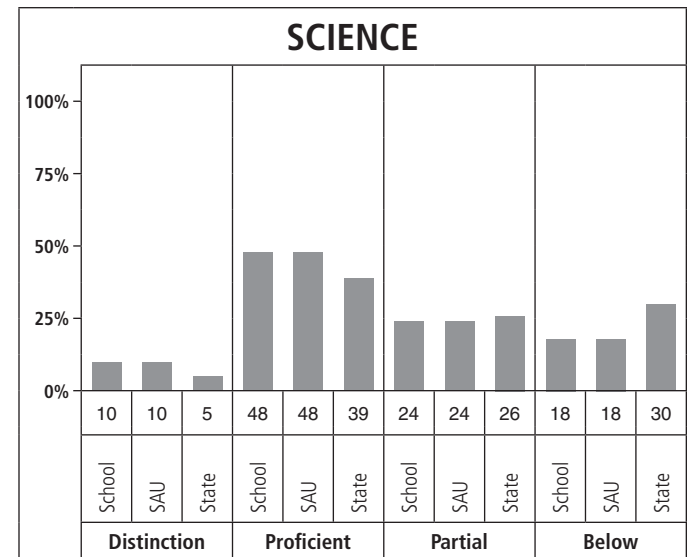
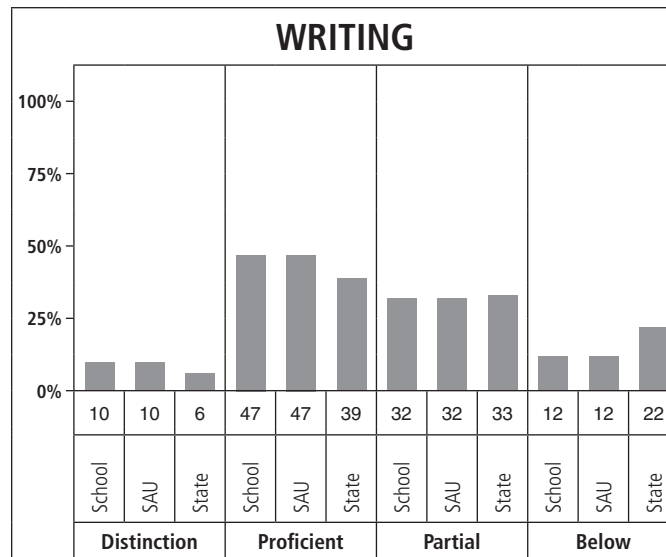
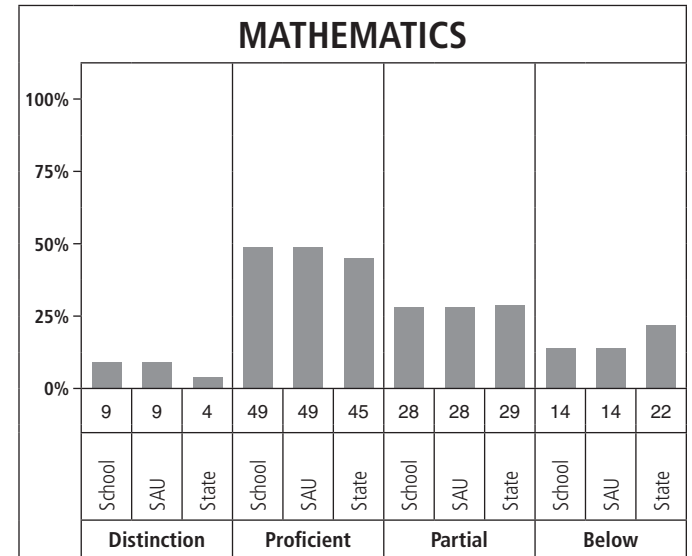
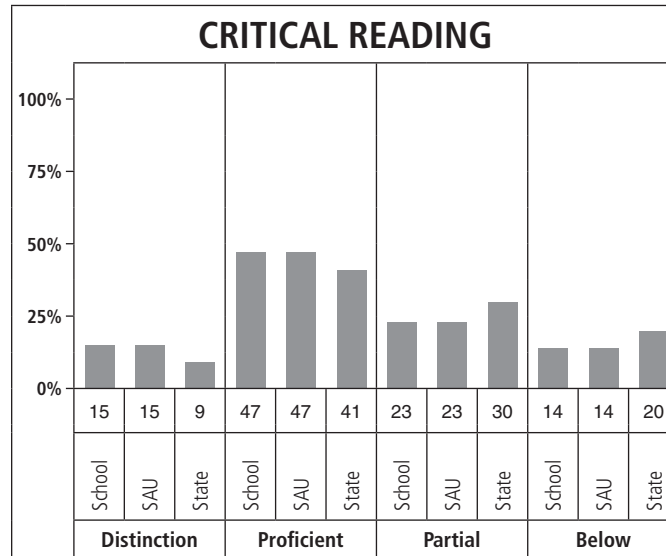
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor High School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2008–2009	1146	1147	1141
2009–2010	1146	1146	1141
<b>2010–2011</b>	<b>1146</b>	<b>1146</b>	<b>1142</b>
Cum. Average*	1146	1146	1141
<b>Mathematics</b>			
2008–2009	1144	1144	1141
2009–2010	1144	1144	1142
<b>2010–2011</b>	<b>1145</b>	<b>1145</b>	<b>1142</b>
Cum. Average*	1144	1144	1142
<b>Writing</b>			
2008–2009	1144	1145	1140
2009–2010	1144	1144	1140
<b>2010–2011</b>	<b>1144</b>	<b>1144</b>	<b>1140</b>
Cum. Average*	1144	1144	1140
<b>Science</b>			
2008–2009	1144	1145	1140
2009–2010	1144	1144	1141
<b>2010–2011</b>	<b>1145</b>	<b>1145</b>	<b>1141</b>
Cum. Average*	1144	1145	1141



\*Cumulative averages are weighted—i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor High School

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	%	N	%	N	%			
<b>Total number of students</b>	269	100	269	100	14331	100	261	97	261	97	13752	96	261	97	261	97	13748	96	261	97	261	97	13759	96	261	97	261	97	13776	96	
<b>Ethnicity</b> Hispanic or Latino	6	2	6	2	174	1	6	100	6	100	155	90	6	100	6	100	155	90	6	100	6	100	155	90	6	100	6	100	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	3	1	3	1	116	1	3	100	3	100	103	89	3	100	3	100	102	88	3	100	3	100	104	90	3	100	3	100	104	90
	Asian	8	3	8	3	176	1	8	100	8	100	170	97	8	100	8	100	170	97	8	100	8	100	170	97	7	88	7	88	158	90
	Black or African American	5	2	5	2	364	3	5	100	5	100	337	93	5	100	5	100	339	93	5	100	5	100	338	93	5	100	5	100	344	95
	Native Hawaiian or Pacific Islander	0	0	0	0	7	<1	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	7	100
	White	247	92	247	92	13429	94	239	97	239	97	12919	96	239	97	239	97	12914	96	239	97	239	97	12924	96	240	98	240	98	12941	96
Two or more races	0	0	0	0	65	<1	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	95	
<b>Identified disability</b>	15	6	15	6	1998	14	13	93	13	93	1820	91	13	93	13	93	1820	91	13	93	13	93	1817	91	12	86	12	86	1846	93	
<b>Current LEP</b>	2	1	2	1	274	2	2	100	2	100	257	94	2	100	2	100	257	94	2	100	2	100	257	94	2	100	2	100	253	92	
<b>Economically disadvantaged</b>	79	29	79	29	4967	35	75	95	75	95	4644	94	75	95	75	95	4644	94	75	95	75	95	4649	94	73	92	73	92	4674	94	
<b>Migrant</b>	0	0	0	0	5	<1	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	4	80	

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>	239	89	239	89	12231	85	239	89	239	89	12224	85	239	89	239	89	12238	85	240	89	240	89	12309	86
Identified disability (IEP)	5	2	5	2	732	6	5	2	5	2	730	6	5	2	5	2	731	6	5	2	5	2	786	6
LEP	2	1	2	1	198	2	2	1	2	1	198	2	2	1	2	1	198	2	2	1	2	1	197	2
<b>Participation with accommodations</b>	20	7	20	7	1315	9	20	7	20	7	1312	9	20	7	20	7	1318	9	19	7	19	7	1265	9
Identified disability (IEP)	6	30	6	30	882	67	6	30	6	30	878	67	6	30	6	30	883	67	5	26	5	26	858	68
LEP	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	51	4
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	206	1	2	1	2	1	212	1	2	1	2	1	203	1	2	1	2	1	202	1
Identified disability (IEP)	2	100	2	100	206	100	2	100	2	100	212	100	2	100	2	100	203	100	2	100	2	100	202	100
LEP	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0																		
<b>Approved non-participation – special consideration</b>	1	<1	1	<1	14	<1	1	<1	1	<1	14	<1	1	<1	1	<1	14	<1	1	<1	1	<1	14	<1
<b>Non-participation – other</b>	7	3	7	3	565	4	7	3	7	3	569	4	7	3	7	3	558	4	7	3	7	3	541	4

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2011  
 SAU: Bangor School Department  
 School: Bangor 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	%
<b>Proficient with Distinction</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 1162–1180)	2008-2009	40	13	40	15	1339	9
	2009-2010	42	14	42	14	1369	10
	<b>2010-2011</b>	<b>40</b>	<b>15</b>	<b>40</b>	<b>15</b>	<b>1165</b>	<b>9</b>
	Cum. Total*	122	14	122	15	3873	9
<b>Proficient</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 1142–1160)	2008-2009	150	50	132	50	5897	40
	2009-2010	129	44	129	44	5248	38
	<b>2010-2011</b>	<b>123</b>	<b>47</b>	<b>123</b>	<b>47</b>	<b>5595</b>	<b>41</b>
	Cum. Total*	402	47	384	47	16740	40
<b>Partially Proficient</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 1130–1140)	2008-2009	76	25	60	23	4169	28
	2009-2010	74	25	74	25	4121	30
	<b>2010-2011</b>	<b>59</b>	<b>23</b>	<b>59</b>	<b>23</b>	<b>4010</b>	<b>30</b>
	Cum. Total*	209	25	193	24	12300	29
<b>Substantially Below Proficient</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)	2008-2009	36	12	30	11	3255	22
	2009-2010	46	16	46	16	3081	22
	<b>2010-2011</b>	<b>37</b>	<b>14</b>	<b>37</b>	<b>14</b>	<b>2776</b>	<b>20</b>
	Cum. Total*	119	14	113	14	9112	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.

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	259	40	15	123	47	59	23	37	14	1146	259	15	47	23	14	1146	13546	9	41	30	20	1142
<b>Gender</b>																						
Male	131	21	16	60	46	27	21	23	18	1147	131	16	46	21	18	1147	7007	8	38	29	24	1140
Female	128	19	15	63	49	32	25	14	11	1146	128	15	49	25	11	1146	6539	9	44	30	16	1143
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	6										6						151	9	36	26	29	1140
American Indian or Alaskan Native	3										3						103	4	31	33	32	1137
Asian	8										8						165	10	42	19	29	1141
Black or African American	5										5						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	237	35	15	117	49	51	22	34	14	1146	237	15	49	22	14	1146	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
<b>LEP Status</b>																						
Currently LEP student	2										2						252	<1	3	19	77	1123
Former LEP student - monitoring year 1	0										0						14	0	36	50	14	1139
Former LEP student - monitoring year 2	0										0						17	0	59	41	0	1143
All Other Students	257	40	16	123	48	59	23	35	14	1147	257	16	48	23	14	1147	13263	9	42	30	19	1142
<b>IEP</b>																						
Students with an IEP	11	0	0	1	9	3	27	7	64	1127	11	0	9	27	64	1127	1614	1	11	26	62	1128
All Other Students	248	40	16	122	49	56	23	30	12	1147	248	16	49	23	12	1147	11932	10	45	30	15	1144
<b>SES</b>																						
Economically Disadvantaged Students	74	5	7	29	39	19	26	21	28	1139	74	7	39	26	28	1139	4522	3	30	33	33	1136
All Other Students	185	35	19	94	51	40	22	16	9	1149	185	19	51	22	9	1149	9024	11	47	28	14	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	259	40	15	123	47	59	23	37	14	1146	259	15	47	23	14	1146	13543	9	41	30	20	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	259	40	15	123	47	59	23	37	14	1146	259	15	47	23	14	1146	13335	9	42	29	20	1142
<b>504 Plan</b>																						
Students with a 504 plan	13	2	15	5	38	2	15	4	31	1144	13	15	38	15	31	1144	431	9	39	31	22	1141
All Other Students	246	38	15	118	48	57	23	33	13	1146	246	15	48	23	13	1146	13115	9	41	30	20	1142

Level 4 = Proficient with Distinction    Level 3 = Proficient    Level 2 = Partially Proficient    Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested.    N = Number

# MATHEMATICS RESULTS

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor 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	%
<b>Proficient with Distinction</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 1162–1180)	2008-2009	21	7	20	7	596	4
	2009-2010	21	7	21	7	524	4
	<b>2010-2011</b>	<b>24</b>	<b>9</b>	<b>24</b>	<b>9</b>	<b>571</b>	<b>4</b>
	Cum. Total*	66	8	65	8	1691	4
<b>Proficient</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 1142–1160)	2008-2009	147	47	131	48	5674	38
	2009-2010	139	48	139	48	5736	42
	<b>2010-2011</b>	<b>126</b>	<b>49</b>	<b>126</b>	<b>49</b>	<b>6040</b>	<b>45</b>
	Cum. Total*	412	48	396	48	17450	41
<b>Partially Proficient</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 1134–1140)	2008-2009	87	28	75	28	4622	31
	2009-2010	75	26	75	26	4444	32
	<b>2010-2011</b>	<b>73</b>	<b>28</b>	<b>73</b>	<b>28</b>	<b>3910</b>	<b>29</b>
	Cum. Total*	235	27	223	27	12976	31
<b>Substantially Below Proficient</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)	2008-2009	58	19	45	17	4116	27
	2009-2010	56	19	56	19	3103	22
	<b>2010-2011</b>	<b>36</b>	<b>14</b>	<b>36</b>	<b>14</b>	<b>3015</b>	<b>22</b>
	Cum. Total*	150	17	137	17	10234	24

\*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.

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	259	24	9	126	49	73	28	36	14	1145	259	9	49	28	14	1145	13536	4	45	29	22	1142
<b>Gender</b>																						
Male	131	19	15	66	50	29	22	17	13	1147	131	15	50	22	13	1147	7003	5	45	27	22	1142
Female	128	5	4	60	47	44	34	19	15	1143	128	4	47	34	15	1143	6533	3	44	31	22	1141
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	6										6						151	5	30	33	32	1139
American Indian or Alaskan Native	3										3						102	1	31	29	38	1137
Asian	8										8						165	10	53	19	18	1145
Black or African American	5										5						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	237	22	9	116	49	67	28	32	14	1145	237	9	49	28	14	1145	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
<b>LEP Status</b>																						
Currently LEP student	2										2						252	2	10	22	66	1130
Former LEP student - monitoring year 1	0										0						14	0	64	21	14	1144
Former LEP student - monitoring year 2	0										0						17	12	47	29	12	1145
All Other Students	257	24	9	125	49	72	28	36	14	1145	257	9	49	28	14	1145	13253	4	45	29	21	1142
<b>IEP</b>																						
Students with an IEP	11	0	0	1	9	2	18	8	73	1130	11	0	9	18	73	1130	1608	<1	9	23	68	1130
All Other Students	248	24	10	125	50	71	29	28	11	1146	248	10	50	29	11	1146	11928	5	49	30	16	1143
<b>SES</b>																						
Economically Disadvantaged Students	74	3	4	26	35	27	36	18	24	1140	74	4	35	36	24	1140	4519	1	29	34	36	1137
All Other Students	185	21	11	100	54	46	25	18	10	1147	185	11	54	25	10	1147	9017	6	52	26	16	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	259	24	9	126	49	73	28	36	14	1145	259	9	49	28	14	1145	13533	4	45	29	22	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	259	24	9	126	49	73	28	36	14	1145	259	9	49	28	14	1145	13325	4	45	29	22	1142
<b>504 Plan</b>																						
Students with a 504 plan	13	0	0	5	38	4	31	4	31	1139	13	0	38	31	31	1139	431	4	38	33	25	1141
All Other Students	246	24	10	121	49	69	28	32	13	1146	246	10	49	28	13	1146	13105	4	45	29	22	1142

Level 4 = Proficient with Distinction    Level 3 = Proficient    Level 2 = Partially Proficient    Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested.    N = Number

# WRITING RESULTS

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor 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><b>Proficient with Distinction</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 1162–1180)</p>	2008-2009	33	11	31	12	1062	7
	2009-2010	35	12	35	12	974	7
	<b>2010-2011</b>	<b>26</b>	<b>10</b>	<b>26</b>	<b>10</b>	<b>865</b>	<b>6</b>
	Cum. Total*	94	11	92	11	2901	7
<p><b>Proficient</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 1142–1160)</p>	2008-2009	148	49	137	52	5706	39
	2009-2010	143	49	143	49	5463	40
	<b>2010-2011</b>	<b>121</b>	<b>47</b>	<b>121</b>	<b>47</b>	<b>5255</b>	<b>39</b>
	Cum. Total*	412	48	401	49	16424	39
<p><b>Partially Proficient</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 1130–1140)</p>	2008-2009	75	25	60	23	4487	31
	2009-2010	74	25	74	25	4385	32
	<b>2010-2011</b>	<b>82</b>	<b>32</b>	<b>82</b>	<b>32</b>	<b>4419</b>	<b>33</b>
	Cum. Total*	231	27	216	27	13291	32
<p><b>Substantially Below Proficient</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>	2008-2009	47	16	35	13	3408	23
	2009-2010	39	13	39	13	2997	22
	<b>2010-2011</b>	<b>30</b>	<b>12</b>	<b>30</b>	<b>12</b>	<b>3017</b>	<b>22</b>
	Cum. Total*	116	14	104	13	9422	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 2011  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	259	26	10	121	47	82	32	30	12	1144	259	10	47	32	12	1144	13556	6	39	33	22	1140
<b>Gender</b>																						
Male	131	14	11	58	44	41	31	18	14	1143	131	11	44	31	14	1143	7014	5	33	34	28	1138
Female	128	12	9	63	49	41	32	12	9	1145	128	9	49	32	9	1145	6542	8	44	31	17	1142
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	6										6						151	7	27	40	25	1138
American Indian or Alaskan Native	3										3						104	5	23	36	37	1134
Asian	8										8						165	5	41	26	28	1139
Black or African American	5										5						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	237	23	10	112	47	76	32	26	11	1144	237	10	47	32	11	1144	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
<b>LEP Status</b>																						
Currently LEP student	2										2						252	<1	3	25	71	1124
Former LEP student - monitoring year 1	0										0						14	0	14	57	29	1136
Former LEP student - monitoring year 2	0										0						17	0	65	35	0	1146
All Other Students	257	26	10	121	47	81	32	29	11	1144	257	10	47	32	11	1144	13273	7	39	33	21	1140
<b>IEP</b>																						
Students with an IEP	11	0	0	0	0	6	55	5	45	1129	11	0	0	55	45	1129	1614	1	8	24	68	1126
All Other Students	248	26	10	121	49	76	31	25	10	1145	248	10	49	31	10	1145	11942	7	43	34	16	1142
<b>SES</b>																						
Economically Disadvantaged Students	74	2	3	22	30	34	46	16	22	1137	74	3	30	46	22	1137	4528	2	26	36	36	1134
All Other Students	185	24	13	99	54	48	26	14	8	1147	185	13	54	26	8	1147	9028	9	45	31	15	1143
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	259	26	10	121	47	82	32	30	12	1144	259	10	47	32	12	1144	13553	6	39	33	22	1140
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	259	26	10	121	47	82	32	30	12	1144	259	10	47	32	12	1144	13345	6	39	32	22	1140
<b>504 Plan</b>																						
Students with a 504 plan	13	0	0	5	38	5	38	3	23	1139	13	0	38	38	23	1139	434	7	33	37	23	1139
All Other Students	246	26	11	116	47	77	31	27	11	1145	246	11	47	31	11	1145	13122	6	39	32	22	1140

Level 4 = Proficient with Distinction    Level 3 = Proficient    Level 2 = Partially Proficient    Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested.    N = Number

# SCIENCE RESULTS

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor 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.

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
<b>Proficient with Distinction</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, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162–1180)	2008–2009	28	9	27	10	602	4
	2009–2010	26	9	26	9	607	4
	<b>2010–2011</b>	<b>26</b>	<b>10</b>	<b>26</b>	<b>10</b>	<b>644</b>	<b>5</b>
	Cum. Total*	80	9	79	10	1853	4
<b>Proficient</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 and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142–1160)	2008–2009	147	48	134	50	5431	37
	2009–2010	132	45	132	45	5120	37
	<b>2010–2011</b>	<b>125</b>	<b>48</b>	<b>125</b>	<b>48</b>	<b>5312</b>	<b>39</b>
	Cum. Total*	404	47	391	48	15863	37
<b>Partially Proficient</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 but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134–1140)	2008–2009	65	21	53	20	3876	26
	2009–2010	66	23	66	23	3857	27
	<b>2010–2011</b>	<b>61</b>	<b>24</b>	<b>61</b>	<b>24</b>	<b>3580</b>	<b>26</b>
	Cum. Total*	192	22	180	22	11313	27
<b>Substantially Below Proficient</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. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100–1132)	2008–2009	69	22	54	20	4958	33
	2009–2010	69	24	69	24	4443	32
	<b>2010–2011</b>	<b>47</b>	<b>18</b>	<b>47</b>	<b>18</b>	<b>4038</b>	<b>30</b>
	Cum. Total*	185	21	170	21	13439	32

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	29.50	52.7	29.50	52.7	24.90	44.5
D. The Physical Setting	34	61	18.00	52.9	18.00	52.9	15.30	45.0
D1/D2 Space/Earth	11	20	5.60	50.9	5.60	50.9	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	12.40	53.9	12.40	53.9	10.70	46.5
E. The Living Environment	22	39	11.50	52.3	11.50	52.3	9.60	43.6

The MHSA assesses students' science knowledge based on questions that measure the science accountability content strands highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at <http://www.maine.gov/education/lres/pei/index.html>.

Content Strand D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Strand E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

\*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.

# SCIENCE RESULTS

## BY REPORTING SUBGROUPS

Test Date: May 2011  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	259	26	10	125	48	61	24	47	18	1145	259	10	48	24	18	1145	13574	5	39	26	30	1141
<b>Gender</b>																						
Male	131	20	15	69	53	28	21	14	11	1149	131	15	53	21	11	1149	7041	6	42	24	29	1142
Female	128	6	5	56	44	33	26	33	26	1142	128	5	44	26	26	1142	6533	3	36	29	31	1140
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	6										6						156	5	33	26	37	1140
American Indian or Alaskan Native	3										3						104	3	23	30	44	1137
Asian	7										7						153	6	44	25	25	1142
Black or African American	5										5						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	238	25	11	115	48	56	24	42	18	1146	238	11	48	24	18	1146	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
<b>LEP Status</b>																						
Currently LEP student	2										2						248	1	5	11	83	1128
Former LEP student - monitoring year 1	0										0						13	0	31	54	15	1140
Former LEP student - monitoring year 2	0										0						16	0	50	31	19	1142
All Other Students	257	26	10	124	48	61	24	46	18	1146	257	10	48	24	18	1146	13297	5	40	27	29	1141
<b>IEP</b>																						
Students with an IEP	10	0	0	2	20	1	10	7	70	1133	10	0	20	10	70	1133	1644	1	10	19	70	1132
All Other Students	249	26	10	123	49	60	24	40	16	1146	249	10	49	24	16	1146	11930	5	43	27	24	1142
<b>SES</b>																						
Economically Disadvantaged Students	72	5	7	26	36	16	22	25	35	1141	72	7	36	22	35	1141	4554	2	26	28	44	1137
All Other Students	187	21	11	99	53	45	24	22	12	1147	187	11	53	24	12	1147	9020	6	46	26	22	1143
<b>Migrant</b>																						
Migrant Students	0										0						4					
All Other Students	259	26	10	125	48	61	24	47	18	1145	259	10	48	24	18	1145	13570	5	39	26	30	1141
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	259	26	10	125	48	61	24	47	18	1145	259	10	48	24	18	1145	13364	5	39	26	29	1141
<b>504 Plan</b>																						
Students with a 504 plan	13	1	8	5	38	4	31	3	23	1142	13	8	38	31	23	1142	430	5	40	25	30	1142
All Other Students	246	25	10	120	49	57	23	44	18	1146	246	10	49	23	18	1146	13144	5	39	26	30	1141

Level 4 = Proficient with Distinction    Level 3 = Proficient    Level 2 = Partially Proficient    Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested.    N = Number