



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: 10261196
SAU: Brunswick School Department
School: Brunswick High School

Contents of the Report

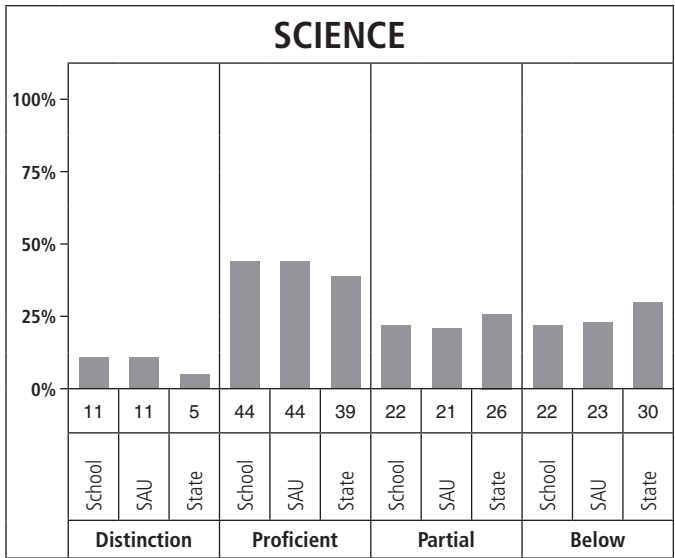
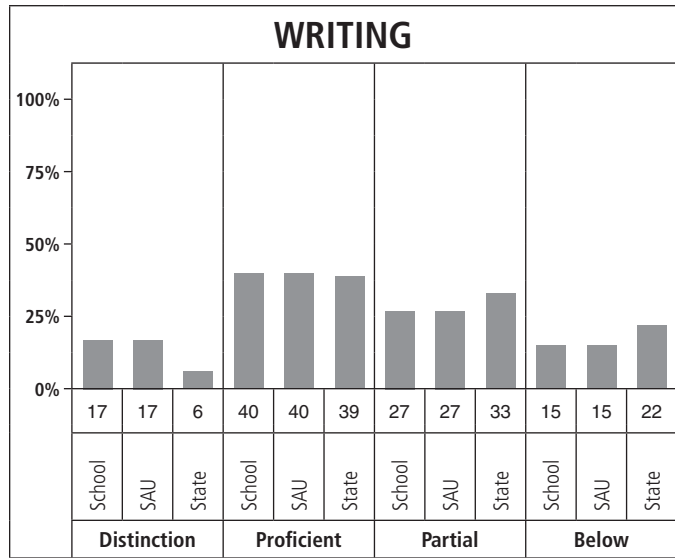
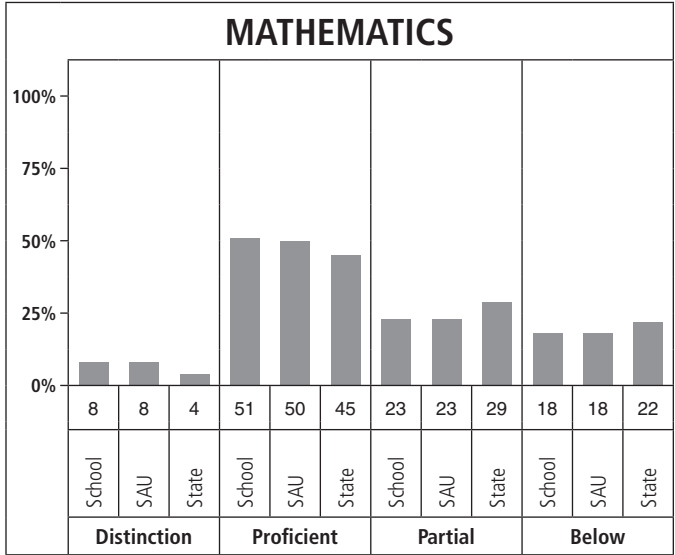
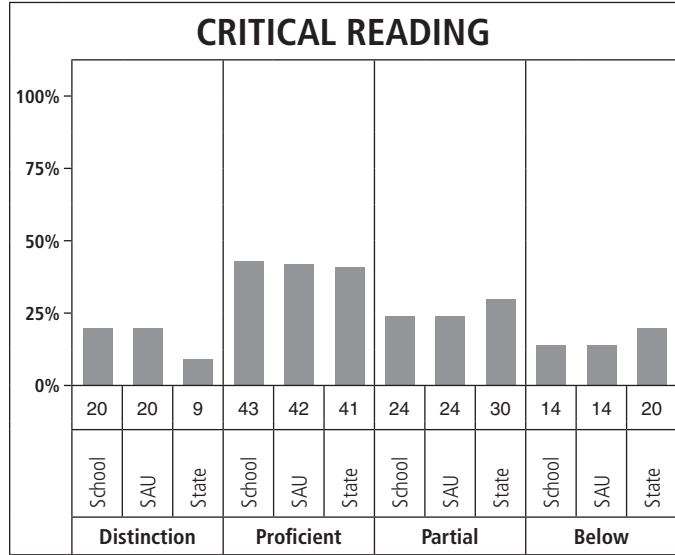
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
Critical Reading Results	4–5
Mathematics Results	6–7
Writing Results	8–9
Science Results	10–11

SUMMARY OF SCORES

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

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1147	1148	1141
2009–2010	1148	1148	1141
2010–2011	1148	1147	1142
Cum. Average*	1148	1148	1141
Mathematics			
2008–2009	1144	1144	1141
2009–2010	1145	1145	1142
2010–2011	1144	1144	1142
Cum. Average*	1144	1144	1142
Writing			
2008–2009	1147	1147	1140
2009–2010	1146	1146	1140
2010–2011	1146	1145	1140
Cum. Average*	1146	1146	1140
Science			
2008–2009	1145	1145	1140
2009–2010	1144	1144	1141
2010–2011	1146	1145	1141
Cum. Average*	1145	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: Brunswick School Department
School: Brunswick 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	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Total number of students	222	100	224	100	14331	100	212	96	213	96	13752	96	212	96	213	96	13748	96	213	96	214	96	13759	96	219	99	221	99	13776	96	
Ethnicity Hispanic or Latino	5	2	5	2	174	1	5	100	5	100	155	90	5	100	5	100	155	90	5	100	5	100	155	90	5	100	5	100	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	0	0	116	1	0	0	0	0	103	89	0	0	0	0	102	88	0	0	0	0	104	90	0	0	0	0	104	90
	Asian	2	1	2	1	176	1	2	100	2	100	170	97	2	100	2	100	170	97	2	100	2	100	170	97	2	100	2	100	158	90
	Black or African American	6	3	6	3	364	3	5	83	5	83	337	93	5	83	5	83	339	93	5	83	5	83	338	93	6	100	6	100	344	95
	Native Hawaiian or Pacific Islander	2	1	2	1	7	<1	2	100	2	100	6	86	2	100	2	100	6	86	2	100	2	100	6	86	2	100	2	100	7	100
	White	207	93	209	93	13429	94	198	96	199	96	12919	96	198	96	199	96	12914	96	199	97	200	96	12924	96	204	99	206	99	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	
Identified disability	27	12	29	13	1998	14	26	96	27	93	1820	91	26	96	27	93	1820	91	26	96	27	93	1817	91	26	96	28	97	1846	93	
Current LEP	4	2	4	2	274	2	4	100	4	100	257	94	4	100	4	100	257	94	4	100	4	100	257	94	4	100	4	100	253	92	
Economically disadvantaged	42	19	42	19	4967	35	38	90	38	90	4644	94	38	90	38	90	4644	94	38	90	38	90	4649	94	41	98	41	98	4674	94	
Migrant	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 ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	189	85	189	84	12231	85	189	85	189	84	12224	85	190	86	190	85	12238	85	196	88	197	88	12309	86
Identified disability (IEP)	4	2	4	2	732	6	4	2	4	2	730	6	4	2	4	2	731	6	4	2	5	3	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
Participation with accommodations	22	10	23	10	1315	9	22	10	23	10	1312	9	22	10	23	10	1318	9	22	10	23	10	1265	9
Identified disability (IEP)	21	95	22	96	882	67	21	95	22	96	878	67	21	95	22	96	883	67	21	95	22	96	858	68
LEP	2	9	2	9	54	4	2	9	2	9	54	4	2	9	2	9	54	4	2	9	2	9	51	4
Participation through alternate assessment (PAAP)	1	<1	1	<1	206	1	1	<1	1	<1	212	1	1	<1	1	<1	203	1	1	<1	1	<1	202	1
Identified disability (IEP)	1	100	1	100	206	100	1	100	1	100	212	100	1	100	1	100	203	100	1	100	1	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
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	1	<1	1	<1	14	<1	1	<1	1	<1	14	<1	1	<1	1	<1	14	<1	1	<1	1	<1	14	<1
Non-participation – other	9	4	10	4	565	4	9	4	10	4	569	4	8	4	9	4	558	4	2	1	2	1	541	4

¹Percents are the percentage of students enrolled in each participation category.

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

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2011
SAU: Brunswick School Department
School: Brunswick 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	%
Proficient with Distinction – 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	58	22	53	23	1339	9
	2009-2010	61	25	61	25	1369	10
	2010-2011	42	20	42	20	1165	9
	Cum. Total*	161	22	156	23	3873	9
Proficient – 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	112	42	91	40	5897	40
	2009-2010	96	39	96	39	5248	38
	2010-2011	90	43	90	42	5595	41
	Cum. Total*	298	41	277	40	16740	40
Partially Proficient – 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	61	23	54	24	4169	28
	2009-2010	54	22	54	22	4121	30
	2010-2011	50	24	50	24	4010	30
	Cum. Total*	165	23	158	23	12300	29
Substantially Below Proficient – 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	13	29	13	3255	22
	2009-2010	34	14	34	14	3081	22
	2010-2011	29	14	30	14	2776	20
	Cum. Total*	99	14	93	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: Brunswick School Department
School: Brunswick 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	%	%	%	%	
All Students	211	42	20	90	43	50	24	29	14	1148	212	20	42	24	14	1147	13546	9	41	30	20	1142
Gender																						
Male	109	18	17	50	46	26	24	15	14	1147	110	16	45	24	15	1146	7007	8	38	29	24	1140
Female	102	24	24	40	39	24	24	14	14	1148	102	24	39	24	14	1148	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	5										5						151	9	36	26	29	1140
American Indian or Alaskan Native	0										0						103	4	31	33	32	1137
Asian	2										2						165	10	42	19	29	1141
Black or African American	5										5						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	2										2						6					
White (non-Hispanic)	197	40	20	87	44	47	24	23	12	1148	198	20	44	24	12	1148	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	4										4						252	<1	3	19	77	1123
Former LEP student - monitoring year 1	1										1						14	0	36	50	14	1139
Former LEP student - monitoring year 2	0										0						17	0	59	41	0	1143
All Other Students	206	42	20	90	44	49	24	25	12	1148	207	20	43	24	13	1148	13263	9	42	30	19	1142
IEP																						
Students with an IEP	25	0	0	6	24	3	12	16	64	1129	26	0	23	12	65	1128	1614	1	11	26	62	1128
All Other Students	186	42	23	84	45	47	25	13	7	1150	186	23	45	25	7	1150	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	37	3	8	8	22	14	38	12	32	1138	37	8	22	38	32	1138	4522	3	30	33	33	1136
All Other Students	174	39	22	82	47	36	21	17	10	1150	175	22	47	21	10	1149	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	211	42	20	90	43	50	24	29	14	1148	212	20	42	24	14	1147	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	1										1						211	3	18	45	35	1134
All Other Students	210	41	20	90	43	50	24	29	14	1147	211	19	43	24	14	1147	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	4										4						431	9	39	31	22	1141
All Other Students	207	42	20	86	42	50	24	29	14	1148	208	20	41	24	14	1147	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: Brunswick School Department
School: Brunswick 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	%
Proficient with Distinction – 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	16	6	16	7	596	4
	2009-2010	17	7	17	7	524	4
	2010-2011	17	8	17	8	571	4
	Cum. Total*	50	7	50	7	1691	4
Proficient – 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	127	47	104	45	5674	38
	2009-2010	129	53	129	53	5736	42
	2010-2011	107	51	107	50	6040	45
	Cum. Total*	363	50	340	49	17450	41
Partially Proficient – 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	76	28	65	28	4622	31
	2009-2010	54	22	54	22	4444	32
	2010-2011	49	23	49	23	3910	29
	Cum. Total*	179	25	168	24	12976	31
Substantially Below Proficient – 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	52	19	46	20	4116	27
	2009-2010	45	18	45	18	3103	22
	2010-2011	38	18	39	18	3015	22
	Cum. Total*	135	19	130	19	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: Brunswick School Department
School: Brunswick 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	%	%	%	%	
All Students	211	17	8	107	51	49	23	38	18	1144	212	8	50	23	18	1144	13536	4	45	29	22	1142
Gender																						
Male	109	10	9	58	53	23	21	18	17	1145	110	9	53	21	17	1145	7003	5	45	27	22	1142
Female	102	7	7	49	48	26	25	20	20	1143	102	7	48	25	20	1143	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	5										5						151	5	30	33	32	1139
American Indian or Alaskan Native	0										0						102	1	31	29	38	1137
Asian	2										2						165	10	53	19	18	1145
Black or African American	5										5						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	2										2						6					
White (non-Hispanic)	197	16	8	102	52	45	23	34	17	1145	198	8	52	23	18	1145	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	4										4						252	2	10	22	66	1130
Former LEP student - monitoring year 1	1										1						14	0	64	21	14	1144
Former LEP student - monitoring year 2	0										0						17	12	47	29	12	1145
All Other Students	206	16	8	107	52	47	23	36	17	1145	207	8	52	23	18	1144	13253	4	45	29	21	1142
IEP																						
Students with an IEP	25	0	0	3	12	3	12	19	76	1130	26	0	12	12	77	1130	1608	<1	9	23	68	1130
All Other Students	186	17	9	104	56	46	25	19	10	1146	186	9	56	25	10	1146	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	37	0	0	11	30	14	38	12	32	1136	37	0	30	38	32	1136	4519	1	29	34	36	1137
All Other Students	174	17	10	96	55	35	20	26	15	1146	175	10	55	20	15	1146	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	211	17	8	107	51	49	23	38	18	1144	212	8	50	23	18	1144	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	1										1						211	<1	14	46	39	1135
All Other Students	210	17	8	106	50	49	23	38	18	1144	211	8	50	23	18	1144	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	4										4						431	4	38	33	25	1141
All Other Students	207	17	8	106	51	47	23	37	18	1144	208	8	51	23	18	1144	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: Brunswick School Department
School: Brunswick 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>Proficient with Distinction – 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	51	19	46	20	1062	7
	2009-2010	42	17	42	17	974	7
	2010-2011	37	17	37	17	865	6
	Cum. Total*	130	18	125	18	2901	7
<p>Proficient – 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	117	44	100	44	5706	39
	2009-2010	110	45	110	45	5463	40
	2010-2011	85	40	85	40	5255	39
	Cum. Total*	312	43	295	43	16424	39
<p>Partially Proficient – 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	57	21	43	19	4487	31
	2009-2010	58	24	58	24	4385	32
	2010-2011	58	27	58	27	4419	33
	Cum. Total*	173	24	159	23	13291	32
<p>Substantially Below Proficient – 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	42	16	38	17	3408	23
	2009-2010	34	14	34	14	2997	22
	2010-2011	32	15	33	15	3017	22
	Cum. Total*	108	15	105	15	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: Brunswick School Department
School: Brunswick 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	%	N	%	N	%	N	%	N	%	%	%	%	N	%	%	%	%	N	%	%
All Students	212	37	17	85	40	58	27	32	15	1146	213	17	40	27	15	1145	13556	6	39	33	22	1140
Gender																						
Male	109	14	13	43	39	36	33	16	15	1144	110	13	39	33	15	1144	7014	5	33	34	28	1138
Female	103	23	22	42	41	22	21	16	16	1148	103	22	41	21	16	1148	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	5										5						151	7	27	40	25	1138
American Indian or Alaskan Native	0										0						104	5	23	36	37	1134
Asian	2										2						165	5	41	26	28	1139
Black or African American	5										5						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	2										2						6					
White (non-Hispanic)	198	35	18	82	41	54	27	27	14	1146	199	18	41	27	14	1146	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	4										4						252	<1	3	25	71	1124
Former LEP student - monitoring year 1	1										1						14	0	14	57	29	1136
Former LEP student - monitoring year 2	0										0						17	0	65	35	0	1146
All Other Students	207	37	18	85	41	57	28	28	14	1146	208	18	41	27	14	1146	13273	7	39	33	21	1140
IEP																						
Students with an IEP	25	0	0	5	20	5	20	15	60	1129	26	0	19	19	62	1128	1614	1	8	24	68	1126
All Other Students	187	37	20	80	43	53	28	17	9	1148	187	20	43	28	9	1148	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	37	0	0	10	27	14	38	13	35	1135	37	0	27	38	35	1135	4528	2	26	36	36	1134
All Other Students	175	37	21	75	43	44	25	19	11	1148	176	21	43	25	11	1148	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	212	37	17	85	40	58	27	32	15	1146	213	17	40	27	15	1145	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	1										1						211	1	14	43	42	1132
All Other Students	211	36	17	85	40	58	27	32	15	1146	212	17	40	27	16	1145	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	4										4						434	7	33	37	23	1139
All Other Students	208	37	18	83	40	56	27	32	15	1146	209	18	40	27	16	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: Brunswick School Department
School: Brunswick 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	%	
Proficient with Distinction – 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	32	12	29	13	602	4
	2009–2010	22	9	22	9	607	4
	2010–2011	25	11	25	11	644	5
	Cum. Total*	79	11	76	11	1853	4
Proficient – 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	116	43	99	43	5431	37
	2009–2010	110	45	110	45	5120	37
	2010–2011	97	44	97	44	5312	39
	Cum. Total*	323	44	306	44	15863	37
Partially Proficient – 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	24	56	24	3876	26
	2009–2010	60	24	60	24	3857	27
	2010–2011	47	22	47	21	3580	26
	Cum. Total*	172	23	163	23	11313	27
Substantially Below Proficient – 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	58	21	47	20	4958	33
	2009–2010	55	22	55	22	4443	32
	2010–2011	49	22	51	23	4038	30
	Cum. Total*	162	22	153	22	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	29.20	52.1	29.00	51.8	24.90	44.5
D. The Physical Setting	34	61	18.00	52.9	17.80	52.4	15.30	45.0
D1/D2 Space/Earth	11	20	5.30	48.2	5.30	48.2	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	12.60	54.8	12.60	54.8	10.70	46.5
E. The Living Environment	22	39	11.20	50.9	11.10	50.5	9.60	43.6

The MHPA 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

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2011
SAU: Brunswick School Department
School: Brunswick 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	%	%	%	%	
All Students	218	25	11	97	44	47	22	49	22	1146	220	11	44	21	23	1145	13574	5	39	26	30	1141
Gender																						
Male	112	14	13	54	48	24	21	20	18	1147	114	12	47	21	19	1146	7041	6	42	24	29	1142
Female	106	11	10	43	41	23	22	29	27	1144	106	10	41	22	27	1144	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	5										5						156	5	33	26	37	1140
American Indian or Alaskan Native	0										0						104	3	23	30	44	1137
Asian	2										2						153	6	44	25	25	1142
Black or African American	6										6						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	2										2						7					
White (non-Hispanic)	203	24	12	92	45	44	22	43	21	1146	205	12	45	21	22	1146	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	4										4						248	1	5	11	83	1128
Former LEP student - monitoring year 1	1										1						13	0	31	54	15	1140
Former LEP student - monitoring year 2	0										0						16	0	50	31	19	1142
All Other Students	213	25	12	96	45	47	22	45	21	1146	215	12	45	22	22	1146	13297	5	40	27	29	1141
IEP																						
Students with an IEP	25	0	0	4	16	2	8	19	76	1131	27	0	15	7	78	1131	1644	1	10	19	70	1132
All Other Students	193	25	13	93	48	45	23	30	16	1147	193	13	48	23	16	1147	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	40	1	3	13	33	9	23	17	43	1138	40	3	33	23	43	1138	4554	2	26	28	44	1137
All Other Students	178	24	13	84	47	38	21	32	18	1147	180	13	47	21	19	1147	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	218	25	11	97	44	47	22	49	22	1146	220	11	44	21	23	1145	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	1										1						210	0	18	31	51	1135
All Other Students	217	25	12	96	44	47	22	49	23	1146	219	11	44	21	23	1145	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	4										4						430	5	40	25	30	1142
All Other Students	214	25	12	95	44	46	21	48	22	1146	216	12	44	21	23	1145	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