



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: 10571240
SAU: Falmouth School Department
School: Falmouth High School

Contents of the Report

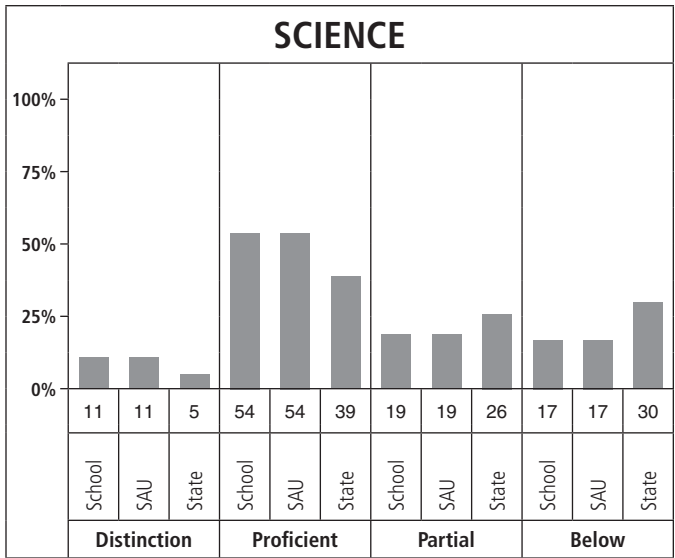
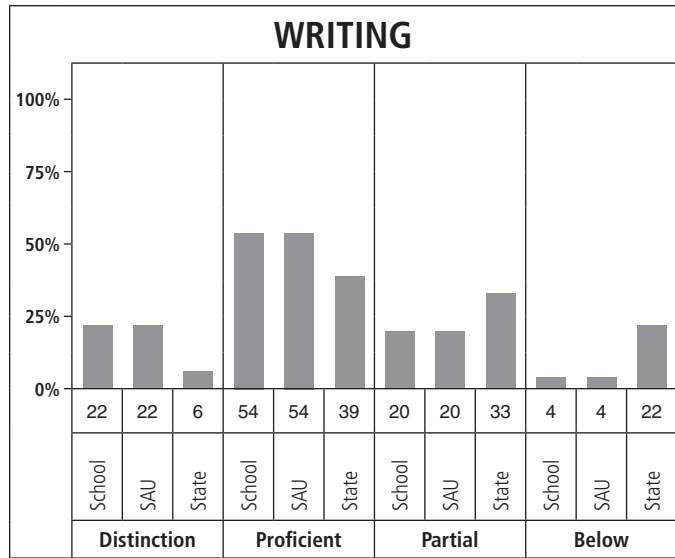
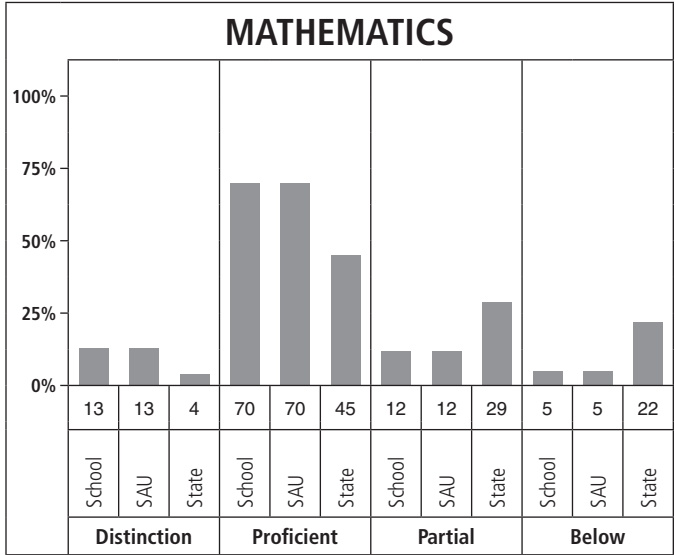
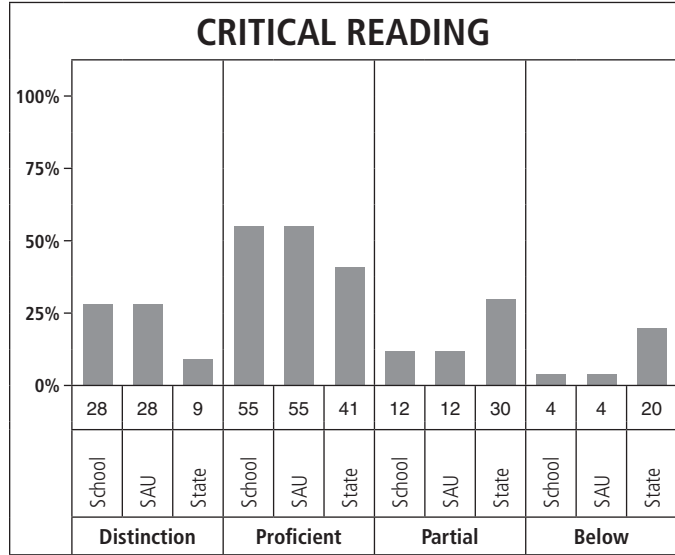
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

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

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1152	1152	1141
2009–2010	1153	1153	1141
2010–2011	1154	1154	1142
Cum. Average*	1153	1153	1141
Mathematics			
2008–2009	1152	1152	1141
2009–2010	1154	1154	1142
2010–2011	1152	1152	1142
Cum. Average*	1153	1153	1142
Writing			
2008–2009	1151	1151	1140
2009–2010	1152	1152	1140
2010–2011	1151	1151	1140
Cum. Average*	1151	1151	1140
Science			
2008–2009	1149	1149	1140
2009–2010	1149	1149	1141
2010–2011	1146	1146	1141
Cum. Average*	1148	1148	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: Falmouth School Department
School: Falmouth 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	%	N	%			
Total number of students	175	100	175	100	14331	100	172	98	172	98	13752	96	172	98	172	98	13748	96	172	98	172	98	13759	96	170	97	170	97	13776	96	
Ethnicity Hispanic or Latino	4	2	4	2	174	1	3	75	3	75	155	90	3	75	3	75	155	90	3	75	3	75	155	90	3	75	3	75	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	0	0	0	0	364	3	0	0	0	0	337	93	0	0	0	0	339	93	0	0	0	0	338	93	0	0	0	0	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	169	97	169	97	13429	94	167	99	167	99	12919	96	167	99	167	99	12914	96	167	99	167	99	12924	96	165	98	165	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	
Identified disability	15	9	15	9	1998	14	14	93	14	93	1820	91	14	93	14	93	1820	91	14	93	14	93	1817	91	13	87	13	87	1846	93	
Current LEP	0	0	0	0	274	2	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	253	92	
Economically disadvantaged	3	2	3	2	4967	35	2	67	2	67	4644	94	2	67	2	67	4644	94	2	67	2	67	4649	94	2	67	2	67	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	161	92	161	92	12231	85	161	92	161	92	12224	85	161	92	161	92	12238	85	159	91	159	91	12309	86
Identified disability (IEP)	5	3	5	3	732	6	5	3	5	3	730	6	5	3	5	3	731	6	4	3	4	3	786	6
LEP	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	197	2
Participation with accommodations	8	5	8	5	1315	9	8	5	8	5	1312	9	8	5	8	5	1318	9	8	5	8	5	1265	9
Identified disability (IEP)	6	75	6	75	882	67	6	75	6	75	878	67	6	75	6	75	883	67	6	75	6	75	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
Participation through alternate assessment (PAAP)	3	2	3	2	206	1	3	2	3	2	212	1	3	2	3	2	203	1	3	2	3	2	202	1
Identified disability (IEP)	3	100	3	100	206	100	3	100	3	100	212	100	3	100	3	100	203	100	3	100	3	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	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1
Non-participation – other	3	2	3	2	565	4	3	2	3	2	569	4	3	2	3	2	558	4	5	3	5	3	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: Falmouth School Department
 School: Falmouth 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	%
		<p>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)</p>	2008-2009 2009-2010 2010-2011 Cum. Total*	45 42 48 135	27 30 28 28	45 42 48 135	27 30 28 28
<p>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)</p>	2008-2009 2009-2010 2010-2011 Cum. Total*	89 71 93 253	53 50 55 53	89 71 93 253	53 50 55 53	5897 5248 5595 16740	40 38 41 40
<p>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)</p>	2008-2009 2009-2010 2010-2011 Cum. Total*	22 23 21 66	13 16 12 14	22 23 21 66	13 16 12 14	4169 4121 4010 12300	28 30 30 29
<p>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)</p>	2008-2009 2009-2010 2010-2011 Cum. Total*	12 6 7 25	7 4 4 5	12 6 7 25	7 4 4 5	3255 3081 2776 9112	22 22 20 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: Falmouth School Department
School: Falmouth 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	169	48	28	93	55	21	12	7	4	1154	169	28	55	12	4	1154	13546	9	41	30	20	1142
Gender																						
Male	96	28	29	50	52	12	13	6	6	1154	96	29	52	13	6	1154	7007	8	38	29	24	1140
Female	73	20	27	43	59	9	12	1	1	1154	73	27	59	12	1	1154	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						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	0										0						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	165	46	28	91	55	21	13	7	4	1154	165	28	55	13	4	1154	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	0										0						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	169	48	28	93	55	21	12	7	4	1154	169	28	55	12	4	1154	13263	9	42	30	19	1142
IEP																						
Students with an IEP	11	0	0	4	36	5	45	2	18	1138	11	0	36	45	18	1138	1614	1	11	26	62	1128
All Other Students	158	48	30	89	56	16	10	5	3	1155	158	30	56	10	3	1155	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	1										1						4522	3	30	33	33	1136
All Other Students	168	48	29	92	55	21	13	7	4	1154	168	29	55	13	4	1154	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	169	48	28	93	55	21	12	7	4	1154	169	28	55	12	4	1154	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	169	48	28	93	55	21	12	7	4	1154	169	28	55	12	4	1154	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	5										5						431	9	39	31	22	1141
All Other Students	164	46	28	90	55	21	13	7	4	1154	164	28	55	13	4	1154	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: Falmouth School Department
School: Falmouth 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	39	23	39	23	596	4
	2009-2010	30	21	30	21	524	4
	2010-2011	22	13	22	13	571	4
	Cum. Total*	91	19	91	19	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	97	57	97	57	5674	38
	2009-2010	98	70	98	70	5736	42
	2010-2011	118	70	118	70	6040	45
	Cum. Total*	313	65	313	65	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	20	12	20	12	4622	31
	2009-2010	8	6	8	6	4444	32
	2010-2011	20	12	20	12	3910	29
	Cum. Total*	48	10	48	10	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	14	8	14	8	4116	27
	2009-2010	4	3	4	3	3103	22
	2010-2011	9	5	9	5	3015	22
	Cum. Total*	27	6	27	6	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: Falmouth School Department
School: Falmouth 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	169	22	13	118	70	20	12	9	5	1152	169	13	70	12	5	1152	13536	4	45	29	22	1142
Gender																						
Male	96	17	18	63	66	12	13	4	4	1152	96	18	66	13	4	1152	7003	5	45	27	22	1142
Female	73	5	7	55	75	8	11	5	7	1150	73	7	75	11	7	1150	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						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	0										0						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	165	20	12	116	70	20	12	9	5	1151	165	12	70	12	5	1151	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	0										0						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	169	22	13	118	70	20	12	9	5	1152	169	13	70	12	5	1152	13253	4	45	29	21	1142
IEP																						
Students with an IEP	11	1	9	4	36	1	9	5	45	1138	11	9	36	9	45	1138	1608	<1	9	23	68	1130
All Other Students	158	21	13	114	72	19	12	4	3	1152	158	13	72	12	3	1152	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	1										1						4519	1	29	34	36	1137
All Other Students	168	22	13	118	70	19	11	9	5	1152	168	13	70	11	5	1152	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	169	22	13	118	70	20	12	9	5	1152	169	13	70	12	5	1152	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	169	22	13	118	70	20	12	9	5	1152	169	13	70	12	5	1152	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	5										5						431	4	38	33	25	1141
All Other Students	164	21	13	114	70	20	12	9	5	1151	164	13	70	12	5	1151	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: Falmouth School Department
School: Falmouth 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	%	
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)	2008-2009	33	20	33	20	1062	7
	2009-2010	34	24	34	24	974	7
	2010-2011	38	22	38	22	865	6
	Cum. Total*	105	22	105	22	2901	7
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)	2008-2009	98	58	98	58	5706	39
	2009-2010	84	59	84	59	5463	40
	2010-2011	91	54	91	54	5255	39
	Cum. Total*	273	57	273	57	16424	39
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)	2008-2009	29	17	29	17	4487	31
	2009-2010	15	11	15	11	4385	32
	2010-2011	33	20	33	20	4419	33
	Cum. Total*	77	16	77	16	13291	32
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)	2008-2009	8	5	8	5	3408	23
	2009-2010	9	6	9	6	2997	22
	2010-2011	7	4	7	4	3017	22
	Cum. Total*	24	5	24	5	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: Falmouth School Department
School: Falmouth 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	169	38	22	91	54	33	20	7	4	1151	169	22	54	20	4	1151	13556	6	39	33	22	1140
Gender																						
Male	96	22	23	48	50	19	20	7	7	1150	96	23	50	20	7	1150	7014	5	33	34	28	1138
Female	73	16	22	43	59	14	19	0	0	1153	73	22	59	19	0	1153	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						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	0										0						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	165	36	22	90	55	32	19	7	4	1151	165	22	55	19	4	1151	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	0										0						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	169	38	22	91	54	33	20	7	4	1151	169	22	54	20	4	1151	13273	7	39	33	21	1140
IEP																						
Students with an IEP	11	0	0	4	36	4	36	3	27	1133	11	0	36	36	27	1133	1614	1	8	24	68	1126
All Other Students	158	38	24	87	55	29	18	4	3	1153	158	24	55	18	3	1153	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	1										1						4528	2	26	36	36	1134
All Other Students	168	38	23	91	54	32	19	7	4	1151	168	23	54	19	4	1151	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	169	38	22	91	54	33	20	7	4	1151	169	22	54	20	4	1151	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	169	38	22	91	54	33	20	7	4	1151	169	22	54	20	4	1151	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	5										5						434	7	33	37	23	1139
All Other Students	164	38	23	86	52	33	20	7	4	1151	164	23	52	20	4	1151	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: Falmouth School Department
School: Falmouth 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	24	14	24	14	602	4
	2009–2010	23	16	23	16	607	4
	2010–2011	18	11	18	11	644	5
	Cum. Total*	65	14	65	14	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	85	50	85	50	5431	37
	2009–2010	80	57	80	57	5120	37
	2010–2011	90	54	90	54	5312	39
	Cum. Total*	255	53	255	53	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	47	28	47	28	3876	26
	2009–2010	18	13	18	13	3857	27
	2010–2011	31	19	31	19	3580	26
	Cum. Total*	96	20	96	20	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	13	8	13	8	4958	33
	2009–2010	20	14	20	14	4443	32
	2010–2011	28	17	28	17	4038	30
	Cum. Total*	61	13	61	13	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	30.10	53.8	30.10	53.8	24.90	44.5
D. The Physical Setting	34	61	18.90	55.6	18.90	55.6	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	13.40	58.3	13.40	58.3	10.70	46.5
E. The Living Environment	22	39	11.10	50.5	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: Falmouth School Department
School: Falmouth 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	167	18	11	90	54	31	19	28	17	1146	167	11	54	19	17	1146	13574	5	39	26	30	1141
Gender																						
Male	94	13	14	48	51	13	14	20	21	1146	94	14	51	14	21	1146	7041	6	42	24	29	1142
Female	73	5	7	42	58	18	25	8	11	1146	73	7	58	25	11	1146	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						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	0										0						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	163	17	10	87	53	31	19	28	17	1146	163	10	53	19	17	1146	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	0										0						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	167	18	11	90	54	31	19	28	17	1146	167	11	54	19	17	1146	13297	5	40	27	29	1141
IEP																						
Students with an IEP	10	2	20	1	10	2	20	5	50	1139	10	20	10	20	50	1139	1644	1	10	19	70	1132
All Other Students	157	16	10	89	57	29	18	23	15	1146	157	10	57	18	15	1146	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	1										1						4554	2	26	28	44	1137
All Other Students	166	18	11	90	54	31	19	27	16	1146	166	11	54	19	16	1146	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	167	18	11	90	54	31	19	28	17	1146	167	11	54	19	17	1146	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	167	18	11	90	54	31	19	28	17	1146	167	11	54	19	17	1146	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	5										5						430	5	40	25	30	1142
All Other Students	162	18	11	85	52	31	19	28	17	1146	162	11	52	19	17	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