



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: 10651253
SAU: Gorham School Department
School: Gorham High School

Contents of the Report

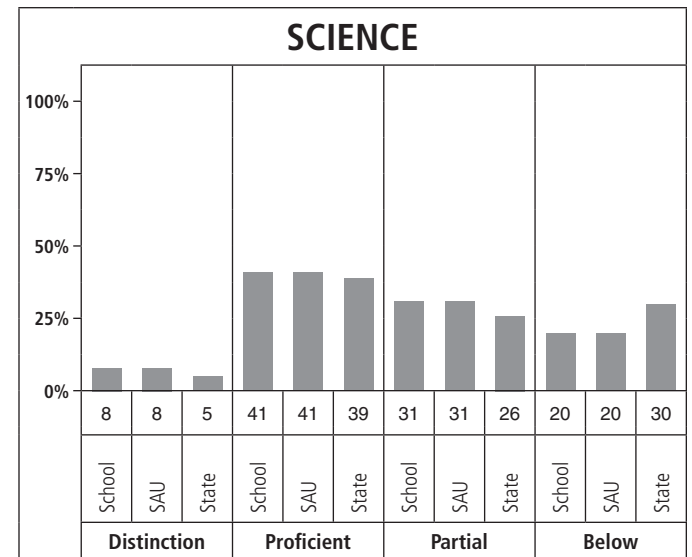
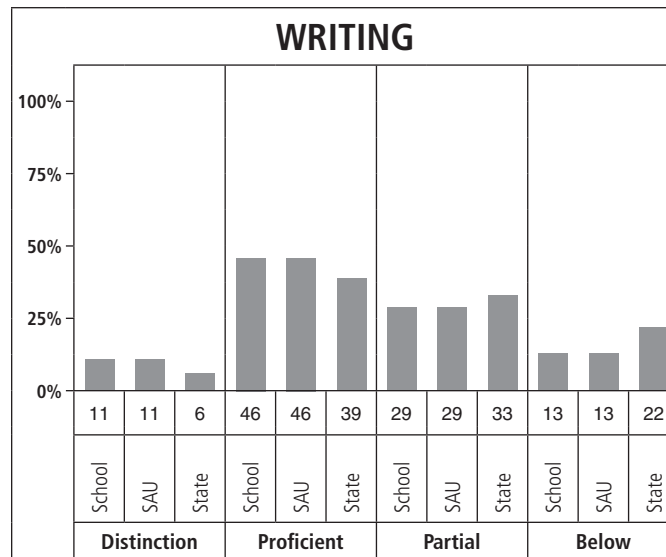
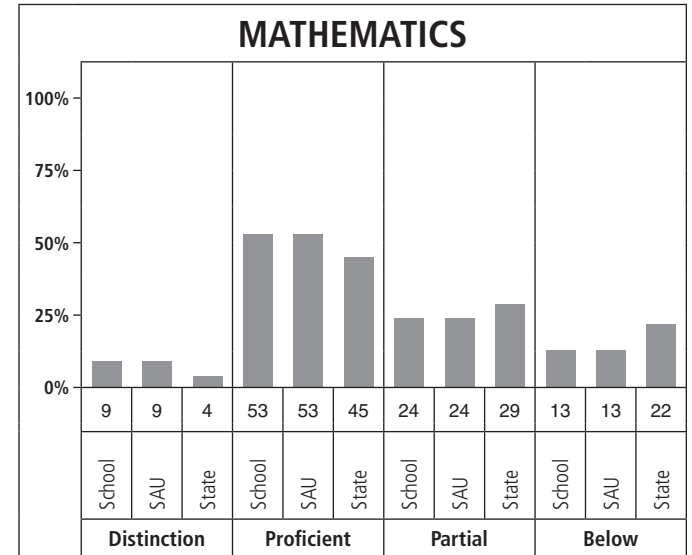
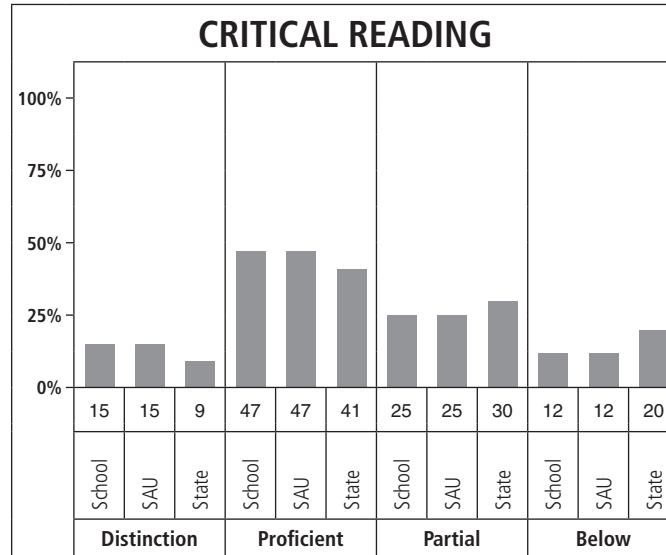
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

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

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1144	1144	1141
2009–2010	1143	1143	1141
2010–2011	1146	1146	1142
Cum. Average*	1144	1144	1141
Mathematics			
2008–2009	1143	1143	1141
2009–2010	1143	1143	1142
2010–2011	1146	1146	1142
Cum. Average*	1144	1144	1142
Writing			
2008–2009	1143	1143	1140
2009–2010	1141	1141	1140
2010–2011	1144	1144	1140
Cum. Average*	1143	1143	1140
Science			
2008–2009	1142	1142	1140
2009–2010	1143	1143	1141
2010–2011	1144	1144	1141
Cum. Average*	1143	1143	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: Gorham School Department
School: Gorham High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																								
	School		SAU		State		Critical Reading						Mathematics						Writing						Science						
	N	%	N	%	N	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		
							N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Total number of students	204	100	204	100	14331	100	200	98	200	98	13752	96	200	98	200	98	13748	96	200	98	200	98	13759	96	196	96	196	96	13776	96	
Ethnicity Hispanic or Latino	0	0	0	0	174	1	0	0	0	0	155	90	0	0	0	0	155	90	0	0	0	0	155	90	0	0	0	0	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	1	<1	1	<1	116	1	1	100	1	100	103	89	1	100	1	100	102	88	1	100	1	100	104	90	1	100	1	100	104	90
	Asian	3	1	3	1	176	1	3	100	3	100	170	97	3	100	3	100	170	97	3	100	3	100	170	97	3	100	3	100	158	90
	Black or African American	2	1	2	1	364	3	2	100	2	100	337	93	2	100	2	100	339	93	2	100	2	100	338	93	2	100	2	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	198	97	198	97	13429	94	194	98	194	98	12919	96	194	98	194	98	12914	96	194	98	194	98	12924	96	190	96	190	96	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	32	16	32	16	1998	14	30	94	30	94	1820	91	30	94	30	94	1820	91	30	94	30	94	1817	91	28	88	28	88	1846	93	
Current LEP	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	
Economically disadvantaged	35	17	35	17	4967	35	32	91	32	91	4644	94	32	91	32	91	4644	94	32	91	32	91	4649	94	30	86	30	86	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	172	84	172	84	12231	85	172	84	172	84	12224	85	172	84	172	84	12238	85	171	84	171	84	12309	86
Identified disability (IEP)	5	3	5	3	732	6	5	3	5	3	730	6	5	3	5	3	731	6	5	3	5	3	786	6
LEP	1	1	1	1	198	2	1	1	1	1	198	2	1	1	1	1	198	2	1	1	1	1	197	2
Participation with accommodations	22	11	22	11	1315	9	22	11	22	11	1312	9	22	11	22	11	1318	9	19	9	19	9	1265	9
Identified disability (IEP)	19	86	19	86	882	67	19	86	19	86	878	67	19	86	19	86	883	67	17	89	17	89	858	68
LEP	1	5	1	5	54	4	1	5	1	5	54	4	1	5	1	5	54	4	1	5	1	5	51	4
Participation through alternate assessment (PAAP)	6	3	6	3	206	1	6	3	6	3	212	1	6	3	6	3	203	1	6	3	6	3	202	1
Identified disability (IEP)	6	100	6	100	206	100	6	100	6	100	212	100	6	100	6	100	203	100	6	100	6	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	4	2	4	2	565	4	4	2	4	2	569	4	4	2	4	2	558	4	8	4	8	4	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: Gorham School Department
 School: Gorham 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	23	12	23	12	1339	9
	2009-2010	20	10	20	10	1369	10
	2010-2011	30	15	30	15	1165	9
	Cum. Total*	73	12	73	12	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	93	47	93	47	5897	40
	2009-2010	82	42	82	42	5248	38
	2010-2011	92	47	92	47	5595	41
	Cum. Total*	267	45	267	45	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	54	27	54	27	4169	28
	2009-2010	59	30	59	30	4121	30
	2010-2011	49	25	49	25	4010	30
	Cum. Total*	162	28	162	28	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	29	15	29	15	3255	22
	2009-2010	33	17	33	17	3081	22
	2010-2011	23	12	23	12	2776	20
	Cum. Total*	85	14	85	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: Gorham School Department
School: Gorham 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	194	30	15	92	47	49	25	23	12	1146	194	15	47	25	12	1146	13546	9	41	30	20	1142
Gender																						
Male	101	16	16	47	47	22	22	16	16	1145	101	16	47	22	16	1145	7007	8	38	29	24	1140
Female	93	14	15	45	48	27	29	7	8	1147	93	15	48	29	8	1147	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						151	9	36	26	29	1140
American Indian or Alaskan Native	1										1						103	4	31	33	32	1137
Asian	3										3						165	10	42	19	29	1141
Black or African American	2										2						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	188	29	15	90	48	47	25	22	12	1146	188	15	48	25	12	1146	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
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	1										1						17	0	59	41	0	1143
All Other Students	191	30	16	92	48	48	25	21	11	1146	191	16	48	25	11	1146	13263	9	42	30	19	1142
IEP																						
Students with an IEP	24	0	0	1	4	9	38	14	58	1129	24	0	4	38	58	1129	1614	1	11	26	62	1128
All Other Students	170	30	18	91	54	40	24	9	5	1148	170	18	54	24	5	1148	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	31	1	3	10	32	9	29	11	35	1137	31	3	32	29	35	1137	4522	3	30	33	33	1136
All Other Students	163	29	18	82	50	40	25	12	7	1148	163	18	50	25	7	1148	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	194	30	15	92	47	49	25	23	12	1146	194	15	47	25	12	1146	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	194	30	15	92	47	49	25	23	12	1146	194	15	47	25	12	1146	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	5										5						431	9	39	31	22	1141
All Other Students	189	29	15	91	48	48	25	21	11	1146	189	15	48	25	11	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: Gorham School Department
School: Gorham 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	10	5	10	5	596	4
	2009-2010	5	3	5	3	524	4
	2010-2011	18	9	18	9	571	4
	Cum. Total*	33	6	33	6	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	94	46	94	46	5674	38
	2009-2010	96	49	96	49	5736	42
	2010-2011	103	53	103	53	6040	45
	Cum. Total*	293	49	293	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	59	29	59	29	4622	31
	2009-2010	57	29	57	29	4444	32
	2010-2011	47	24	47	24	3910	29
	Cum. Total*	163	28	163	28	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	41	20	41	20	4116	27
	2009-2010	36	19	36	19	3103	22
	2010-2011	26	13	26	13	3015	22
	Cum. Total*	103	17	103	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: Gorham School Department
School: Gorham 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	194	18	9	103	53	47	24	26	13	1146	194	9	53	24	13	1146	13536	4	45	29	22	1142
Gender																						
Male	101	12	12	50	50	25	25	14	14	1147	101	12	50	25	14	1147	7003	5	45	27	22	1142
Female	93	6	6	53	57	22	24	12	13	1145	93	6	57	24	13	1145	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						151	5	30	33	32	1139
American Indian or Alaskan Native	1										1						102	1	31	29	38	1137
Asian	3										3						165	10	53	19	18	1145
Black or African American	2										2						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	188	18	10	100	53	46	24	24	13	1146	188	10	53	24	13	1146	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
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	1										1						17	12	47	29	12	1145
All Other Students	191	18	9	102	53	46	24	25	13	1146	191	9	53	24	13	1146	13253	4	45	29	21	1142
IEP																						
Students with an IEP	24	0	0	2	8	6	25	16	67	1130	24	0	8	25	67	1130	1608	<1	9	23	68	1130
All Other Students	170	18	11	101	59	41	24	10	6	1149	170	11	59	24	6	1149	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	31	2	6	9	29	10	32	10	32	1139	31	6	29	32	32	1139	4519	1	29	34	36	1137
All Other Students	163	16	10	94	58	37	23	16	10	1148	163	10	58	23	10	1148	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	194	18	9	103	53	47	24	26	13	1146	194	9	53	24	13	1146	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	194	18	9	103	53	47	24	26	13	1146	194	9	53	24	13	1146	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	5										5						431	4	38	33	25	1141
All Other Students	189	17	9	101	53	46	24	25	13	1146	189	9	53	24	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: Gorham School Department
School: Gorham 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	15	8	15	8	1062	7
	2009-2010	12	6	12	6	974	7
	2010-2011	22	11	22	11	865	6
	Cum. Total*	49	8	49	8	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	91	46	91	46	5706	39
	2009-2010	84	43	84	43	5463	40
	2010-2011	90	46	90	46	5255	39
	Cum. Total*	265	45	265	45	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	66	33	66	33	4487	31
	2009-2010	65	34	65	34	4385	32
	2010-2011	56	29	56	29	4419	33
	Cum. Total*	187	32	187	32	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	27	14	27	14	3408	23
	2009-2010	33	17	33	17	2997	22
	2010-2011	26	13	26	13	3017	22
	Cum. Total*	86	15	86	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: Gorham School Department
School: Gorham 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	194	22	11	90	46	56	29	26	13	1144	194	11	46	29	13	1144	13556	6	39	33	22	1140
Gender																						
Male	101	9	9	48	48	25	25	19	19	1143	101	9	48	25	19	1143	7014	5	33	34	28	1138
Female	93	13	14	42	45	31	33	7	8	1145	93	14	45	33	8	1145	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						151	7	27	40	25	1138
American Indian or Alaskan Native	1										1						104	5	23	36	37	1134
Asian	3										3						165	5	41	26	28	1139
Black or African American	2										2						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	188	21	11	88	47	54	29	25	13	1144	188	11	47	29	13	1144	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
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	1										1						17	0	65	35	0	1146
All Other Students	191	22	12	90	47	54	28	25	13	1144	191	12	47	28	13	1144	13273	7	39	33	21	1140
IEP																						
Students with an IEP	24	0	0	0	0	4	17	20	83	1125	24	0	0	17	83	1125	1614	1	8	24	68	1126
All Other Students	170	22	13	90	53	52	31	6	4	1147	170	13	53	31	4	1147	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	31	0	0	9	29	13	42	9	29	1135	31	0	29	42	29	1135	4528	2	26	36	36	1134
All Other Students	163	22	13	81	50	43	26	17	10	1146	163	13	50	26	10	1146	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	194	22	11	90	46	56	29	26	13	1144	194	11	46	29	13	1144	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	194	22	11	90	46	56	29	26	13	1144	194	11	46	29	13	1144	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	5										5						434	7	33	37	23	1139
All Other Students	189	21	11	88	47	54	29	26	14	1144	189	11	47	29	14	1144	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: Gorham School Department
School: Gorham 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	10	5	10	5	602	4
	2009–2010	16	8	16	8	607	4
	2010–2011	16	8	16	8	644	5
	Cum. Total*	42	7	42	7	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	83	41	83	41	5431	37
	2009–2010	73	38	73	38	5120	37
	2010–2011	78	41	78	41	5312	39
	Cum. Total*	234	40	234	40	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	59	29	59	29	3876	26
	2009–2010	60	31	60	31	3857	27
	2010–2011	58	31	58	31	3580	26
	Cum. Total*	177	30	177	30	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	52	25	52	25	4958	33
	2009–2010	43	22	43	22	4443	32
	2010–2011	38	20	38	20	4038	30
	Cum. Total*	133	23	133	23	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	27.90	49.8	27.90	49.8	24.90	44.5
D. The Physical Setting	34	61	17.00	50.0	17.00	50.0	15.30	45.0
D1/D2 Space/Earth	11	20	5.20	47.3	5.20	47.3	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	11.90	51.7	11.90	51.7	10.70	46.5
E. The Living Environment	22	39	10.80	49.1	10.80	49.1	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

SCIENCE RESULTS

BY REPORTING SUBGROUPS

Test Date: May 2011
SAU: Gorham School Department
School: Gorham 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	190	16	8	78	41	58	31	38	20	1144	190	8	41	31	20	1144	13574	5	39	26	30	1141
Gender																						
Male	99	10	10	45	45	28	28	16	16	1146	99	10	45	28	16	1146	7041	6	42	24	29	1142
Female	91	6	7	33	36	30	33	22	24	1142	91	7	36	33	24	1142	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						156	5	33	26	37	1140
American Indian or Alaskan Native	1										1						104	3	23	30	44	1137
Asian	3										3						153	6	44	25	25	1142
Black or African American	2										2						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	184	16	9	76	41	55	30	37	20	1144	184	9	41	30	20	1144	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
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	1										1						16	0	50	31	19	1142
All Other Students	187	16	9	78	42	57	30	36	19	1144	187	9	42	30	19	1144	13297	5	40	27	29	1141
IEP																						
Students with an IEP	22	0	0	0	0	6	27	16	73	1131	22	0	0	27	73	1131	1644	1	10	19	70	1132
All Other Students	168	16	10	78	46	52	31	22	13	1146	168	10	46	31	13	1146	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	29	0	0	6	21	7	24	16	55	1136	29	0	21	24	55	1136	4554	2	26	28	44	1137
All Other Students	161	16	10	72	45	51	32	22	14	1145	161	10	45	32	14	1145	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	190	16	8	78	41	58	31	38	20	1144	190	8	41	31	20	1144	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	190	16	8	78	41	58	31	38	20	1144	190	8	41	31	20	1144	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	5										5						430	5	40	25	30	1142
All Other Students	185	15	8	76	41	58	31	36	19	1144	185	8	41	31	19	1144	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