



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: 10741264
SAU: Hermon School Department
School: Hermon High School

Contents of the Report

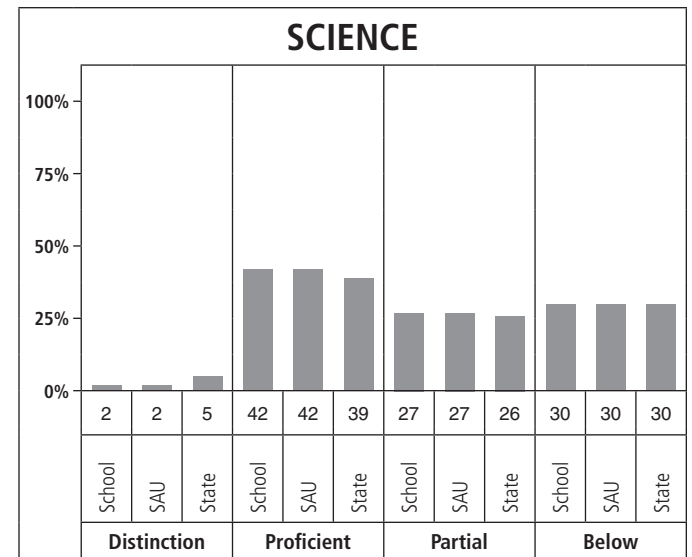
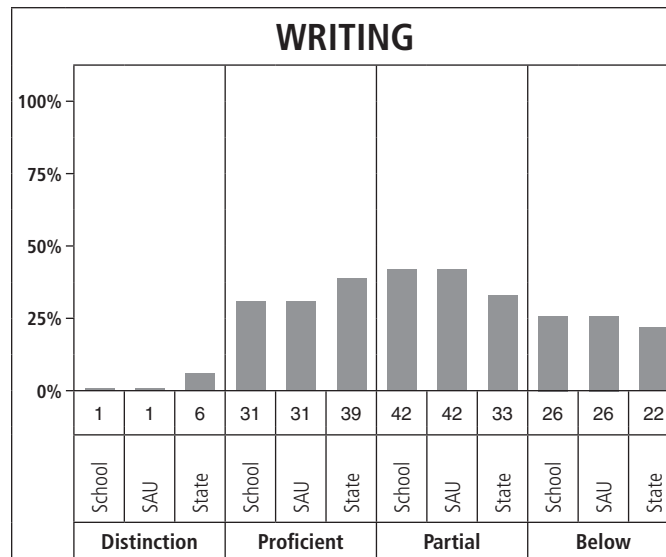
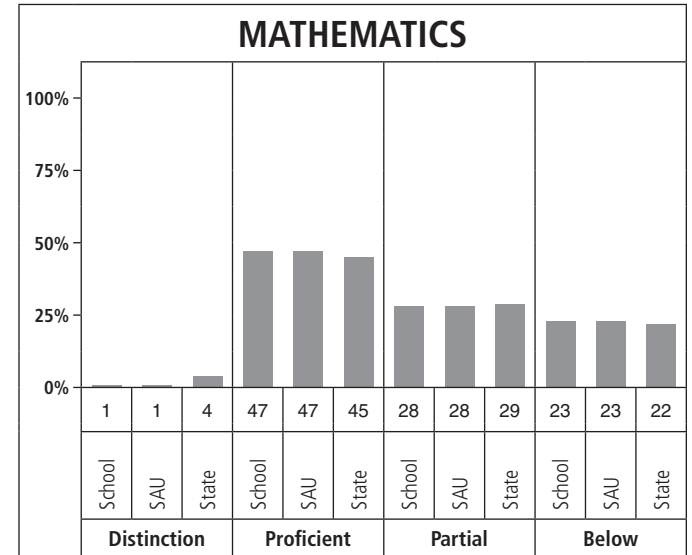
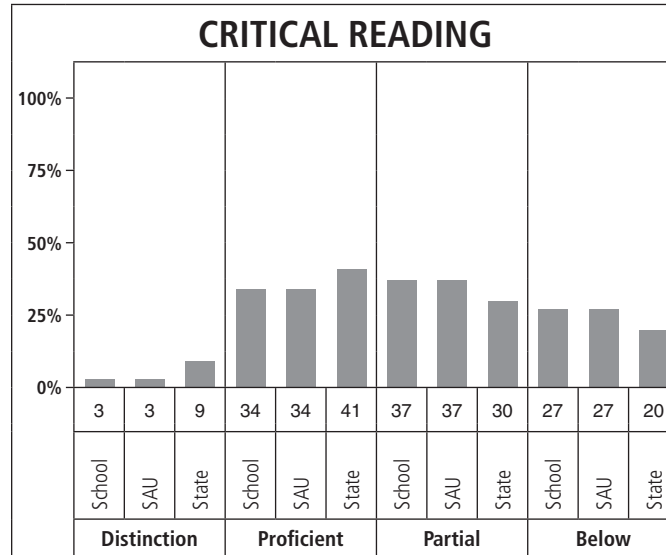
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

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

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1139	1140	1141
2009–2010	1139	1139	1141
2010–2011	1137	1137	1142
Cum. Average*	1138	1138	1141
Mathematics			
2008–2009	1141	1142	1141
2009–2010	1141	1141	1142
2010–2011	1141	1141	1142
Cum. Average*	1141	1141	1142
Writing			
2008–2009	1138	1137	1140
2009–2010	1137	1137	1140
2010–2011	1137	1137	1140
Cum. Average*	1137	1137	1140
Science			
2008–2009	1138	1139	1140
2009–2010	1140	1140	1141
2010–2011	1140	1140	1141
Cum. Average*	1139	1140	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: Hermon School Department
School: Hermon 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	%	N	%	N	%	N	%
Total number of students		137	100	138	100	14331	100	135	99	136	99	13752	96	135	99	136	99	13748	96	135	99	136	99	13759	96	133	99	134	99	13776	96
Ethnicity Hispanic or Latino		2	1	2	1	174	1	1	50	1	50	155	90	1	50	1	50	155	90	1	50	1	50	155	90	2	100	2	100	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	2	3	2	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	1	1	1	1	364	3	1	100	1	100	337	93	1	100	1	100	339	93	1	100	1	100	338	93	1	100	1	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	130	95	131	95	13429	94	129	99	130	99	12919	96	129	99	130	99	12914	96	129	99	130	99	12924	96	126	98	127	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		21	15	22	16	1998	14	20	95	21	95	1820	91	20	95	21	95	1820	91	20	95	21	95	1817	91	21	100	22	100	1846	93
Current LEP		1	1	1	1	274	2	1	100	1	100	257	94	1	100	1	100	257	94	1	100	1	100	257	94	1	100	1	100	253	92
Economically disadvantaged		23	17	23	17	4967	35	22	96	22	96	4644	94	22	96	22	96	4644	94	22	96	22	96	4649	94	22	96	22	96	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		117	85	117	85	12231	85	117	85	117	85	12224	85	117	85	117	85	12238	85	116	85	116	84	12309	86
Identified disability (IEP)		3	3	3	3	732	6	3	3	3	3	730	6	3	3	3	3	731	6	4	3	4	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		17	12	17	12	1315	9	17	12	17	12	1312	9	17	12	17	12	1318	9	16	12	16	12	1265	9
Identified disability (IEP)		16	94	16	94	882	67	16	94	16	94	878	67	16	94	16	94	883	67	16	100	16	100	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)		1	1	2	1	206	1	1	1	2	1	212	1	1	1	2	1	203	1	1	1	2	1	202	1
Identified disability (IEP)		1	100	2	100	206	100	1	100	2	100	212	100	1	100	2	100	203	100	1	100	2	100	202	100
LEP		0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2
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	2	1	2	1	14	<1
Non-participation – other		2	1	2	1	565	4	2	1	2	1	569	4	2	1	2	1	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: Hermon School Department
School: Hermon 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	6	5	4	7	1339	9
	2009-2010	5	4	5	4	1369	10
	2010-2011	4	3	4	3	1165	9
	Cum. Total*	15	4	13	4	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	44	35	19	35	5897	40
	2009-2010	34	30	34	30	5248	38
	2010-2011	45	34	45	34	5595	41
	Cum. Total*	123	33	98	32	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	45	36	21	38	4169	28
	2009-2010	50	44	50	44	4121	30
	2010-2011	49	37	49	37	4010	30
	Cum. Total*	144	39	120	40	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	23	11	20	3255	22
	2009-2010	25	22	25	22	3081	22
	2010-2011	36	27	36	27	2776	20
	Cum. Total*	90	24	72	24	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: Hermon School Department
School: Hermon 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	134	4	3	45	34	49	37	36	27	1137	134	3	34	37	27	1137	13546	9	41	30	20	1142
Gender																						
Male	73	4	5	16	22	27	37	26	36	1135	73	5	22	37	36	1135	7007	8	38	29	24	1140
Female	61	0	0	29	48	22	36	10	16	1140	61	0	48	36	16	1140	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	1										1						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	1										1						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	128	4	3	41	32	48	38	35	27	1137	128	3	32	38	27	1137	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	1										1						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	133	4	3	45	34	48	36	36	27	1137	133	3	34	36	27	1137	13263	9	42	30	19	1142
IEP																						
Students with an IEP	19	0	0	1	5	4	21	14	74	1126	19	0	5	21	74	1126	1614	1	11	26	62	1128
All Other Students	115	4	3	44	38	45	39	22	19	1139	115	3	38	39	19	1139	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	22	0	0	7	32	6	27	9	41	1134	22	0	32	27	41	1134	4522	3	30	33	33	1136
All Other Students	112	4	4	38	34	43	38	27	24	1138	112	4	34	38	24	1138	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	134	4	3	45	34	49	37	36	27	1137	134	3	34	37	27	1137	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	134	4	3	45	34	49	37	36	27	1137	134	3	34	37	27	1137	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	2										2						431	9	39	31	22	1141
All Other Students	132	4	3	44	33	49	37	35	27	1137	132	3	33	37	27	1137	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: Hermon School Department
 School: Hermon 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	2	2	1	2	596	4
	2009-2010	2	2	2	2	524	4
	2010-2011	2	1	2	1	571	4
	Cum. Total*	6	2	5	2	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	55	44	27	49	5674	38
	2009-2010	54	47	54	47	5736	42
	2010-2011	63	47	63	47	6040	45
	Cum. Total*	172	46	144	48	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	42	33	17	31	4622	31
	2009-2010	33	29	33	29	4444	32
	2010-2011	38	28	38	28	3910	29
	Cum. Total*	113	30	88	29	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	27	21	10	18	4116	27
	2009-2010	25	22	25	22	3103	22
	2010-2011	31	23	31	23	3015	22
	Cum. Total*	83	22	66	22	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: Hermon School Department
School: Hermon 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	134	2	1	63	47	38	28	31	23	1141	134	1	47	28	23	1141	13536	4	45	29	22	1142
Gender																						
Male	73	1	1	37	51	14	19	21	29	1141	73	1	51	19	29	1141	7003	5	45	27	22	1142
Female	61	1	2	26	43	24	39	10	16	1140	61	2	43	39	16	1140	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	1										1						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	1										1						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	128	2	2	59	46	37	29	30	23	1141	128	2	46	29	23	1141	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	1										1						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	133	2	2	63	47	37	28	31	23	1141	133	2	47	28	23	1141	13253	4	45	29	21	1142
IEP																						
Students with an IEP	19	0	0	4	21	3	16	12	63	1131	19	0	21	16	63	1131	1608	<1	9	23	68	1130
All Other Students	115	2	2	59	51	35	30	19	17	1143	115	2	51	30	17	1143	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	22	0	0	8	36	7	32	7	32	1138	22	0	36	32	32	1138	4519	1	29	34	36	1137
All Other Students	112	2	2	55	49	31	28	24	21	1141	112	2	49	28	21	1141	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	134	2	1	63	47	38	28	31	23	1141	134	1	47	28	23	1141	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	134	2	1	63	47	38	28	31	23	1141	134	1	47	28	23	1141	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	2										2						431	4	38	33	25	1141
All Other Students	132	2	2	62	47	38	29	30	23	1141	132	2	47	29	23	1141	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: Hermon School Department
School: Hermon 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	2	2	2	4	1062	7
	2009-2010	3	3	3	3	974	7
	2010-2011	1	1	1	1	865	6
	Cum. Total*	6	2	6	2	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	43	35	17	31	5706	39
	2009-2010	35	30	35	30	5463	40
	2010-2011	42	31	42	31	5255	39
	Cum. Total*	120	32	94	31	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	52	42	23	42	4487	31
	2009-2010	46	40	46	40	4385	32
	2010-2011	56	42	56	42	4419	33
	Cum. Total*	154	41	125	41	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	22	13	24	3408	23
	2009-2010	31	27	31	27	2997	22
	2010-2011	35	26	35	26	3017	22
	Cum. Total*	93	25	79	26	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: Hermon School Department
School: Hermon 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	134	1	1	42	31	56	42	35	26	1137	134	1	31	42	26	1137	13556	6	39	33	22	1140
Gender																						
Male	73	0	0	16	22	29	40	28	38	1133	73	0	22	40	38	1133	7014	5	33	34	28	1138
Female	61	1	2	26	43	27	44	7	11	1141	61	2	43	44	11	1141	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	1										1						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	1										1						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	128	1	1	40	31	53	41	34	27	1137	128	1	31	41	27	1137	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	1										1						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	133	1	1	42	32	55	41	35	26	1137	133	1	32	41	26	1137	13273	7	39	33	21	1140
IEP																						
Students with an IEP	19	0	0	1	5	6	32	12	63	1127	19	0	5	32	63	1127	1614	1	8	24	68	1126
All Other Students	115	1	1	41	36	50	43	23	20	1138	115	1	36	43	20	1138	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	22	0	0	5	23	8	36	9	41	1133	22	0	23	36	41	1133	4528	2	26	36	36	1134
All Other Students	112	1	1	37	33	48	43	26	23	1137	112	1	33	43	23	1137	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	134	1	1	42	31	56	42	35	26	1137	134	1	31	42	26	1137	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	134	1	1	42	31	56	42	35	26	1137	134	1	31	42	26	1137	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	2										2						434	7	33	37	23	1139
All Other Students	132	1	1	41	31	56	42	34	26	1137	132	1	31	42	26	1137	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: Hermon School Department
School: Hermon 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	2	2	1	2	602	4
	2009–2010	1	1	1	1	607	4
	2010–2011	2	2	2	2	644	5
	Cum. Total*	5	1	4	1	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	41	32	19	34	5431	37
	2009–2010	41	37	41	37	5120	37
	2010–2011	56	42	56	42	5312	39
	Cum. Total*	138	37	116	39	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	30	24	14	25	3876	26
	2009–2010	35	32	35	32	3857	27
	2010–2011	35	27	35	27	3580	26
	Cum. Total*	100	27	84	28	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	54	43	22	39	4958	33
	2009–2010	34	31	34	31	4443	32
	2010–2011	39	30	39	30	4038	30
	Cum. Total*	127	34	95	32	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	24.40	43.6	24.40	43.6	24.90	44.5
D. The Physical Setting	34	61	14.80	43.5	14.80	43.5	15.30	45.0
D1/D2 Space/Earth	11	20	4.40	40.0	4.40	40.0	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	10.30	44.8	10.30	44.8	10.70	46.5
E. The Living Environment	22	39	9.70	44.1	9.70	44.1	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: Hermon School Department
School: Hermon 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	132	2	2	56	42	35	27	39	30	1140	132	2	42	27	30	1140	13574	5	39	26	30	1141
Gender																						
Male	71	2	3	35	49	13	18	21	30	1141	71	3	49	18	30	1141	7041	6	42	24	29	1142
Female	61	0	0	21	34	22	36	18	30	1139	61	0	34	36	30	1139	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	1										1						104	3	23	30	44	1137
Asian	3										3						153	6	44	25	25	1142
Black or African American	1										1						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	125	2	2	52	42	33	26	38	30	1140	125	2	42	26	30	1140	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	1										1						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	131	2	2	56	43	34	26	39	30	1140	131	2	43	26	30	1140	13297	5	40	27	29	1141
IEP																						
Students with an IEP	20	0	0	3	15	4	20	13	65	1134	20	0	15	20	65	1134	1644	1	10	19	70	1132
All Other Students	112	2	2	53	47	31	28	26	23	1141	112	2	47	28	23	1141	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	22	1	5	7	32	4	18	10	45	1139	22	5	32	18	45	1139	4554	2	26	28	44	1137
All Other Students	110	1	1	49	45	31	28	29	26	1141	110	1	45	28	26	1141	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	132	2	2	56	42	35	27	39	30	1140	132	2	42	27	30	1140	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	132	2	2	56	42	35	27	39	30	1140	132	2	42	27	30	1140	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	2										2						430	5	40	25	30	1142
All Other Students	130	2	2	55	42	34	26	39	30	1140	130	2	42	26	30	1140	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