



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



# SAU Report

Test Date: May 2011  
Code: 1074  
SAU: Hermon School Department

## Contents of the Report

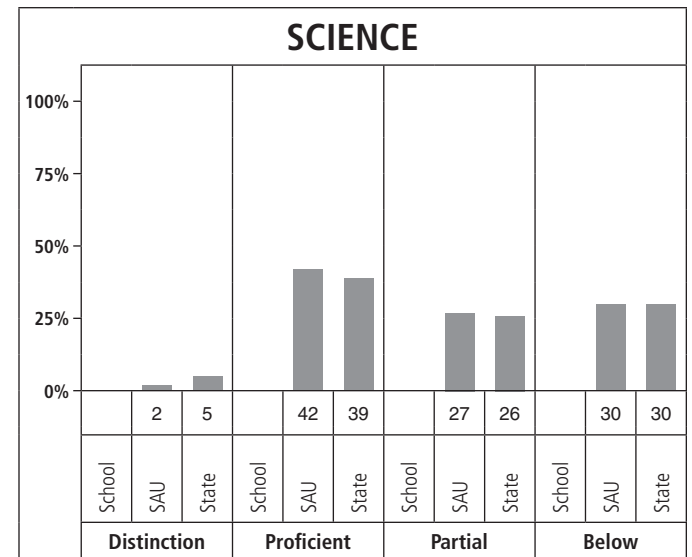
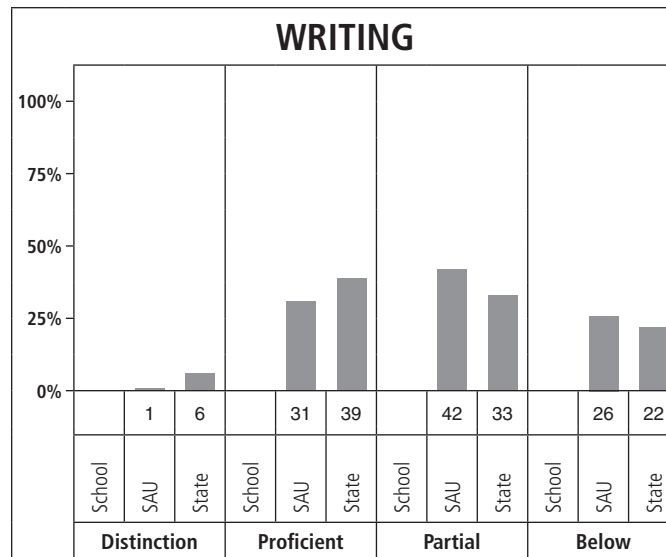
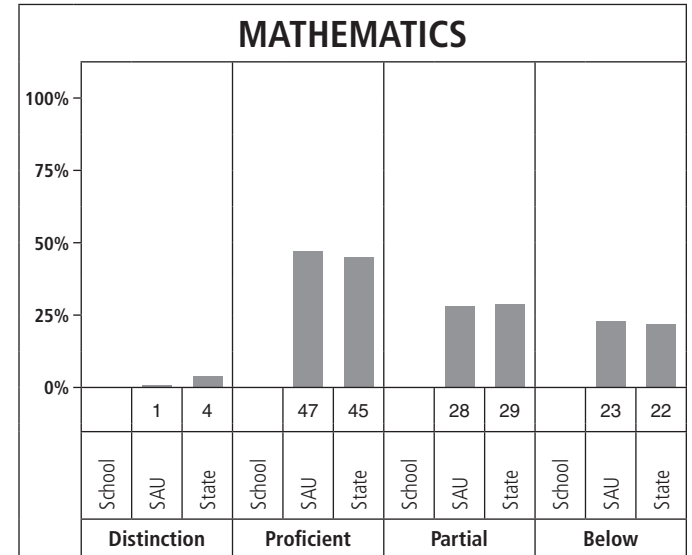
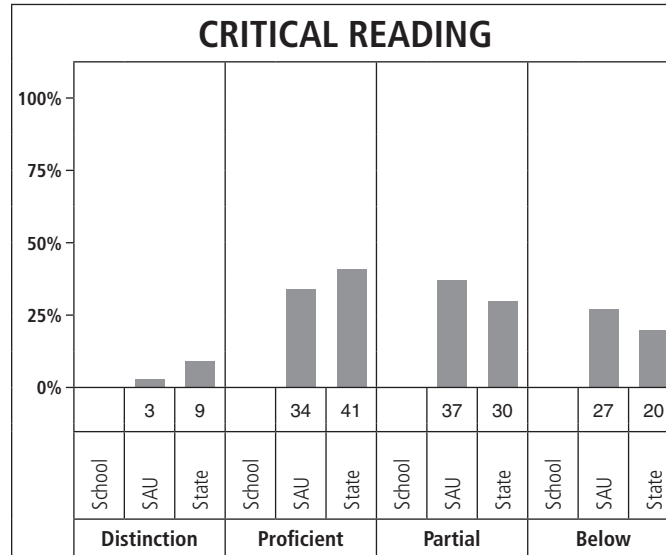
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2011  
SAU: Hermon School Department

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2008–2009		1140	1141
2009–2010		1139	1141
<b>2010–2011</b>		<b>1137</b>	<b>1142</b>
Cum. Average*		1138	1141
<b>Mathematics</b>			
2008–2009		1142	1141
2009–2010		1141	1142
<b>2010–2011</b>		<b>1141</b>	<b>1142</b>
Cum. Average*		1141	1142
<b>Writing</b>			
2008–2009		1137	1140
2009–2010		1137	1140
<b>2010–2011</b>		<b>1137</b>	<b>1140</b>
Cum. Average*		1137	1140
<b>Science</b>			
2008–2009		1139	1140
2009–2010		1140	1141
<b>2010–2011</b>		<b>1140</b>	<b>1141</b>
Cum. Average*		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

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																								
	School		SAU		State		Critical Reading						Mathematics						Writing						Science						
	N	%	N	%	N	%	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	%	
<b>Total number of students</b>			138	100	14331	100			136	99	13752	96			136	99	13748	96			136	99	13759	96			134	99	13776	96	
<b>Ethnicity</b> Hispanic or Latino			2	1	174	1			1	50	155	90			1	50	155	90			1	50	155	90			2	100	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native			1	1	116	1			1	100	103	89			1	100	102	88			1	100	104	90			1	100	104	90
	Asian			3	2	176	1			3	100	170	97			3	100	170	97			3	100	170	97			3	100	158	90
	Black or African American			1	1	364	3			1	100	337	93			1	100	339	93			1	100	338	93			1	100	344	95
	Native Hawaiian or Pacific Islander			0	0	7	<1			0	0	6	86			0	0	6	86			0	0	6	86			0	0	7	100
	White			131	95	13429	94			130	99	12919	96			130	99	12914	96			130	99	12924	96			127	98	12941	96
Two or more races			0	0	65	<1			0	0	62	97			0	0	62	97			0	0	62	97			0	0	62	95	
<b>Identified disability</b>			22	16	1998	14			21	95	1820	91			21	95	1820	91			21	95	1817	91			22	100	1846	93	
<b>Current LEP</b>			1	1	274	2			1	100	257	94			1	100	257	94			1	100	257	94			1	100	253	92	
<b>Economically disadvantaged</b>			23	17	4967	35			22	96	4644	94			22	96	4644	94			22	96	4649	94			22	96	4674	94	
<b>Migrant</b>			0	0	5	<1			0	0	3	60			0	0	3	60			0	0	3	60			0	0	4	80	

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
<b>Participation without accommodations</b>									117	85	12231	85			117	85	12224	85			117	85	12238	85			116	84	12309	86
Identified disability (IEP)									3	3	732	6			3	3	730	6			3	3	731	6			4	3	786	6
LEP									1	1	198	2			1	1	198	2			1	1	198	2			1	1	197	2
<b>Participation with accommodations</b>									17	12	1315	9			17	12	1312	9			17	12	1318	9			16	12	1265	9
Identified disability (IEP)									16	94	882	67			16	94	878	67			16	94	883	67			16	100	858	68
LEP									0	0	54	4			0	0	54	4			0	0	54	4			0	0	51	4
<b>Participation through alternate assessment (PAAP)</b>									2	1	206	1			2	1	212	1			2	1	203	1			2	1	202	1
Identified disability (IEP)									2	100	206	100			2	100	212	100			2	100	203	100			2	100	202	100
LEP									0	0	5	2			0	0	5	2			0	0	5	2			0	0	5	2
<b>Approved non-participation in reading – 1st year LEP</b>									0	0	0	0																		
<b>Approved non-participation – special consideration</b>									0	0	14	<1			0	0	14	<1			0	0	14	<1			2	1	14	<1
<b>Non-participation – other</b>									2	1	565	4			2	1	569	4			2	1	558	4			2	1	541	4

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

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

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

# CRITICAL READING RESULTS

Test Date: May 2011  
SAU: Hermon School Department

**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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162–1180)	2008-2009			4	7	1339	9
	2009-2010			5	4	1369	10
	<b>2010-2011</b>			<b>4</b>	<b>3</b>	<b>1165</b>	<b>9</b>
	Cum. Total*			13	4	3873	9
<b>Proficient</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142–1160)	2008-2009			19	35	5897	40
	2009-2010			34	30	5248	38
	<b>2010-2011</b>			<b>45</b>	<b>34</b>	<b>5595</b>	<b>41</b>
	Cum. Total*			98	32	16740	40
<b>Partially Proficient</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130–1140)	2008-2009			21	38	4169	28
	2009-2010			50	44	4121	30
	<b>2010-2011</b>			<b>49</b>	<b>37</b>	<b>4010</b>	<b>30</b>
	Cum. Total*			120	40	12300	29
<b>Substantially Below Proficient</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100–1128)	2008-2009			11	20	3255	22
	2009-2010			25	22	3081	22
	<b>2010-2011</b>			<b>36</b>	<b>27</b>	<b>2776</b>	<b>20</b>
	Cum. Total*			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

REPORTING CATEGORIES	School										SAU					State						
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>											134	3	34	37	27	1137	13546	9	41	30	20	1142
<b>Gender</b>																						
Male											73	5	22	37	36	1135	7007	8	38	29	24	1140
Female											61	0	48	36	16	1140	6539	9	44	30	16	1143
Not Reported											0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino											1						151	9	36	26	29	1140
American Indian or Alaskan Native											1						103	4	31	33	32	1137
Asian											3						165	10	42	19	29	1141
Black or African American											1						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander											0						6					
White (non-Hispanic)											128	3	32	38	27	1137	12734	9	42	30	19	1142
Two or more races											0						61	3	36	39	21	1139
<b>LEP Status</b>																						
Currently LEP student											1						252	<1	3	19	77	1123
Former LEP student - monitoring year 1											0						14	0	36	50	14	1139
Former LEP student - monitoring year 2											0						17	0	59	41	0	1143
All Other Students											133	3	34	36	27	1137	13263	9	42	30	19	1142
<b>IEP</b>																						
Students with an IEP											19	0	5	21	74	1126	1614	1	11	26	62	1128
All Other Students											115	3	38	39	19	1139	11932	10	45	30	15	1144
<b>SES</b>																						
Economically Disadvantaged Students											22	0	32	27	41	1134	4522	3	30	33	33	1136
All Other Students											112	4	34	38	24	1138	9024	11	47	28	14	1144
<b>Migrant</b>																						
Migrant Students											0						3					
All Other Students											134	3	34	37	27	1137	13543	9	41	30	20	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services											0						211	3	18	45	35	1134
All Other Students											134	3	34	37	27	1137	13335	9	42	29	20	1142
<b>504 Plan</b>																						
Students with a 504 plan											2						431	9	39	31	22	1141
All Other Students											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

**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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162–1180)	2008-2009			1	2	596	4
	2009-2010			2	2	524	4
	<b>2010-2011</b>			<b>2</b>	<b>1</b>	<b>571</b>	<b>4</b>
	Cum. Total*			5	2	1691	4
<b>Proficient</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142–1160)	2008-2009			27	49	5674	38
	2009-2010			54	47	5736	42
	<b>2010-2011</b>			<b>63</b>	<b>47</b>	<b>6040</b>	<b>45</b>
	Cum. Total*			144	48	17450	41
<b>Partially Proficient</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134–1140)	2008-2009			17	31	4622	31
	2009-2010			33	29	4444	32
	<b>2010-2011</b>			<b>38</b>	<b>28</b>	<b>3910</b>	<b>29</b>
	Cum. Total*			88	29	12976	31
<b>Substantially Below Proficient</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100–1132)	2008-2009			10	18	4116	27
	2009-2010			25	22	3103	22
	<b>2010-2011</b>			<b>31</b>	<b>23</b>	<b>3015</b>	<b>22</b>
	Cum. Total*			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

REPORTING CATEGORIES	School										SAU					State						
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>											134	1	47	28	23	1141	13536	4	45	29	22	1142
<b>Gender</b>																						
Male											73	1	51	19	29	1141	7003	5	45	27	22	1142
Female											61	2	43	39	16	1140	6533	3	44	31	22	1141
Not Reported											0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino											1						151	5	30	33	32	1139
American Indian or Alaskan Native											1						102	1	31	29	38	1137
Asian											3						165	10	53	19	18	1145
Black or African American											1						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander											0						6					
White (non-Hispanic)											128	2	46	29	23	1141	12724	4	46	29	21	1142
Two or more races											0						61	5	31	44	20	1140
<b>LEP Status</b>																						
Currently LEP student											1						252	2	10	22	66	1130
Former LEP student - monitoring year 1											0						14	0	64	21	14	1144
Former LEP student - monitoring year 2											0						17	12	47	29	12	1145
All Other Students											133	2	47	28	23	1141	13253	4	45	29	21	1142
<b>IEP</b>																						
Students with an IEP											19	0	21	16	63	1131	1608	<1	9	23	68	1130
All Other Students											115	2	51	30	17	1143	11928	5	49	30	16	1143
<b>SES</b>																						
Economically Disadvantaged Students											22	0	36	32	32	1138	4519	1	29	34	36	1137
All Other Students											112	2	49	28	21	1141	9017	6	52	26	16	1144
<b>Migrant</b>																						
Migrant Students											0						3					
All Other Students											134	1	47	28	23	1141	13533	4	45	29	22	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services											0						211	<1	14	46	39	1135
All Other Students											134	1	47	28	23	1141	13325	4	45	29	22	1142
<b>504 Plan</b>																						
Students with a 504 plan											2						431	4	38	33	25	1141
All Other Students											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

**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

	STUDENTS AT EACH ACHIEVEMENT LEVEL					
	School		SAU		State	
	N	%	N	%	N	%
<p><b>Proficient with Distinction</b> – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162–1180)</p>	2008-2009		2	4	1062	7
	2009-2010		3	3	974	7
	<b>2010-2011</b>		<b>1</b>	<b>1</b>	<b>865</b>	<b>6</b>
	Cum. Total*		6	2	2901	7
<p><b>Proficient</b> – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142–1160)</p>	2008-2009		17	31	5706	39
	2009-2010		35	30	5463	40
	<b>2010-2011</b>		<b>42</b>	<b>31</b>	<b>5255</b>	<b>39</b>
	Cum. Total*		94	31	16424	39
<p><b>Partially Proficient</b> – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130–1140)</p>	2008-2009		23	42	4487	31
	2009-2010		46	40	4385	32
	<b>2010-2011</b>		<b>56</b>	<b>42</b>	<b>4419</b>	<b>33</b>
	Cum. Total*		125	41	13291	32
<p><b>Substantially Below Proficient</b> – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100–1128)</p>	2008-2009		13	24	3408	23
	2009-2010		31	27	2997	22
	<b>2010-2011</b>		<b>35</b>	<b>26</b>	<b>3017</b>	<b>22</b>
	Cum. Total*		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

REPORTING CATEGORIES	School										SAU					State						
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>											134	1	31	42	26	1137	13556	6	39	33	22	1140
<b>Gender</b>																						
Male											73	0	22	40	38	1133	7014	5	33	34	28	1138
Female											61	2	43	44	11	1141	6542	8	44	31	17	1142
Not Reported											0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino											1						151	7	27	40	25	1138
American Indian or Alaskan Native											1						104	5	23	36	37	1134
Asian											3						165	5	41	26	28	1139
Black or African American											1						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander											0						6					
White (non-Hispanic)											128	1	31	41	27	1137	12742	7	39	33	21	1140
Two or more races											0						61	2	38	34	26	1138
<b>LEP Status</b>																						
Currently LEP student											1						252	<1	3	25	71	1124
Former LEP student - monitoring year 1											0						14	0	14	57	29	1136
Former LEP student - monitoring year 2											0						17	0	65	35	0	1146
All Other Students											133	1	32	41	26	1137	13273	7	39	33	21	1140
<b>IEP</b>																						
Students with an IEP											19	0	5	32	63	1127	1614	1	8	24	68	1126
All Other Students											115	1	36	43	20	1138	11942	7	43	34	16	1142
<b>SES</b>																						
Economically Disadvantaged Students											22	0	23	36	41	1133	4528	2	26	36	36	1134
All Other Students											112	1	33	43	23	1137	9028	9	45	31	15	1143
<b>Migrant</b>																						
Migrant Students											0						3					
All Other Students											134	1	31	42	26	1137	13553	6	39	33	22	1140
<b>Title 1</b>																						
Students Receiving Title 1 Services											0						211	1	14	43	42	1132
All Other Students											134	1	31	42	26	1137	13345	6	39	32	22	1140
<b>504 Plan</b>																						
Students with a 504 plan											2						434	7	33	37	23	1139
All Other Students											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

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

	STUDENTS AT EACH ACHIEVEMENT LEVEL					
	School		SAU		State	
	N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162–1180)	2008–2009		1	2	602	4
	2009–2010		1	1	607	4
	<b>2010–2011</b>		<b>2</b>	<b>2</b>	<b>644</b>	<b>5</b>
	Cum. Total*		4	1	1853	4
<b>Proficient</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142–1160)	2008–2009		19	34	5431	37
	2009–2010		41	37	5120	37
	<b>2010–2011</b>		<b>56</b>	<b>42</b>	<b>5312</b>	<b>39</b>
	Cum. Total*		116	39	15863	37
<b>Partially Proficient</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134–1140)	2008–2009		14	25	3876	26
	2009–2010		35	32	3857	27
	<b>2010–2011</b>		<b>35</b>	<b>27</b>	<b>3580</b>	<b>26</b>
	Cum. Total*		84	28	11313	27
<b>Substantially Below Proficient</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100–1132)	2008–2009		22	39	4958	33
	2009–2010		34	31	4443	32
	<b>2010–2011</b>		<b>39</b>	<b>30</b>	<b>4038</b>	<b>30</b>
	Cum. Total*		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	24.90	44.5
D. The Physical Setting	34	61			14.80	43.5	15.30	45.0
D1/D2 Space/Earth	11	20			4.40	40.0	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41			10.30	44.8	10.70	46.5
E. The Living Environment	22	39			9.70	44.1	9.60	43.6

The MHSAs 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

REPORTING CATEGORIES	School										SAU					State							
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
<b>All Students</b>											132	2	42	27	30	1140	13574	5	39	26	30	1141	
<b>Gender</b>																							
Male											71	3	49	18	30	1141	7041	6	42	24	29	1142	
Female											61	0	34	36	30	1139	6533	3	36	29	31	1140	
Not Reported											0						0						
<b>Primary Race/Ethnicity</b>																							
Hispanic or Latino											2						156	5	33	26	37	1140	
American Indian or Alaskan Native											1						104	3	23	30	44	1137	
Asian											3						153	6	44	25	25	1142	
Black or African American											1						333	1	17	15	67	1132	
Native Hawaiian or Pacific Islander											0						7						
White (non-Hispanic)											125	2	42	26	30	1140	12760	5	40	27	29	1141	
Two or more races											0						61	3	36	31	30	1140	
<b>LEP Status</b>																							
Currently LEP student											1						248	1	5	11	83	1128	
Former LEP student - monitoring year 1											0						13	0	31	54	15	1140	
Former LEP student - monitoring year 2											0						16	0	50	31	19	1142	
All Other Students											131	2	43	26	30	1140	13297	5	40	27	29	1141	
<b>IEP</b>																							
Students with an IEP											20	0	15	20	65	1134	1644	1	10	19	70	1132	
All Other Students											112	2	47	28	23	1141	11930	5	43	27	24	1142	
<b>SES</b>																							
Economically Disadvantaged Students											22	5	32	18	45	1139	4554	2	26	28	44	1137	
All Other Students											110	1	45	28	26	1141	9020	6	46	26	22	1143	
<b>Migrant</b>																							
Migrant Students											0						4						
All Other Students											132	2	42	27	30	1140	13570	5	39	26	30	1141	
<b>Title 1</b>																							
Students Receiving Title 1 Services											0						210	0	18	31	51	1135	
All Other Students											132	2	42	27	30	1140	13364	5	39	26	29	1141	
<b>504 Plan</b>																							
Students with a 504 plan											2						430	5	40	25	30	1142	
All Other Students											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

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