



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: 10881283
SAU: Lewiston School Department
School: Lewiston High School

Contents of the Report

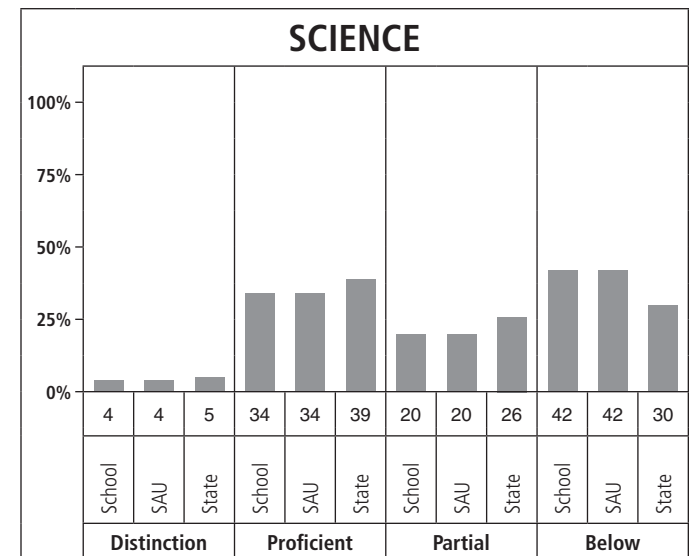
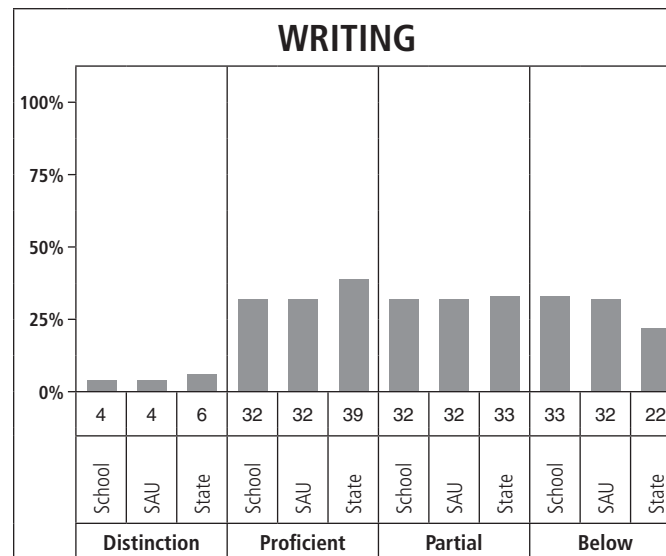
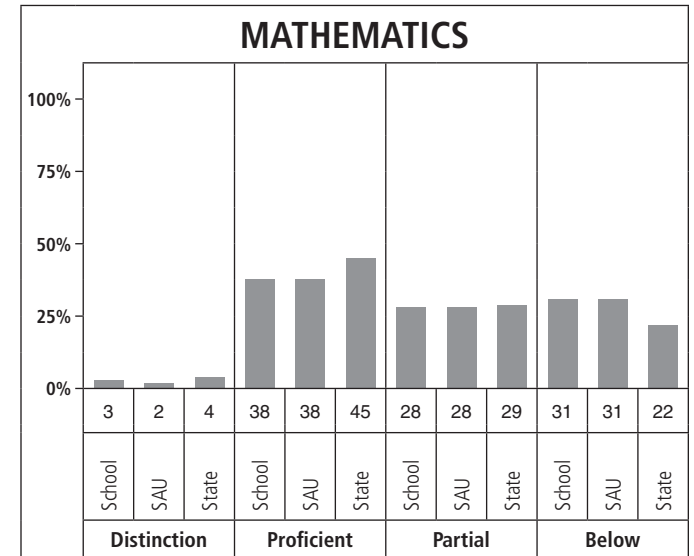
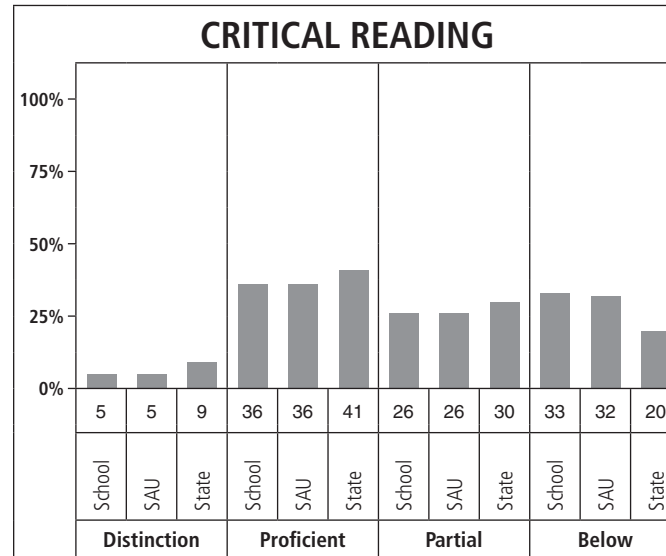
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

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

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1138	1138	1141
2009–2010	1140	1140	1141
2010–2011	1137	1137	1142
Cum. Average*	1138	1138	1141
Mathematics			
2008–2009	1138	1138	1141
2009–2010	1140	1140	1142
2010–2011	1139	1139	1142
Cum. Average*	1139	1139	1142
Writing			
2008–2009	1137	1137	1140
2009–2010	1139	1138	1140
2010–2011	1136	1136	1140
Cum. Average*	1137	1137	1140
Science			
2008–2009	1138	1138	1140
2009–2010	1140	1139	1141
2010–2011	1139	1139	1141
Cum. Average*	1139	1139	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: Lewiston School Department
School: Lewiston 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	319	100	323	100	14331	100	284	90	286	90	13752	96	284	90	286	90	13748	96	284	90	286	90	13759	96	297	94	301	94	13776	96	
Ethnicity Hispanic or Latino	6	2	6	2	174	1	4	67	4	67	155	90	4	67	4	67	155	90	4	67	4	67	155	90	3	50	3	50	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	2	1	2	1	116	1	2	100	2	100	103	89	2	100	2	100	102	88	2	100	2	100	104	90	2	100	2	100	104	90
	Asian	4	1	4	1	176	1	4	100	4	100	170	97	4	100	4	100	170	97	4	100	4	100	170	97	4	100	4	100	158	90
	Black or African American	65	20	65	20	364	3	58	89	58	89	337	93	58	89	58	89	339	93	58	89	58	89	338	93	63	97	63	97	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	241	76	245	76	13429	94	215	91	217	90	12919	96	215	91	217	90	12914	96	215	91	217	90	12924	96	224	95	228	95	12941	96
Two or more races	1	<1	1	<1	65	<1	1	100	1	100	62	97	1	100	1	100	62	97	1	100	1	100	62	97	1	100	1	100	62	95	
Identified disability	36	11	40	12	1998	14	27	79	29	76	1820	91	27	79	29	76	1820	91	27	79	29	76	1817	91	29	85	33	87	1846	93	
Current LEP	44	14	44	14	274	2	42	95	42	95	257	94	42	95	42	95	257	94	42	95	42	95	257	94	44	100	44	100	253	92	
Economically disadvantaged	165	52	168	52	4967	35	142	87	144	86	4644	94	142	87	144	86	4644	94	142	87	144	86	4649	94	150	91	153	92	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	247	77	248	77	12231	85	247	77	248	77	12224	85	247	77	248	77	12238	85	260	82	263	81	12309	86
Identified disability (IEP)	10	4	11	4	732	6	10	4	11	4	730	6	10	4	11	4	731	6	12	5	15	6	786	6
LEP	27	11	27	11	198	2	27	11	27	11	198	2	27	11	27	11	198	2	29	11	29	11	197	2
Participation with accommodations	33	10	33	10	1315	9	33	10	33	10	1312	9	33	10	33	10	1318	9	33	10	33	10	1265	9
Identified disability (IEP)	13	39	13	39	882	67	13	39	13	39	878	67	13	39	13	39	883	67	13	39	13	39	858	68
LEP	14	42	14	42	54	4	14	42	14	42	54	4	14	42	14	42	54	4	14	42	14	42	51	4
Participation through alternate assessment (PAAP)	4	1	5	2	206	1	4	1	5	2	212	1	4	1	5	2	203	1	4	1	5	2	202	1
Identified disability (IEP)	4	100	5	100	206	100	4	100	5	100	212	100	4	100	5	100	203	100	4	100	5	100	202	100
LEP	1	25	1	20	5	2	1	25	1	20	5	2	1	25	1	20	5	2	1	25	1	20	5	2
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	4	1	4	1	14	<1	4	1	4	1	14	<1	4	1	4	1	14	<1	4	1	4	1	14	<1
Non-participation – other	31	10	33	10	565	4	31	10	33	10	569	4	31	10	33	10	558	4	18	6	18	6	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: Lewiston School Department
School: Lewiston 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	21	7	21	7	1339	9
	2009-2010	22	7	22	7	1369	10
	2010-2011	15	5	15	5	1165	9
	Cum. Total*	58	7	58	7	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	99	35	99	35	5897	40
	2009-2010	111	37	111	37	5248	38
	2010-2011	101	36	102	36	5595	41
	Cum. Total*	311	36	312	36	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	84	30	84	30	4169	28
	2009-2010	95	32	95	32	4121	30
	2010-2011	73	26	73	26	4010	30
	Cum. Total*	252	29	252	29	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	78	28	79	28	3255	22
	2009-2010	70	23	72	24	3081	22
	2010-2011	91	33	91	32	2776	20
	Cum. Total*	239	28	242	28	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: Lewiston School Department
School: Lewiston 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	280	15	5	101	36	73	26	91	33	1137	281	5	36	26	32	1137	13546	9	41	30	20	1142
Gender																						
Male	165	5	3	58	35	44	27	58	35	1136	166	3	36	27	35	1136	7007	8	38	29	24	1140
Female	115	10	9	43	37	29	25	33	29	1139	115	9	37	25	29	1139	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	4										4						151	9	36	26	29	1140
American Indian or Alaskan Native	2										2						103	4	31	33	32	1137
Asian	4										4						165	10	42	19	29	1141
Black or African American	57	0	0	8	14	7	12	42	74	1123	57	0	14	12	74	1123	326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	212	15	7	91	43	64	30	42	20	1141	213	7	43	30	20	1141	12734	9	42	30	19	1142
Two or more races	1										1						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	41	0	0	0	0	4	10	37	90	1117	41	0	0	10	90	1117	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	238	15	6	101	42	68	29	54	23	1140	239	6	43	28	23	1140	13263	9	42	30	19	1142
IEP																						
Students with an IEP	23	0	0	2	9	2	9	19	83	1122	24	0	13	8	79	1122	1614	1	11	26	62	1128
All Other Students	257	15	6	99	39	71	28	72	28	1138	257	6	39	28	28	1138	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	138	2	1	37	27	33	24	66	48	1131	139	1	27	24	47	1131	4522	3	30	33	33	1136
All Other Students	142	13	9	64	45	40	28	25	18	1142	142	9	45	28	18	1142	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	280	15	5	101	36	73	26	91	33	1137	281	5	36	26	32	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	280	15	5	101	36	73	26	91	33	1137	281	5	36	26	32	1137	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	4										4						431	9	39	31	22	1141
All Other Students	276	15	5	101	37	71	26	89	32	1137	277	5	37	26	32	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: Lewiston School Department
School: Lewiston 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	6	2	6	2	596	4
	2009-2010	3	1	3	1	524	4
	2010-2011	7	3	7	2	571	4
	Cum. Total*	16	2	16	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	84	28	84	28	5674	38
	2009-2010	120	40	120	40	5736	42
	2010-2011	106	38	107	38	6040	45
	Cum. Total*	310	36	311	35	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	108	37	108	36	4622	31
	2009-2010	100	34	100	33	4444	32
	2010-2011	79	28	79	28	3910	29
	Cum. Total*	287	33	287	33	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	97	33	99	33	4116	27
	2009-2010	74	25	76	25	3103	22
	2010-2011	88	31	88	31	3015	22
	Cum. Total*	259	30	263	30	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: Lewiston School Department
School: Lewiston 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	280	7	3	106	38	79	28	88	31	1139	281	2	38	28	31	1139	13536	4	45	29	22	1142
Gender																						
Male	165	3	2	72	44	37	22	53	32	1139	166	2	44	22	32	1139	7003	5	45	27	22	1142
Female	115	4	3	34	30	42	37	35	30	1138	115	3	30	37	30	1138	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	4										4						151	5	30	33	32	1139
American Indian or Alaskan Native	2										2						102	1	31	29	38	1137
Asian	4										4						165	10	53	19	18	1145
Black or African American	57	0	0	6	11	7	12	44	77	1127	57	0	11	12	77	1127	327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	212	7	3	98	46	66	31	41	19	1142	213	3	46	31	19	1142	12724	4	46	29	21	1142
Two or more races	1										1						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	41	0	0	1	2	3	7	37	90	1125	41	0	2	7	90	1125	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	238	7	3	105	44	75	32	51	21	1141	239	3	44	31	21	1141	13253	4	45	29	21	1142
IEP																						
Students with an IEP	23	0	0	1	4	5	22	17	74	1129	24	0	8	21	71	1129	1608	<1	9	23	68	1130
All Other Students	257	7	3	105	41	74	29	71	28	1140	257	3	41	29	28	1140	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	138	3	2	34	25	35	25	66	48	1135	139	2	25	25	47	1135	4519	1	29	34	36	1137
All Other Students	142	4	3	72	51	44	31	22	15	1143	142	3	51	31	15	1143	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	280	7	3	106	38	79	28	88	31	1139	281	2	38	28	31	1139	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	280	7	3	106	38	79	28	88	31	1139	281	2	38	28	31	1139	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	4										4						431	4	38	33	25	1141
All Other Students	276	7	3	106	38	77	28	86	31	1139	277	3	39	28	31	1139	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: Lewiston School Department
School: Lewiston 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	11	4	11	4	1062	7
	2009-2010	10	3	10	3	974	7
	2010-2011	10	4	10	4	865	6
	Cum. Total*	31	4	31	4	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	87	31	87	31	5706	39
	2009-2010	124	42	124	41	5463	40
	2010-2011	90	32	90	32	5255	39
	Cum. Total*	301	35	301	35	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	109	39	109	39	4487	31
	2009-2010	98	33	98	32	4385	32
	2010-2011	89	32	90	32	4419	33
	Cum. Total*	296	34	297	34	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	75	27	76	27	3408	23
	2009-2010	66	22	70	23	2997	22
	2010-2011	91	33	91	32	3017	22
	Cum. Total*	232	27	237	27	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: Lewiston School Department
School: Lewiston 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	280	10	4	90	32	89	32	91	33	1136	281	4	32	32	32	1136	13556	6	39	33	22	1140
Gender																						
Male	165	4	2	50	30	53	32	58	35	1135	166	2	30	33	35	1135	7014	5	33	34	28	1138
Female	115	6	5	40	35	36	31	33	29	1138	115	5	35	31	29	1138	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	4										4						151	7	27	40	25	1138
American Indian or Alaskan Native	2										2						104	5	23	36	37	1134
Asian	4										4						165	5	41	26	28	1139
Black or African American	57	0	0	6	11	10	18	41	72	1124	57	0	11	18	72	1124	327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	212	10	5	82	39	76	36	44	21	1140	213	5	38	36	21	1140	12742	7	39	33	21	1140
Two or more races	1										1						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	41	0	0	1	2	4	10	36	88	1120	41	0	2	10	88	1120	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	238	10	4	89	37	84	35	55	23	1139	239	4	37	36	23	1139	13273	7	39	33	21	1140
IEP																						
Students with an IEP	23	0	0	0	0	2	9	21	91	1121	24	0	0	13	88	1122	1614	1	8	24	68	1126
All Other Students	257	10	4	90	35	87	34	70	27	1137	257	4	35	34	27	1137	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	138	3	2	37	27	31	22	67	49	1132	139	2	27	23	48	1132	4528	2	26	36	36	1134
All Other Students	142	7	5	53	37	58	41	24	17	1141	142	5	37	41	17	1141	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	280	10	4	90	32	89	32	91	33	1136	281	4	32	32	32	1136	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	280	10	4	90	32	89	32	91	33	1136	281	4	32	32	32	1136	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	4										4						434	7	33	37	23	1139
All Other Students	276	10	4	90	33	86	31	90	33	1136	277	4	32	31	32	1136	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: Lewiston School Department
School: Lewiston 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	4	1	4	1	602	4
	2009–2010	10	3	10	3	607	4
	2010–2011	11	4	11	4	644	5
	Cum. Total*	25	3	25	3	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	95	33	95	32	5431	37
	2009–2010	110	36	110	36	5120	37
	2010–2011	100	34	102	34	5312	39
	Cum. Total*	305	34	307	34	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	68	23	68	23	3876	26
	2009–2010	78	26	79	26	3857	27
	2010–2011	60	20	60	20	3580	26
	Cum. Total*	206	23	207	23	11313	27
Substantially Below Proficient – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100–1132)	2008–2009	124	43	126	43	4958	33
	2009–2010	107	35	109	35	4443	32
	2010–2011	122	42	123	42	4038	30
	Cum. Total*	353	40	358	40	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	21.50	38.4	21.50	38.4	24.90	44.5
D. The Physical Setting	34	61	13.70	40.3	13.70	40.3	15.30	45.0
D1/D2 Space/Earth	11	20	4.20	38.2	4.20	38.2	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	9.50	41.3	9.60	41.7	10.70	46.5
E. The Living Environment	22	39	7.80	35.5	7.80	35.5	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: Lewiston School Department
School: Lewiston 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	293	11	4	100	34	60	20	122	42	1139	296	4	34	20	42	1139	13574	5	39	26	30	1141
Gender																						
Male	175	7	4	65	37	31	18	72	41	1139	178	4	38	17	41	1139	7041	6	42	24	29	1142
Female	118	4	3	35	30	29	25	50	42	1138	118	3	30	25	42	1138	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	3										3						156	5	33	26	37	1140
American Indian or Alaskan Native	2										2						104	3	23	30	44	1137
Asian	4										4						153	6	44	25	25	1142
Black or African American	62	0	0	5	8	2	3	55	89	1128	62	0	8	3	89	1128	333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	221	11	5	94	43	54	24	62	28	1142	224	5	43	24	28	1142	12760	5	40	27	29	1141
Two or more races	1										1						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	43	0	0	1	2	0	0	42	98	1125	43	0	2	0	98	1125	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	249	11	4	99	40	59	24	80	32	1141	252	4	40	23	32	1141	13297	5	40	27	29	1141
IEP																						
Students with an IEP	25	0	0	2	8	6	24	17	68	1130	28	0	14	21	64	1131	1644	1	10	19	70	1132
All Other Students	268	11	4	98	37	54	20	105	39	1139	268	4	37	20	39	1139	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	146	3	2	37	25	24	16	82	56	1135	148	2	26	16	56	1135	4554	2	26	28	44	1137
All Other Students	147	8	5	63	43	36	24	40	27	1142	148	5	43	24	27	1142	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	293	11	4	100	34	60	20	122	42	1139	296	4	34	20	42	1139	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	293	11	4	100	34	60	20	122	42	1139	296	4	34	20	42	1139	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	4										4						430	5	40	25	30	1142
All Other Students	289	11	4	100	35	58	20	120	42	1139	292	4	35	20	41	1139	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