



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: 11341904  
SAU: Portland Public Schools  
School: Casco Bay High School

## Contents of the Report

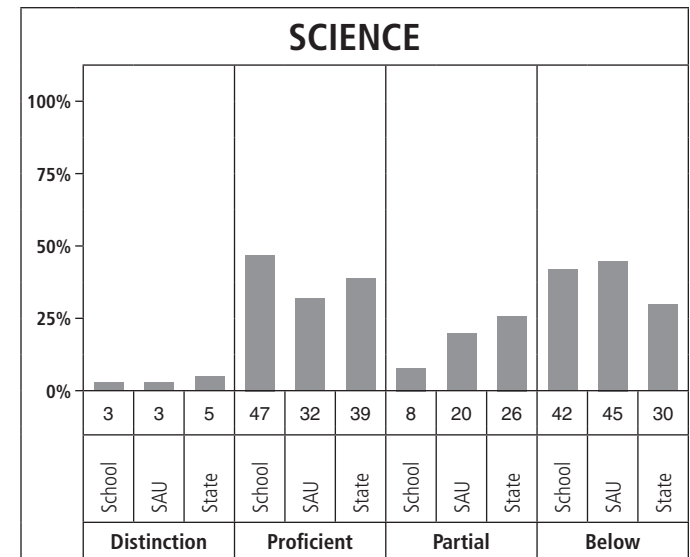
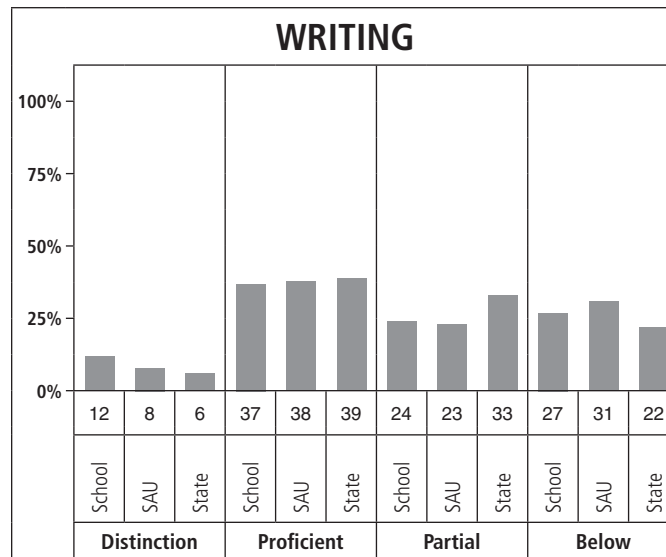
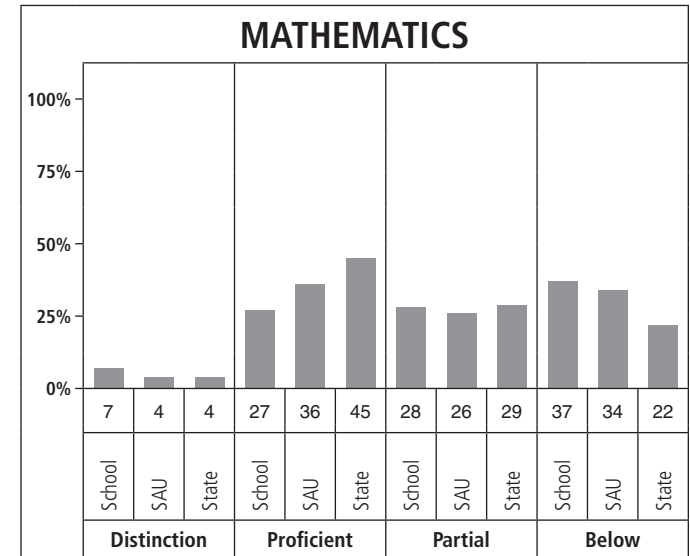
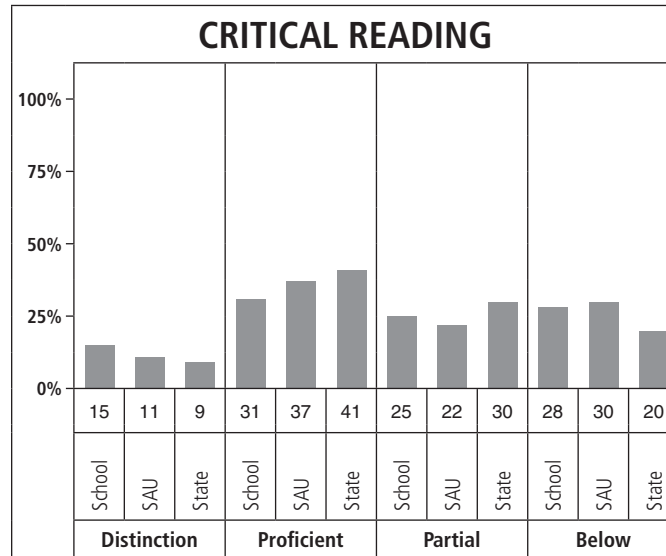
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2011  
SAU: Portland Public Schools  
School: Casco Bay High School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2008–2009	1144	1141	1141
2009–2010	1145	1140	1141
<b>2010–2011</b>	<b>1141</b>	<b>1140</b>	<b>1142</b>
Cum. Average*	1143	1140	1141
<b>Mathematics</b>			
2008–2009	1139	1139	1141
2009–2010	1138	1139	1142
<b>2010–2011</b>	<b>1137</b>	<b>1139</b>	<b>1142</b>
Cum. Average*	1138	1139	1142
<b>Writing</b>			
2008–2009	1143	1141	1140
2009–2010	1143	1140	1140
<b>2010–2011</b>	<b>1141</b>	<b>1139</b>	<b>1140</b>
Cum. Average*	1142	1140	1140
<b>Science</b>			
2008–2009	1143	1139	1140
2009–2010	1141	1138	1141
<b>2010–2011</b>	<b>1140</b>	<b>1138</b>	<b>1141</b>
Cum. Average*	1141	1138	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: Portland Public Schools  
School: Casco Bay High School

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>	69	100	519	100	14331	100	67	97	492	95	13752	96	67	97	492	95	13748	96	67	97	492	95	13759	96	66	96	489	94	13776	96	
<b>Ethnicity</b> Hispanic or Latino	5	7	17	3	174	1	5	100	15	88	155	90	5	100	15	88	155	90	5	100	15	88	155	90	4	80	15	88	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	3	1	116	1	0	0	3	100	103	89	0	0	3	100	102	88	0	0	3	100	104	90	0	0	3	100	104	90
	Asian	1	1	40	8	176	1	1	100	40	100	170	97	1	100	40	100	170	97	1	100	40	100	170	97	1	100	35	88	158	90
	Black or African American	17	25	110	21	364	3	17	100	105	95	337	93	17	100	105	95	339	93	17	100	105	95	338	93	16	94	101	92	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	45	65	346	67	13429	94	43	96	326	94	12919	96	43	96	326	94	12914	96	43	96	326	94	12924	96	44	98	332	96	12941	96
Two or more races	1	1	3	1	65	<1	1	100	3	100	62	97	1	100	3	100	62	97	1	100	3	100	62	97	1	100	3	100	62	95	
<b>Identified disability</b>	10	14	68	13	1998	14	9	90	60	88	1820	91	9	90	60	88	1820	91	9	90	60	88	1817	91	9	90	59	87	1846	93	
<b>Current LEP</b>	18	26	119	23	274	2	18	100	113	95	257	94	18	100	113	95	257	94	18	100	113	95	257	94	17	94	107	90	253	92	
<b>Economically disadvantaged</b>	34	49	253	49	4967	35	33	97	234	92	4644	94	33	97	234	92	4644	94	33	97	234	92	4649	94	32	94	231	91	4674	94	
<b>Migrant</b>	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 <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>	62	90	427	82	12231	85	62	90	427	82	12224	85	62	90	427	82	12238	85	61	88	428	82	12309	86
Identified disability (IEP)	5	8	30	7	732	6	5	8	30	7	730	6	5	8	30	7	731	6	5	8	29	7	786	6
LEP	18	29	89	21	198	2	18	29	89	21	198	2	18	29	89	21	198	2	17	28	85	20	197	2
<b>Participation with accommodations</b>	5	7	56	11	1315	9	5	7	55	11	1312	9	5	7	56	11	1318	9	5	7	52	10	1265	9
Identified disability (IEP)	4	80	21	38	882	67	4	80	20	36	878	67	4	80	21	38	883	67	4	80	21	40	858	68
LEP	0	0	22	39	54	4	0	0	22	40	54	4	0	0	22	39	54	4	0	0	20	38	51	4
<b>Participation through alternate assessment (PAAP)</b>	0	0	9	2	206	1	0	0	10	2	212	1	0	0	9	2	203	1	0	0	9	2	202	1
Identified disability (IEP)	0	0	9	100	206	100	0	0	10	100	212	100	0	0	9	100	203	100	0	0	9	100	202	100
LEP	0	0	2	22	5	2	0	0	2	20	5	2	0	0	2	22	5	2	0	0	2	22	5	2
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1
<b>Non-participation – other</b>	2	3	27	5	565	4	2	3	27	5	569	4	2	3	27	5	558	4	3	4	30	6	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: Portland Public Schools  
 School: Casco Bay 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	%
<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	10	19	56	12	1339	9
	2009-2010	12	20	61	12	1369	10
	<b>2010-2011</b>	<b>10</b>	<b>15</b>	<b>52</b>	<b>11</b>	<b>1165</b>	<b>9</b>
	Cum. Total*	32	18	169	12	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	36	173	37	5897	40
	2009-2010	24	41	177	34	5248	38
	<b>2010-2011</b>	<b>21</b>	<b>31</b>	<b>181</b>	<b>37</b>	<b>5595</b>	<b>41</b>
	Cum. Total*	64	36	531	36	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	12	23	100	22	4169	28
	2009-2010	9	15	133	26	4121	30
	<b>2010-2011</b>	<b>17</b>	<b>25</b>	<b>104</b>	<b>22</b>	<b>4010</b>	<b>30</b>
	Cum. Total*	38	21	337	23	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	12	23	136	29	3255	22
	2009-2010	14	24	149	29	3081	22
	<b>2010-2011</b>	<b>19</b>	<b>28</b>	<b>146</b>	<b>30</b>	<b>2776</b>	<b>20</b>
	Cum. Total*	45	25	431	29	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: Portland Public Schools  
School: Casco Bay 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	%	%	%	%	
<b>All Students</b>	67	10	15	21	31	17	25	19	28	1141	483	11	37	22	30	1140	13546	9	41	30	20	1142
<b>Gender</b>																						
Male	41	4	10	15	37	13	32	9	22	1142	235	11	35	23	30	1140	7007	8	38	29	24	1140
Female	26	6	23	6	23	4	15	10	38	1140	248	10	40	20	30	1140	6539	9	44	30	16	1143
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	5										15	0	53	7	40	1138	151	9	36	26	29	1140
American Indian or Alaskan Native	0										3						103	4	31	33	32	1137
Asian	1										39	3	38	15	44	1136	165	10	42	19	29	1141
Black or African American	17	1	6	0	0	3	18	13	76	1126	101	1	8	25	66	1126	326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	43	9	21	17	40	14	33	3	7	1147	322	16	46	22	16	1145	12734	9	42	30	19	1142
Two or more races	1										3						61	3	36	39	21	1139
<b>LEP Status</b>																						
Currently LEP student	18	0	0	0	0	3	17	15	83	1123	111	0	2	18	80	1122	252	<1	3	19	77	1123
Former LEP student - monitoring year 1	0										1						14	0	36	50	14	1139
Former LEP student - monitoring year 2	0										5						17	0	59	41	0	1143
All Other Students	49	10	20	21	43	14	29	4	8	1148	366	14	48	22	16	1145	13263	9	42	30	19	1142
<b>IEP</b>																						
Students with an IEP	9										51	0	12	24	65	1127	1614	1	11	26	62	1128
All Other Students	58	10	17	18	31	14	24	16	28	1142	432	12	41	21	26	1141	11932	10	45	30	15	1144
<b>SES</b>																						
Economically Disadvantaged Students	33	2	6	4	12	9	27	18	55	1133	227	3	22	22	53	1131	4522	3	30	33	33	1136
All Other Students	34	8	24	17	50	8	24	1	3	1150	256	18	51	21	10	1148	9024	11	47	28	14	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	67	10	15	21	31	17	25	19	28	1141	483	11	37	22	30	1140	13543	9	41	30	20	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	67	10	15	21	31	17	25	19	28	1141	483	11	37	22	30	1140	13335	9	42	29	20	1142
<b>504 Plan</b>																						
Students with a 504 plan	2										9						431	9	39	31	22	1141
All Other Students	65	9	14	20	31	17	26	19	29	1141	474	10	38	22	31	1140	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: Portland Public Schools  
School: Casco Bay 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	%
<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	2	4	20	4	596	4
	2009-2010	0	0	18	3	524	4
	<b>2010-2011</b>	<b>5</b>	<b>7</b>	<b>20</b>	<b>4</b>	<b>571</b>	<b>4</b>
	Cum. Total*	7	4	58	4	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	22	41	157	32	5674	38
	2009-2010	20	34	154	30	5736	42
	<b>2010-2011</b>	<b>18</b>	<b>27</b>	<b>174</b>	<b>36</b>	<b>6040</b>	<b>45</b>
	Cum. Total*	60	33	485	33	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	15	28	125	26	4622	31
	2009-2010	23	39	185	36	4444	32
	<b>2010-2011</b>	<b>19</b>	<b>28</b>	<b>126</b>	<b>26</b>	<b>3910</b>	<b>29</b>
	Cum. Total*	57	32	436	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	15	28	185	38	4116	27
	2009-2010	16	27	161	31	3103	22
	<b>2010-2011</b>	<b>25</b>	<b>37</b>	<b>162</b>	<b>34</b>	<b>3015</b>	<b>22</b>
	Cum. Total*	56	31	508	34	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: Portland Public Schools  
School: Casco Bay 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	%	%	%	%	
<b>All Students</b>	67	5	7	18	27	19	28	25	37	1137	482	4	36	26	34	1139	13536	4	45	29	22	1142
<b>Gender</b>																						
Male	41	4	10	13	32	11	27	13	32	1139	235	6	37	27	30	1140	7003	5	45	27	22	1142
Female	26	1	4	5	19	8	31	12	46	1135	247	2	35	26	37	1138	6533	3	44	31	22	1141
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	5										15	7	13	47	33	1135	151	5	30	33	32	1139
American Indian or Alaskan Native	0										3						102	1	31	29	38	1137
Asian	1										39	3	36	23	38	1138	165	10	53	19	18	1145
Black or African American	17	0	0	1	6	1	6	15	88	1126	101	0	8	22	70	1129	327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	43	4	9	16	37	16	37	7	16	1141	321	5	46	27	21	1142	12724	4	46	29	21	1142
Two or more races	1										3						61	5	31	44	20	1140
<b>LEP Status</b>																						
Currently LEP student	18	0	0	0	0	2	11	16	89	1125	111	0	3	19	78	1127	252	2	10	22	66	1130
Former LEP student - monitoring year 1	0										1						14	0	64	21	14	1144
Former LEP student - monitoring year 2	0										5						17	12	47	29	12	1145
All Other Students	49	5	10	18	37	17	35	9	18	1142	365	5	46	28	20	1142	13253	4	45	29	21	1142
<b>IEP</b>																						
Students with an IEP	9										50	2	6	28	64	1131	1608	<1	9	23	68	1130
All Other Students	58	4	7	17	29	17	29	20	34	1138	432	4	40	26	30	1140	11928	5	49	30	16	1143
<b>SES</b>																						
Economically Disadvantaged Students	33	1	3	4	12	7	21	21	64	1132	227	1	19	26	54	1133	4519	1	29	34	36	1137
All Other Students	34	4	12	14	41	12	35	4	12	1143	255	7	51	26	15	1144	9017	6	52	26	16	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	67	5	7	18	27	19	28	25	37	1137	482	4	36	26	34	1139	13533	4	45	29	22	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	67	5	7	18	27	19	28	25	37	1137	482	4	36	26	34	1139	13325	4	45	29	22	1142
<b>504 Plan</b>																						
Students with a 504 plan	2										9						431	4	38	33	25	1141
All Other Students	65	4	6	17	26	19	29	25	38	1137	473	4	36	26	34	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: Portland Public Schools  
School: Casco Bay 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><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	10	19	54	12	1062	7
	2009-2010	5	8	49	9	974	7
	<b>2010-2011</b>	<b>8</b>	<b>12</b>	<b>37</b>	<b>8</b>	<b>865</b>	<b>6</b>
	Cum. Total*	23	13	140	10	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	16	30	169	36	5706	39
	2009-2010	29	49	191	37	5463	40
	<b>2010-2011</b>	<b>25</b>	<b>37</b>	<b>183</b>	<b>38</b>	<b>5255</b>	<b>39</b>
	Cum. Total*	70	39	543	37	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	16	30	115	25	4487	31
	2009-2010	16	27	152	29	4385	32
	<b>2010-2011</b>	<b>16</b>	<b>24</b>	<b>113</b>	<b>23</b>	<b>4419</b>	<b>33</b>
	Cum. Total*	48	27	380	26	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	11	21	127	27	3408	23
	2009-2010	9	15	127	24	2997	22
	<b>2010-2011</b>	<b>18</b>	<b>27</b>	<b>150</b>	<b>31</b>	<b>3017</b>	<b>22</b>
	Cum. Total*	38	21	404	28	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: Portland Public Schools  
School: Casco Bay 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	%	%	%	%	
<b>All Students</b>	67	8	12	25	37	16	24	18	27	1141	483	8	38	23	31	1139	13556	6	39	33	22	1140
<b>Gender</b>																						
Male	41	2	5	19	46	11	27	9	22	1141	235	7	36	24	33	1139	7014	5	33	34	28	1138
Female	26	6	23	6	23	5	19	9	35	1141	248	8	40	23	29	1140	6542	8	44	31	17	1142
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	5										15	0	33	47	20	1139	151	7	27	40	25	1138
American Indian or Alaskan Native	0										3						104	5	23	36	37	1134
Asian	1										39	3	38	15	44	1134	165	5	41	26	28	1139
Black or African American	17	1	6	2	12	3	18	11	65	1128	101	2	13	21	64	1127	327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	43	7	16	21	49	10	23	5	12	1147	322	11	46	24	19	1144	12742	7	39	33	21	1140
Two or more races	1										3						61	2	38	34	26	1138
<b>LEP Status</b>																						
Currently LEP student	18	0	0	0	0	4	22	14	78	1124	111	0	3	20	77	1123	252	<1	3	25	71	1124
Former LEP student - monitoring year 1	0										1						14	0	14	57	29	1136
Former LEP student - monitoring year 2	0										5						17	0	65	35	0	1146
All Other Students	49	8	16	25	51	12	24	4	8	1147	366	10	48	25	17	1144	13273	7	39	33	21	1140
<b>IEP</b>																						
Students with an IEP	9										51	0	8	29	63	1128	1614	1	8	24	68	1126
All Other Students	58	8	14	23	40	11	19	16	28	1142	432	9	41	23	27	1141	11942	7	43	34	16	1142
<b>SES</b>																						
Economically Disadvantaged Students	33	3	9	7	21	7	21	16	48	1134	227	3	24	22	52	1131	4528	2	26	36	36	1134
All Other Students	34	5	15	18	53	9	26	2	6	1148	256	12	50	25	13	1146	9028	9	45	31	15	1143
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	67	8	12	25	37	16	24	18	27	1141	483	8	38	23	31	1139	13553	6	39	33	22	1140
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	67	8	12	25	37	16	24	18	27	1141	483	8	38	23	31	1139	13345	6	39	32	22	1140
<b>504 Plan</b>																						
Students with a 504 plan	2										9						434	7	33	37	23	1139
All Other Students	65	7	11	25	38	15	23	18	28	1140	474	7	38	23	31	1139	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: Portland Public Schools  
School: Casco Bay 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	%	
<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	3	6	20	4	602	4
	2009–2010	1	2	13	2	607	4
	<b>2010–2011</b>	<b>2</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>644</b>	<b>5</b>
	Cum. Total*	6	3	45	3	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	20	38	166	35	5431	37
	2009–2010	27	47	157	30	5120	37
	<b>2010–2011</b>	<b>31</b>	<b>47</b>	<b>155</b>	<b>32</b>	<b>5312</b>	<b>39</b>
	Cum. Total*	78	44	478	32	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	17	33	95	20	3876	26
	2009–2010	11	19	141	27	3857	27
	<b>2010–2011</b>	<b>5</b>	<b>8</b>	<b>97</b>	<b>20</b>	<b>3580</b>	<b>26</b>
	Cum. Total*	33	19	333	23	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	12	23	194	41	4958	33
	2009–2010	19	33	211	40	4443	32
	<b>2010–2011</b>	<b>28</b>	<b>42</b>	<b>216</b>	<b>45</b>	<b>4038</b>	<b>30</b>
	Cum. Total*	59	34	621	42	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	23.00	41.1	20.40	36.4	24.90	44.5
D. The Physical Setting	34	61	14.40	42.4	12.50	36.8	15.30	45.0
D1/D2 Space/Earth	11	20	4.40	40.0	3.90	35.5	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	10.00	43.5	8.60	37.4	10.70	46.5
E. The Living Environment	22	39	8.60	39.1	7.90	35.9	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: Portland Public Schools  
School: Casco Bay 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	%	%	%	%	
<b>All Students</b>	66	2	3	31	47	5	8	28	42	1140	480	3	32	20	45	1138	13574	5	39	26	30	1141
<b>Gender</b>																						
Male	42	2	5	22	52	5	12	13	31	1142	235	5	36	18	41	1139	7041	6	42	24	29	1142
Female	24	0	0	9	38	0	0	15	63	1137	245	<1	29	22	49	1136	6533	3	36	29	31	1140
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	4										15	0	27	20	53	1135	156	5	33	26	37	1140
American Indian or Alaskan Native	0										3						104	3	23	30	44	1137
Asian	1										34	6	24	24	47	1136	153	6	44	25	25	1142
Black or African American	16	0	0	1	6	0	0	15	94	1126	97	0	4	9	87	1127	333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	44	2	5	26	59	5	11	11	25	1144	328	3	42	23	32	1141	12760	5	40	27	29	1141
Two or more races	1										3						61	3	36	31	30	1140
<b>LEP Status</b>																						
Currently LEP student	17	0	0	1	6	1	6	15	88	1126	105	0	1	7	92	1125	248	1	5	11	83	1128
Former LEP student - monitoring year 1	0										1						13	0	31	54	15	1140
Former LEP student - monitoring year 2	0										4						16	0	50	31	19	1142
All Other Students	49	2	4	30	61	4	8	13	27	1145	370	3	41	24	32	1141	13297	5	40	27	29	1141
<b>IEP</b>																						
Students with an IEP	9										50	2	14	8	76	1132	1644	1	10	19	70	1132
All Other Students	57	1	2	28	49	5	9	23	40	1140	430	3	34	22	41	1138	11930	5	43	27	24	1142
<b>SES</b>																						
Economically Disadvantaged Students	32	0	0	8	25	2	6	22	69	1133	224	1	15	15	69	1131	4554	2	26	28	44	1137
All Other Students	34	2	6	23	68	3	9	6	18	1147	256	4	48	25	24	1143	9020	6	46	26	22	1143
<b>Migrant</b>																						
Migrant Students	0										0						4					
All Other Students	66	2	3	31	47	5	8	28	42	1140	480	3	32	20	45	1138	13570	5	39	26	30	1141
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	66	2	3	31	47	5	8	28	42	1140	480	3	32	20	45	1138	13364	5	39	26	29	1141
<b>504 Plan</b>																						
Students with a 504 plan	2										10	10	40	10	40	1145	430	5	40	25	30	1142
All Other Students	64	2	3	29	45	5	8	28	44	1139	470	2	32	20	45	1137	13144	5	39	26	30	1141