



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: 11481383
SAU: Sanford School Department
School: Sanford High School

Contents of the Report

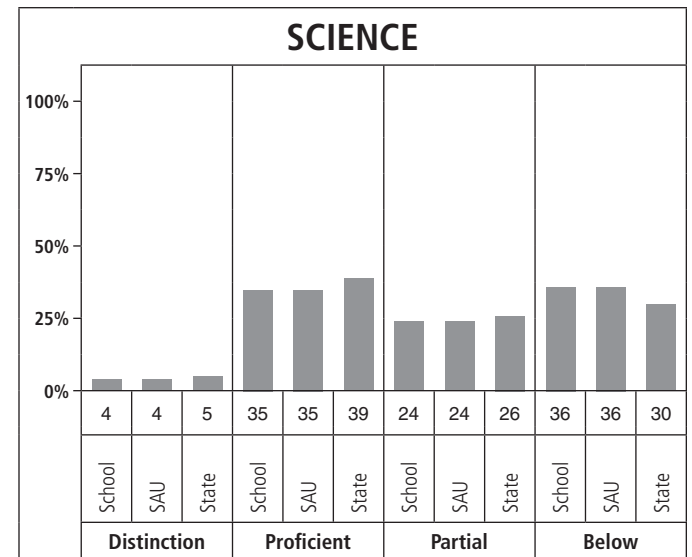
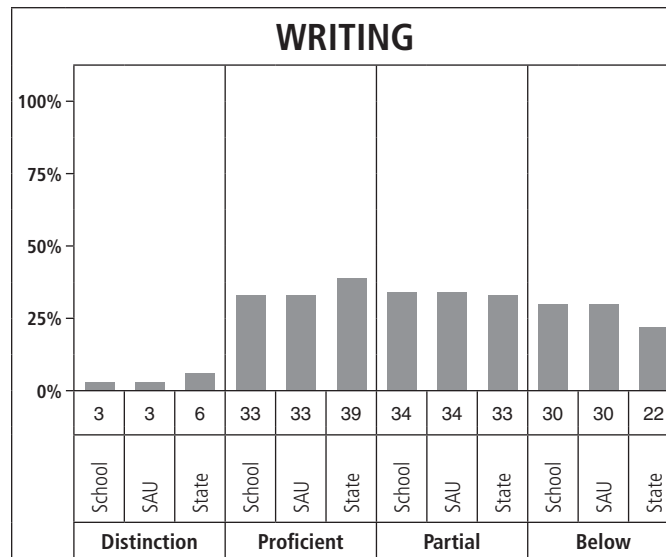
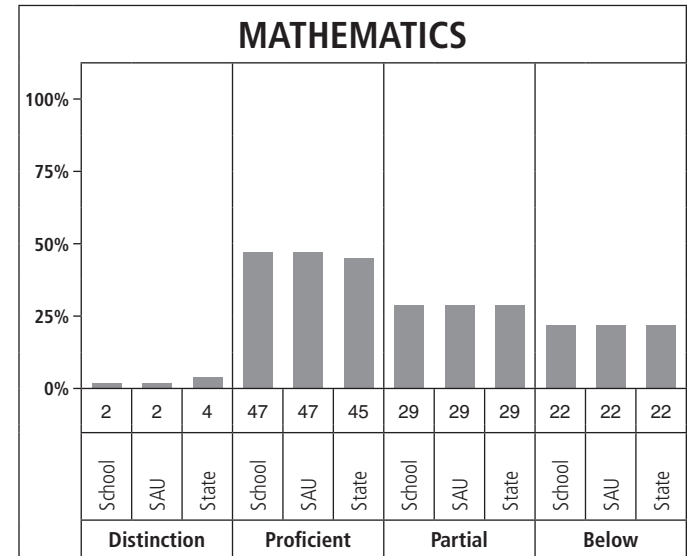
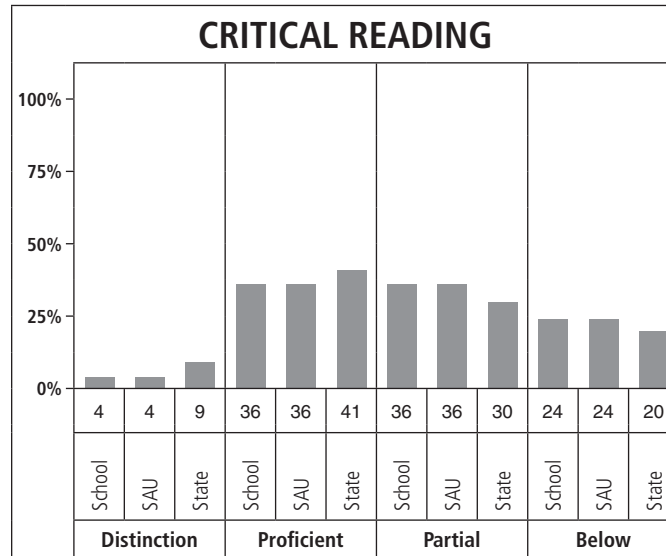
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

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

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1139	1139	1141
2009–2010	1138	1138	1141
2010–2011	1139	1139	1142
Cum. Average*	1139	1139	1141
Mathematics			
2008–2009	1139	1139	1141
2009–2010	1140	1140	1142
2010–2011	1141	1141	1142
Cum. Average*	1140	1140	1142
Writing			
2008–2009	1137	1137	1140
2009–2010	1136	1136	1140
2010–2011	1137	1137	1140
Cum. Average*	1137	1137	1140
Science			
2008–2009	1138	1138	1140
2009–2010	1139	1139	1141
2010–2011	1140	1140	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: Sanford School Department
School: Sanford 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	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Total number of students	269	100	269	100	14331	100	255	95	255	95	13752	96	256	95	256	95	13748	96	255	95	255	95	13759	96	249	93	249	93	13776	96	
Ethnicity Hispanic or Latino	4	1	4	1	174	1	4	100	4	100	155	90	4	100	4	100	155	90	4	100	4	100	155	90	4	100	4	100	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	0	0	116	1	0	0	0	0	103	89	0	0	0	0	102	88	0	0	0	0	104	90	0	0	0	0	104	90
	Asian	7	3	7	3	176	1	7	100	7	100	170	97	7	100	7	100	170	97	7	100	7	100	170	97	6	86	6	86	158	90
	Black or African American	2	1	2	1	364	3	2	100	2	100	337	93	2	100	2	100	339	93	2	100	2	100	338	93	2	100	2	100	344	95
	Native Hawaiian or Pacific Islander	0	0	0	0	7	<1	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	7	100
	White	256	95	256	95	13429	94	242	95	242	95	12919	96	243	95	243	95	12914	96	242	95	242	95	12924	96	237	93	237	93	12941	96
Two or more races	0	0	0	0	65	<1	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	95	
Identified disability	48	18	48	18	1998	14	42	88	42	88	1820	91	43	90	43	90	1820	91	42	88	42	88	1817	91	43	90	43	90	1846	93	
Current LEP	4	1	4	1	274	2	4	100	4	100	257	94	4	100	4	100	257	94	4	100	4	100	257	94	4	100	4	100	253	92	
Economically disadvantaged	122	45	122	45	4967	35	111	91	111	91	4644	94	112	92	112	92	4644	94	111	91	111	91	4649	94	109	89	109	89	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	238	88	238	88	12231	85	238	88	238	88	12224	85	238	88	238	88	12238	85	233	87	233	87	12309	86
Identified disability (IEP)	26	11	26	11	732	6	26	11	26	11	730	6	26	11	26	11	731	6	28	12	28	12	786	6
LEP	4	2	4	2	198	2	4	2	4	2	198	2	4	2	4	2	198	2	4	2	4	2	197	2
Participation with accommodations	9	3	9	3	1315	9	9	3	9	3	1312	9	9	3	9	3	1318	9	8	3	8	3	1265	9
Identified disability (IEP)	8	89	8	89	882	67	8	89	8	89	878	67	8	89	8	89	883	67	7	88	7	88	858	68
LEP	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	51	4
Participation through alternate assessment (PAAP)	8	3	8	3	206	1	9	3	9	3	212	1	8	3	8	3	203	1	8	3	8	3	202	1
Identified disability (IEP)	8	100	8	100	206	100	9	100	9	100	212	100	8	100	8	100	203	100	8	100	8	100	202	100
LEP	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1
Non-participation – other	14	5	14	5	565	4	13	5	13	5	569	4	14	5	14	5	558	4	20	7	20	7	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: Sanford School Department
School: Sanford 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	19	6	18	6	1339	9
	2009-2010	21	7	21	7	1369	10
	2010-2011	11	4	11	4	1165	9
	Cum. Total*	51	6	50	6	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	109	36	100	36	5897	40
	2009-2010	91	31	92	31	5248	38
	2010-2011	88	36	88	36	5595	41
	Cum. Total*	288	34	280	34	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	103	34	94	34	4169	28
	2009-2010	102	35	103	35	4121	30
	2010-2011	88	36	88	36	4010	30
	Cum. Total*	293	35	285	35	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	70	23	68	24	3255	22
	2009-2010	81	27	82	28	3081	22
	2010-2011	60	24	60	24	2776	20
	Cum. Total*	211	25	210	25	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: Sanford School Department
School: Sanford 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	247	11	4	88	36	88	36	60	24	1139	247	4	36	36	24	1139	13546	9	41	30	20	1142
Gender																						
Male	126	2	2	45	36	45	36	34	27	1138	126	2	36	36	27	1138	7007	8	38	29	24	1140
Female	121	9	7	43	36	43	36	26	21	1141	121	7	36	36	21	1141	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	0										0						103	4	31	33	32	1137
Asian	6										6						165	10	42	19	29	1141
Black or African American	2										2						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	235	11	5	85	36	85	36	54	23	1140	235	5	36	36	23	1140	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	4										4						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	2										2						17	0	59	41	0	1143
All Other Students	241	11	5	87	36	86	36	57	24	1140	241	5	36	36	24	1140	13263	9	42	30	19	1142
IEP																						
Students with an IEP	34	0	0	2	6	8	24	24	71	1127	34	0	6	24	71	1127	1614	1	11	26	62	1128
All Other Students	213	11	5	86	40	80	38	36	17	1141	213	5	40	38	17	1141	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	104	4	4	28	27	34	33	38	37	1136	104	4	27	33	37	1136	4522	3	30	33	33	1136
All Other Students	143	7	5	60	42	54	38	22	15	1142	143	5	42	38	15	1142	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	247	11	4	88	36	88	36	60	24	1139	247	4	36	36	24	1139	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	247	11	4	88	36	88	36	60	24	1139	247	4	36	36	24	1139	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	0										0						431	9	39	31	22	1141
All Other Students	247	11	4	88	36	88	36	60	24	1139	247	4	36	36	24	1139	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: Sanford School Department
School: Sanford 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	8	3	8	3	596	4
	2009-2010	6	2	6	2	524	4
	2010-2011	4	2	4	2	571	4
	Cum. Total*	18	2	18	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	96	30	89	30	5674	38
	2009-2010	125	43	125	42	5736	42
	2010-2011	117	47	117	47	6040	45
	Cum. Total*	338	39	331	39	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	117	37	111	38	4622	31
	2009-2010	91	31	92	31	4444	32
	2010-2011	72	29	72	29	3910	29
	Cum. Total*	280	33	275	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	31	87	29	4116	27
	2009-2010	72	24	74	25	3103	22
	2010-2011	54	22	54	22	3015	22
	Cum. Total*	223	26	215	26	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: Sanford School Department
School: Sanford 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	247	4	2	117	47	72	29	54	22	1141	247	2	47	29	22	1141	13536	4	45	29	22	1142
Gender																						
Male	126	3	2	60	48	38	30	25	20	1142	126	2	48	30	20	1142	7003	5	45	27	22	1142
Female	121	1	1	57	47	34	28	29	24	1141	121	1	47	28	24	1141	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	0										0						102	1	31	29	38	1137
Asian	6										6						165	10	53	19	18	1145
Black or African American	2										2						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	235	4	2	112	48	69	29	50	21	1141	235	2	48	29	21	1141	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	4										4						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	2										2						17	12	47	29	12	1145
All Other Students	241	4	2	115	48	70	29	52	22	1141	241	2	48	29	22	1141	13253	4	45	29	21	1142
IEP																						
Students with an IEP	34	0	0	2	6	9	26	23	68	1130	34	0	6	26	68	1130	1608	<1	9	23	68	1130
All Other Students	213	4	2	115	54	63	30	31	15	1143	213	2	54	30	15	1143	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	104	2	2	37	36	33	32	32	31	1139	104	2	36	32	31	1139	4519	1	29	34	36	1137
All Other Students	143	2	1	80	56	39	27	22	15	1143	143	1	56	27	15	1143	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	247	4	2	117	47	72	29	54	22	1141	247	2	47	29	22	1141	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	247	4	2	117	47	72	29	54	22	1141	247	2	47	29	22	1141	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	0										0						431	4	38	33	25	1141
All Other Students	247	4	2	117	47	72	29	54	22	1141	247	2	47	29	22	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: Sanford School Department
School: Sanford 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	8	3	8	3	1062	7
	2009-2010	4	1	4	1	974	7
	2010-2011	8	3	8	3	865	6
	Cum. Total*	20	2	20	2	2901	7
<p>Proficient – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142–1160)</p>	2008-2009	99	33	90	32	5706	39
	2009-2010	95	32	96	32	5463	40
	2010-2011	82	33	82	33	5255	39
	Cum. Total*	276	33	268	32	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	107	35	97	34	4487	31
	2009-2010	111	38	111	37	4385	32
	2010-2011	83	34	83	34	4419	33
	Cum. Total*	301	36	291	35	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	89	29	87	31	3408	23
	2009-2010	85	29	87	29	2997	22
	2010-2011	74	30	74	30	3017	22
	Cum. Total*	248	29	248	30	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: Sanford School Department
School: Sanford 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	247	8	3	82	33	83	34	74	30	1137	247	3	33	34	30	1137	13556	6	39	33	22	1140
Gender																						
Male	126	1	1	40	32	37	29	48	38	1135	126	1	32	29	38	1135	7014	5	33	34	28	1138
Female	121	7	6	42	35	46	38	26	21	1140	121	6	35	38	21	1140	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	0										0						104	5	23	36	37	1134
Asian	6										6						165	5	41	26	28	1139
Black or African American	2										2						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	235	8	3	80	34	78	33	69	29	1138	235	3	34	33	29	1138	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	4										4						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	2										2						17	0	65	35	0	1146
All Other Students	241	8	3	81	34	80	33	72	30	1138	241	3	34	33	30	1138	13273	7	39	33	21	1140
IEP																						
Students with an IEP	34	0	0	0	0	6	18	28	82	1124	34	0	0	18	82	1124	1614	1	8	24	68	1126
All Other Students	213	8	4	82	38	77	36	46	22	1140	213	4	38	36	22	1140	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	104	4	4	25	24	32	31	43	41	1134	104	4	24	31	41	1134	4528	2	26	36	36	1134
All Other Students	143	4	3	57	40	51	36	31	22	1140	143	3	40	36	22	1140	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	247	8	3	82	33	83	34	74	30	1137	247	3	33	34	30	1137	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	247	8	3	82	33	83	34	74	30	1137	247	3	33	34	30	1137	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	0										0						434	7	33	37	23	1139
All Other Students	247	8	3	82	33	83	34	74	30	1137	247	3	33	34	30	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: Sanford School Department
School: Sanford 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

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162–1180)	2008–2009	10	3	9	3	602	4
	2009–2010	3	1	3	1	607	4
	2010–2011	10	4	10	4	644	5
	Cum. Total*	23	3	22	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	87	28	80	28	5431	37
	2009–2010	101	35	101	34	5120	37
	2010–2011	85	35	85	35	5312	39
	Cum. Total*	273	32	266	32	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	82	27	74	26	3876	26
	2009–2010	76	26	77	26	3857	27
	2010–2011	59	24	59	24	3580	26
	Cum. Total*	217	26	210	26	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	130	42	123	43	4958	33
	2009–2010	112	38	114	39	4443	32
	2010–2011	87	36	87	36	4038	30
	Cum. Total*	329	39	324	39	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	23.50	42.0	23.50	42.0	24.90	44.5
D. The Physical Setting	34	61	14.20	41.8	14.20	41.8	15.30	45.0
D1/D2 Space/Earth	11	20	4.10	37.3	4.10	37.3	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	10.10	43.9	10.10	43.9	10.70	46.5
E. The Living Environment	22	39	9.30	42.3	9.30	42.3	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: Sanford School Department
School: Sanford 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	241	10	4	85	35	59	24	87	36	1140	241	4	35	24	36	1140	13574	5	39	26	30	1141
Gender																						
Male	123	7	6	50	41	26	21	40	33	1141	123	6	41	21	33	1141	7041	6	42	24	29	1142
Female	118	3	3	35	30	33	28	47	40	1139	118	3	30	28	40	1139	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	4										4						156	5	33	26	37	1140
American Indian or Alaskan Native	0										0						104	3	23	30	44	1137
Asian	5										5						153	6	44	25	25	1142
Black or African American	2										2						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	230	10	4	82	36	57	25	81	35	1140	230	4	36	25	35	1140	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	4										4						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	2										2						16	0	50	31	19	1142
All Other Students	235	10	4	84	36	58	25	83	35	1140	235	4	36	25	35	1140	13297	5	40	27	29	1141
IEP																						
Students with an IEP	35	0	0	1	3	8	23	26	74	1130	35	0	3	23	74	1130	1644	1	10	19	70	1132
All Other Students	206	10	5	84	41	51	25	61	30	1142	206	5	41	25	30	1142	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	102	4	4	27	26	27	26	44	43	1138	102	4	26	26	43	1138	4554	2	26	28	44	1137
All Other Students	139	6	4	58	42	32	23	43	31	1142	139	4	42	23	31	1142	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	241	10	4	85	35	59	24	87	36	1140	241	4	35	24	36	1140	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	241	10	4	85	35	59	24	87	36	1140	241	4	35	24	36	1140	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	0										0						430	5	40	25	30	1142
All Other Students	241	10	4	85	35	59	24	87	36	1140	241	4	35	24	36	1140	13144	5	39	26	30	1141

Level 4 = Proficient with Distinction Level 3 = Proficient Level 2 = Partially Proficient Level 1 = Substantially Below Proficient

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested. N = Number