



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: 11491390
SAU: Scarborough School Department
School: Scarborough High School

Contents of the Report

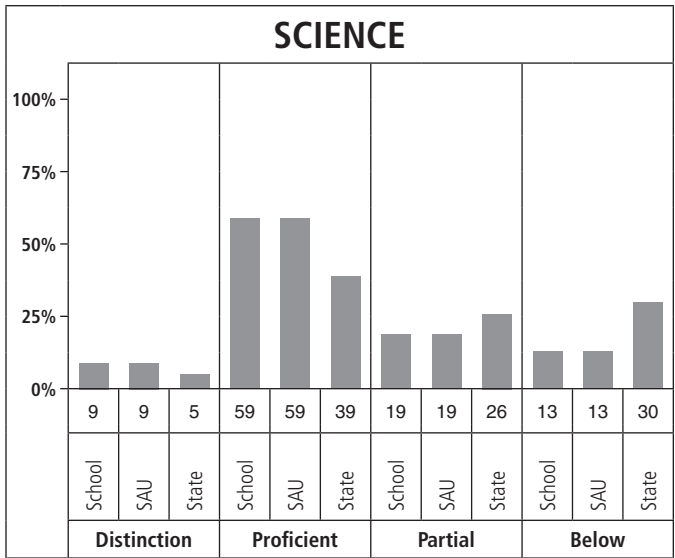
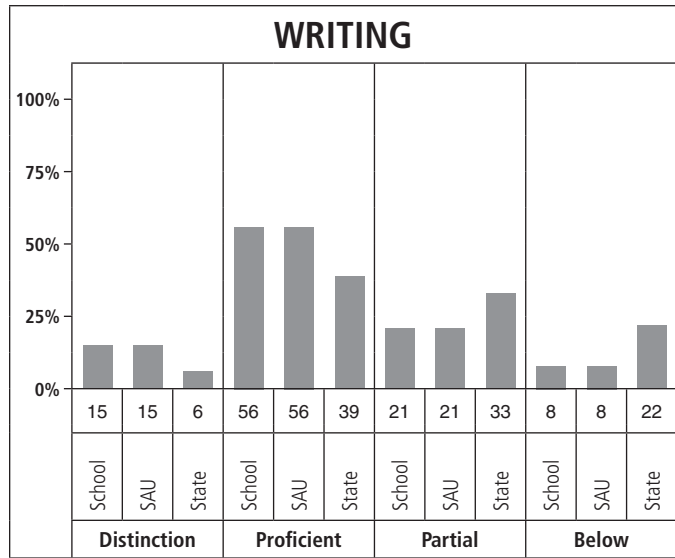
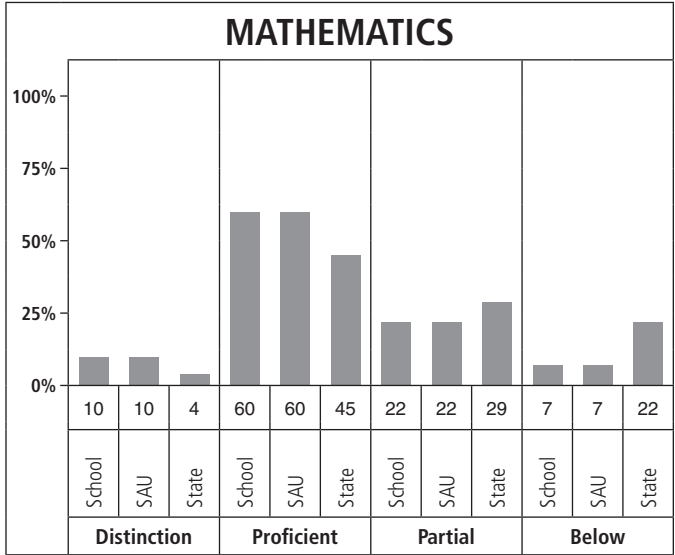
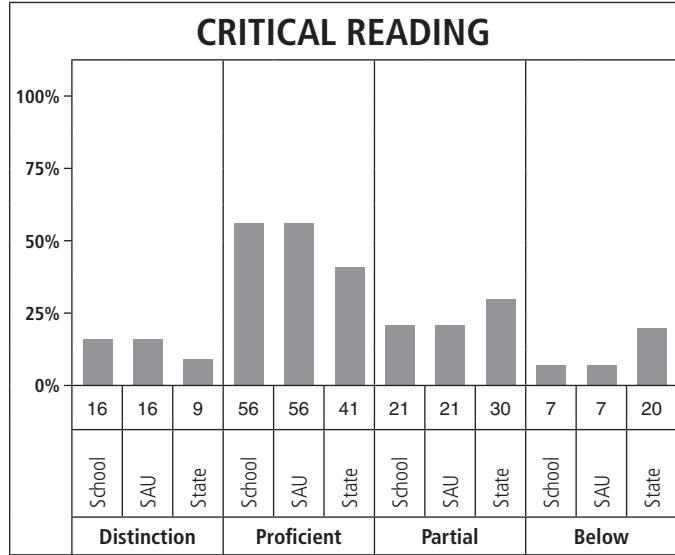
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

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

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1147	1146	1141
2009–2010	1148	1148	1141
2010–2011	1149	1149	1142
Cum. Average*	1148	1148	1141
Mathematics			
2008–2009	1145	1145	1141
2009–2010	1147	1147	1142
2010–2011	1148	1148	1142
Cum. Average*	1147	1147	1142
Writing			
2008–2009	1146	1146	1140
2009–2010	1148	1148	1140
2010–2011	1148	1148	1140
Cum. Average*	1147	1147	1140
Science			
2008–2009	1145	1145	1140
2009–2010	1147	1147	1141
2010–2011	1147	1147	1141
Cum. Average*	1146	1146	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: Scarborough School Department
School: Scarborough 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	261	100	261	100	14331	100	256	98	256	98	13752	96	256	98	256	98	13748	96	256	98	256	98	13759	96	253	97	253	97	13776	96	
Ethnicity Hispanic or Latino	0	0	0	0	174	1	0	0	0	0	155	90	0	0	0	0	155	90	0	0	0	0	155	90	0	0	0	0	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	1	<1	1	<1	116	1	1	100	1	100	103	89	1	100	1	100	102	88	1	100	1	100	104	90	1	100	1	100	104	90
	Asian	5	2	5	2	176	1	5	100	5	100	170	97	5	100	5	100	170	97	5	100	5	100	170	97	5	100	5	100	158	90
	Black or African American	4	2	4	2	364	3	4	100	4	100	337	93	4	100	4	100	339	93	4	100	4	100	338	93	4	100	4	100	344	95
	Native Hawaiian or Pacific Islander	1	<1	1	<1	7	<1	1	100	1	100	6	86	1	100	1	100	6	86	1	100	1	100	6	86	1	100	1	100	7	100
	White	250	96	250	96	13429	94	245	98	245	98	12919	96	245	98	245	98	12914	96	245	98	245	98	12924	96	242	97	242	97	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	20	8	20	8	1998	14	19	95	19	95	1820	91	19	95	19	95	1820	91	19	95	19	95	1817	91	20	100	20	100	1846	93	
Current LEP	1	<1	1	<1	274	2	1	100	1	100	257	94	1	100	1	100	257	94	1	100	1	100	257	94	1	100	1	100	253	92	
Economically disadvantaged	40	15	40	15	4967	35	38	95	38	95	4644	94	38	95	38	95	4644	94	38	95	38	95	4649	94	38	95	38	95	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	242	93	242	93	12231	85	242	93	242	93	12224	85	242	93	242	93	12238	85	239	92	239	92	12309	86
Identified disability (IEP)	8	3	8	3	732	6	8	3	8	3	730	6	8	3	8	3	731	6	9	4	9	4	786	6
LEP	1	<1	1	<1	198	2	1	<1	1	<1	198	2	1	<1	1	<1	198	2	1	<1	1	<1	197	2
Participation with accommodations	13	5	13	5	1315	9	13	5	13	5	1312	9	13	5	13	5	1318	9	13	5	13	5	1265	9
Identified disability (IEP)	10	77	10	77	882	67	10	77	10	77	878	67	10	77	10	77	883	67	10	77	10	77	858	68
LEP	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	51	4
Participation through alternate assessment (PAAP)	1	<1	1	<1	206	1	1	<1	1	<1	212	1	1	<1	1	<1	203	1	1	<1	1	<1	202	1
Identified disability (IEP)	1	100	1	100	206	100	1	100	1	100	212	100	1	100	1	100	203	100	1	100	1	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	5	2	5	2	565	4	5	2	5	2	569	4	5	2	5	2	558	4	8	3	8	3	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: Scarborough School Department
School: Scarborough 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	32	12	32	12	1339	9
	2009-2010	45	18	45	18	1369	10
	2010-2011	40	16	40	16	1165	9
	Cum. Total*	117	15	117	15	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	154	57	154	56	5897	40
	2009-2010	123	50	123	50	5248	38
	2010-2011	144	56	144	56	5595	41
	Cum. Total*	421	55	421	54	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	51	19	51	19	4169	28
	2009-2010	58	24	58	23	4121	30
	2010-2011	53	21	53	21	4010	30
	Cum. Total*	162	21	162	21	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	34	13	37	14	3255	22
	2009-2010	20	8	21	9	3081	22
	2010-2011	18	7	18	7	2776	20
	Cum. Total*	72	9	76	10	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: Scarborough School Department
School: Scarborough 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	255	40	16	144	56	53	21	18	7	1149	255	16	56	21	7	1149	13546	9	41	30	20	1142
Gender																						
Male	112	23	21	60	54	19	17	10	9	1150	112	21	54	17	9	1150	7007	8	38	29	24	1140
Female	143	17	12	84	59	34	24	8	6	1148	143	12	59	24	6	1148	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						151	9	36	26	29	1140
American Indian or Alaskan Native	1										1						103	4	31	33	32	1137
Asian	5										5						165	10	42	19	29	1141
Black or African American	4										4						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	1										1						6					
White (non-Hispanic)	244	40	16	137	56	51	21	16	7	1149	244	16	56	21	7	1149	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	1										1						252	<1	3	19	77	1123
Former LEP student - monitoring year 1	0										0						14	0	36	50	14	1139
Former LEP student - monitoring year 2	0										0						17	0	59	41	0	1143
All Other Students	254	40	16	144	57	53	21	17	7	1149	254	16	57	21	7	1149	13263	9	42	30	19	1142
IEP																						
Students with an IEP	18	1	6	2	11	7	39	8	44	1132	18	6	11	39	44	1132	1614	1	11	26	62	1128
All Other Students	237	39	16	142	60	46	19	10	4	1150	237	16	60	19	4	1150	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	38	3	8	14	37	13	34	8	21	1143	38	8	37	34	21	1143	4522	3	30	33	33	1136
All Other Students	217	37	17	130	60	40	18	10	5	1150	217	17	60	18	5	1150	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	255	40	16	144	56	53	21	18	7	1149	255	16	56	21	7	1149	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	255	40	16	144	56	53	21	18	7	1149	255	16	56	21	7	1149	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	14	4	29	9	64	1	7	0	0	1153	14	29	64	7	0	1153	431	9	39	31	22	1141
All Other Students	241	36	15	135	56	52	22	18	7	1149	241	15	56	22	7	1149	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: Scarborough School Department
School: Scarborough 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	19	7	19	7	596	4
	2009-2010	31	13	31	13	524	4
	2010-2011	26	10	26	10	571	4
	Cum. Total*	76	10	76	10	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	152	55	152	55	5674	38
	2009-2010	127	52	127	51	5736	42
	2010-2011	154	60	154	60	6040	45
	Cum. Total*	433	56	433	56	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	59	22	59	21	4622	31
	2009-2010	58	24	58	23	4444	32
	2010-2011	56	22	56	22	3910	29
	Cum. Total*	173	22	173	22	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	44	16	47	17	4116	27
	2009-2010	30	12	31	13	3103	22
	2010-2011	19	7	19	7	3015	22
	Cum. Total*	93	12	97	12	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: Scarborough School Department
School: Scarborough 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	255	26	10	154	60	56	22	19	7	1148	255	10	60	22	7	1148	13536	4	45	29	22	1142
Gender																						
Male	112	19	17	69	62	18	16	6	5	1150	112	17	62	16	5	1150	7003	5	45	27	22	1142
Female	143	7	5	85	59	38	27	13	9	1146	143	5	59	27	9	1146	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						151	5	30	33	32	1139
American Indian or Alaskan Native	1										1						102	1	31	29	38	1137
Asian	5										5						165	10	53	19	18	1145
Black or African American	4										4						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	1										1						6					
White (non-Hispanic)	244	26	11	149	61	50	20	19	8	1148	244	11	61	20	8	1148	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	1										1						252	2	10	22	66	1130
Former LEP student - monitoring year 1	0										0						14	0	64	21	14	1144
Former LEP student - monitoring year 2	0										0						17	12	47	29	12	1145
All Other Students	254	26	10	154	61	55	22	19	7	1148	254	10	61	22	7	1148	13253	4	45	29	21	1142
IEP																						
Students with an IEP	18	0	0	3	17	9	50	6	33	1135	18	0	17	50	33	1135	1608	<1	9	23	68	1130
All Other Students	237	26	11	151	64	47	20	13	5	1149	237	11	64	20	5	1149	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	38	1	3	19	50	13	34	5	13	1141	38	3	50	34	13	1141	4519	1	29	34	36	1137
All Other Students	217	25	12	135	62	43	20	14	6	1149	217	12	62	20	6	1149	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	255	26	10	154	60	56	22	19	7	1148	255	10	60	22	7	1148	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	255	26	10	154	60	56	22	19	7	1148	255	10	60	22	7	1148	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	14	3	21	9	64	2	14	0	0	1152	14	21	64	14	0	1152	431	4	38	33	25	1141
All Other Students	241	23	10	145	60	54	22	19	8	1147	241	10	60	22	8	1147	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: Scarborough School Department
School: Scarborough 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	31	11	31	11	1062	7
	2009-2010	48	19	48	19	974	7
	2010-2011	38	15	38	15	865	6
	Cum. Total*	117	15	117	15	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	148	55	148	54	5706	39
	2009-2010	131	53	131	53	5463	40
	2010-2011	144	56	144	56	5255	39
	Cum. Total*	423	55	423	55	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	64	24	64	23	4487	31
	2009-2010	48	19	48	19	4385	32
	2010-2011	53	21	53	21	4419	33
	Cum. Total*	165	21	165	21	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	28	10	31	11	3408	23
	2009-2010	20	8	20	8	2997	22
	2010-2011	20	8	20	8	3017	22
	Cum. Total*	68	9	71	9	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: Scarborough School Department
School: Scarborough 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	255	38	15	144	56	53	21	20	8	1148	255	15	56	21	8	1148	13556	6	39	33	22	1140
Gender																						
Male	112	15	13	64	57	23	21	10	9	1148	112	13	57	21	9	1148	7014	5	33	34	28	1138
Female	143	23	16	80	56	30	21	10	7	1149	143	16	56	21	7	1149	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						151	7	27	40	25	1138
American Indian or Alaskan Native	1										1						104	5	23	36	37	1134
Asian	5										5						165	5	41	26	28	1139
Black or African American	4										4						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	1										1						6					
White (non-Hispanic)	244	38	16	139	57	49	20	18	7	1149	244	16	57	20	7	1149	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	1										1						252	<1	3	25	71	1124
Former LEP student - monitoring year 1	0										0						14	0	14	57	29	1136
Former LEP student - monitoring year 2	0										0						17	0	65	35	0	1146
All Other Students	254	38	15	144	57	53	21	19	7	1149	254	15	57	21	7	1149	13273	7	39	33	21	1140
IEP																						
Students with an IEP	18	0	0	1	6	8	44	9	50	1128	18	0	6	44	50	1128	1614	1	8	24	68	1126
All Other Students	237	38	16	143	60	45	19	11	5	1150	237	16	60	19	5	1150	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	38	2	5	14	37	14	37	8	21	1140	38	5	37	37	21	1140	4528	2	26	36	36	1134
All Other Students	217	36	17	130	60	39	18	12	6	1150	217	17	60	18	6	1150	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	255	38	15	144	56	53	21	20	8	1148	255	15	56	21	8	1148	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	255	38	15	144	56	53	21	20	8	1148	255	15	56	21	8	1148	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	14	3	21	10	71	1	7	0	0	1153	14	21	71	7	0	1153	434	7	33	37	23	1139
All Other Students	241	35	15	134	56	52	22	20	8	1148	241	15	56	22	8	1148	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: Scarborough School Department
School: Scarborough 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	21	8	21	8	602	4
	2009–2010	31	13	31	13	607	4
	2010–2011	23	9	23	9	644	5
	Cum. Total*	75	10	75	10	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	146	54	146	53	5431	37
	2009–2010	120	49	120	48	5120	37
	2010–2011	148	59	148	59	5312	39
	Cum. Total*	414	54	414	53	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	49	18	49	18	3876	26
	2009–2010	67	27	67	27	3857	27
	2010–2011	47	19	47	19	3580	26
	Cum. Total*	163	21	163	21	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	55	20	58	21	4958	33
	2009–2010	29	12	30	12	4443	32
	2010–2011	34	13	34	13	4038	30
	Cum. Total*	118	15	122	16	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	31.40	56.1	31.40	56.1	24.90	44.5
D. The Physical Setting	34	61	18.50	54.4	18.50	54.4	15.30	45.0
D1/D2 Space/Earth	11	20	5.20	47.3	5.20	47.3	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	13.30	57.8	13.30	57.8	10.70	46.5
E. The Living Environment	22	39	13.00	59.1	13.00	59.1	9.60	43.6

The MHSA assesses students' science knowledge based on questions that measure the science accountability content strands highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at <http://www.maine.gov/education/lres/pei/index.html>.

Content Strand D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Strand E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

BY REPORTING SUBGROUPS

Test Date: May 2011
SAU: Scarborough School Department
School: Scarborough 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	252	23	9	148	59	47	19	34	13	1147	252	9	59	19	13	1147	13574	5	39	26	30	1141
Gender																						
Male	108	16	15	64	59	18	17	10	9	1150	108	15	59	17	9	1150	7041	6	42	24	29	1142
Female	144	7	5	84	58	29	20	24	17	1145	144	5	58	20	17	1145	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	0										0						156	5	33	26	37	1140
American Indian or Alaskan Native	1										1						104	3	23	30	44	1137
Asian	5										5						153	6	44	25	25	1142
Black or African American	4										4						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	1										1						7					
White (non-Hispanic)	241	23	10	140	58	44	18	34	14	1147	241	10	58	18	14	1147	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	1										1						248	1	5	11	83	1128
Former LEP student - monitoring year 1	0										0						13	0	31	54	15	1140
Former LEP student - monitoring year 2	0										0						16	0	50	31	19	1142
All Other Students	251	23	9	148	59	46	18	34	14	1147	251	9	59	18	14	1147	13297	5	40	27	29	1141
IEP																						
Students with an IEP	19	0	0	3	16	5	26	11	58	1134	19	0	16	26	58	1134	1644	1	10	19	70	1132
All Other Students	233	23	10	145	62	42	18	23	10	1148	233	10	62	18	10	1148	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	38	1	3	15	39	12	32	10	26	1141	38	3	39	32	26	1141	4554	2	26	28	44	1137
All Other Students	214	22	10	133	62	35	16	24	11	1148	214	10	62	16	11	1148	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	252	23	9	148	59	47	19	34	13	1147	252	9	59	19	13	1147	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	252	23	9	148	59	47	19	34	13	1147	252	9	59	19	13	1147	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	15	3	20	11	73	1	7	0	0	1155	15	20	73	7	0	1155	430	5	40	25	30	1142
All Other Students	237	20	8	137	58	46	19	34	14	1147	237	8	58	19	14	1147	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