



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: 11551404
SAU: South Portland School Dept
School: South Portland High School

Contents of the Report

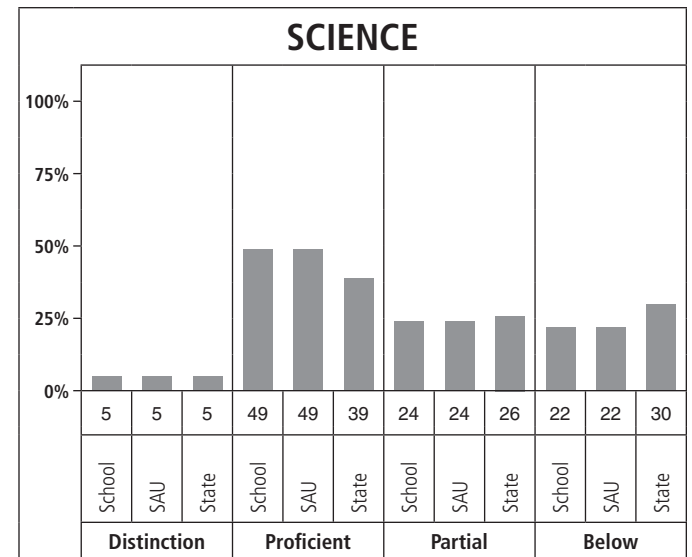
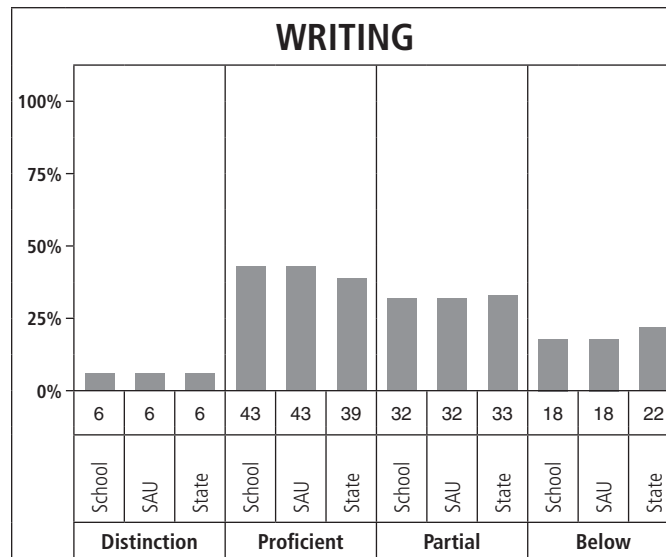
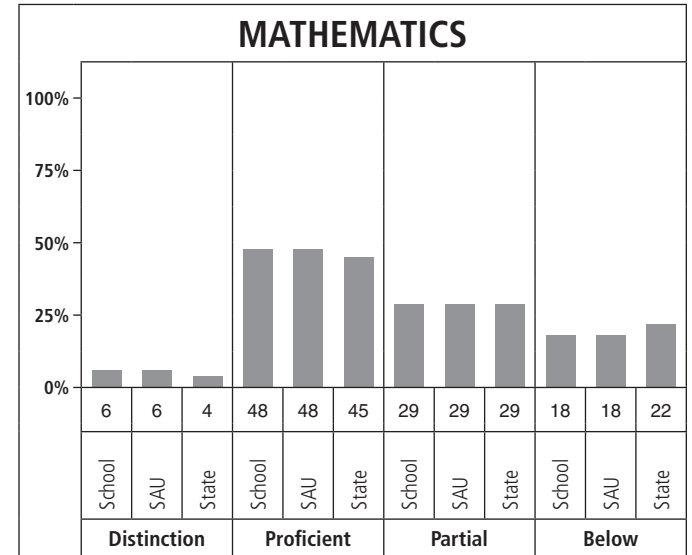
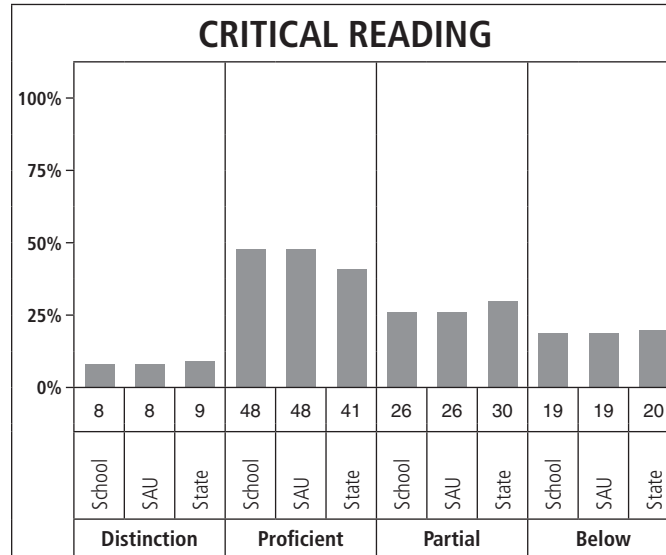
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2011
SAU: South Portland School Dept
School: South Portland High School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1144	1144	1141
2009–2010	1142	1142	1141
2010–2011	1143	1143	1142
Cum. Average*	1143	1143	1141
Mathematics			
2008–2009	1142	1142	1141
2009–2010	1143	1143	1142
2010–2011	1143	1143	1142
Cum. Average*	1143	1143	1142
Writing			
2008–2009	1143	1143	1140
2009–2010	1142	1142	1140
2010–2011	1142	1142	1140
Cum. Average*	1142	1142	1140
Science			
2008–2009	1142	1142	1140
2009–2010	1143	1143	1141
2010–2011	1143	1143	1141
Cum. Average*	1143	1143	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: South Portland School Dept
School: South Portland High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																								
	School		SAU		State		Critical Reading						Mathematics						Writing						Science						
	N	%	N	%	N	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Total number of students	213	100	214	100	14331	100	211	99	212	99	13752	96	211	99	212	99	13748	96	211	99	212	99	13759	96	207	97	208	97	13776	96	
Ethnicity Hispanic or Latino	8	4	8	4	174	1	8	100	8	100	155	90	8	100	8	100	155	90	8	100	8	100	155	90	8	100	8	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	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	13	6	13	6	364	3	13	100	13	100	337	93	13	100	13	100	339	93	13	100	13	100	338	93	13	100	13	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	181	85	182	85	13429	94	179	99	180	99	12919	96	179	99	180	99	12914	96	179	99	180	99	12924	96	175	97	176	97	12941	96
Two or more races	6	3	6	3	65	<1	6	100	6	100	62	97	6	100	6	100	62	97	6	100	6	100	62	97	6	100	6	100	62	95	
Identified disability	35	16	36	17	1998	14	34	97	35	97	1820	91	34	97	35	97	1820	91	34	97	35	97	1817	91	32	91	33	92	1846	93	
Current LEP	5	2	5	2	274	2	5	100	5	100	257	94	5	100	5	100	257	94	5	100	5	100	257	94	5	100	5	100	253	92	
Economically disadvantaged	74	35	75	35	4967	35	72	97	73	97	4644	94	72	97	73	97	4644	94	72	97	73	97	4649	94	70	95	71	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	193	91	193	90	12231	85	193	91	193	90	12224	85	193	91	193	90	12238	85	193	91	193	90	12309	86
Identified disability (IEP)	20	10	20	10	732	6	20	10	20	10	730	6	20	10	20	10	731	6	21	11	21	11	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	17	8	17	8	1315	9	17	8	17	8	1312	9	17	8	17	8	1318	9	13	6	13	6	1265	9
Identified disability (IEP)	13	76	13	76	882	67	13	76	13	76	878	67	13	76	13	76	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	2	1	206	1	1	<1	2	1	212	1	1	<1	2	1	203	1	1	<1	2	1	202	1
Identified disability (IEP)	1	100	2	100	206	100	1	100	2	100	212	100	1	100	2	100	203	100	1	100	2	100	202	100
LEP	1	100	1	50	5	2	1	100	1	50	5	2	1	100	1	50	5	2	1	100	1	50	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	2	1	2	1	565	4	2	1	2	1	569	4	2	1	2	1	558	4	6	3	6	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: South Portland School Dept
 School: South Portland 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	15	7	15	7	1339	9
	2009-2010	27	13	27	13	1369	10
	2010-2011	16	8	16	8	1165	9
	Cum. Total*	58	9	58	9	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	103	50	104	50	5897	40
	2009-2010	79	37	79	37	5248	38
	2010-2011	100	48	100	48	5595	41
	Cum. Total*	282	45	283	45	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	58	28	58	28	4169	28
	2009-2010	61	29	61	29	4121	30
	2010-2011	54	26	54	26	4010	30
	Cum. Total*	173	28	173	28	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	29	14	30	14	3255	22
	2009-2010	44	21	44	21	3081	22
	2010-2011	40	19	40	19	2776	20
	Cum. Total*	113	18	114	18	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: South Portland School Dept
School: South Portland 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	210	16	8	100	48	54	26	40	19	1143	210	8	48	26	19	1143	13546	9	41	30	20	1142
Gender																						
Male	112	8	7	50	45	29	26	25	22	1142	112	7	45	26	22	1142	7007	8	38	29	24	1140
Female	98	8	8	50	51	25	26	15	15	1144	98	8	51	26	15	1144	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	8										8						151	9	36	26	29	1140
American Indian or Alaskan Native	0										0						103	4	31	33	32	1137
Asian	5										5						165	10	42	19	29	1141
Black or African American	12	0	0	5	42	2	17	5	42	1137	12	0	42	17	42	1137	326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	179	14	8	88	49	46	26	31	17	1143	179	8	49	26	17	1143	12734	9	42	30	19	1142
Two or more races	6										6						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	3										3						14	0	36	50	14	1139
Former LEP student - monitoring year 2	1										1						17	0	59	41	0	1143
All Other Students	202	16	8	98	49	51	25	37	18	1143	202	8	49	25	18	1143	13263	9	42	30	19	1142
IEP																						
Students with an IEP	33	0	0	9	27	7	21	17	52	1131	33	0	27	21	52	1131	1614	1	11	26	62	1128
All Other Students	177	16	9	91	51	47	27	23	13	1145	177	9	51	27	13	1145	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	71	1	1	26	37	17	24	27	38	1136	71	1	37	24	38	1136	4522	3	30	33	33	1136
All Other Students	139	15	11	74	53	37	27	13	9	1146	139	11	53	27	9	1146	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	210	16	8	100	48	54	26	40	19	1143	210	8	48	26	19	1143	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	210	16	8	100	48	54	26	40	19	1143	210	8	48	26	19	1143	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	16	1	6	9	56	2	13	4	25	1143	16	6	56	13	25	1143	431	9	39	31	22	1141
All Other Students	194	15	8	91	47	52	27	36	19	1143	194	8	47	27	19	1143	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: South Portland School Dept
 School: South Portland High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162–1180)	2008-2009	6	3	6	3	596	4
	2009-2010	13	6	13	6	524	4
	2010-2011	12	6	12	6	571	4
	Cum. Total*	31	5	31	5	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	97	47	97	46	5674	38
	2009-2010	94	45	94	45	5736	42
	2010-2011	100	48	100	48	6040	45
	Cum. Total*	291	46	291	46	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	62	30	63	30	4622	31
	2009-2010	62	29	62	29	4444	32
	2010-2011	60	29	60	29	3910	29
	Cum. Total*	184	29	185	29	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	43	21	44	21	4116	27
	2009-2010	42	20	42	20	3103	22
	2010-2011	38	18	38	18	3015	22
	Cum. Total*	123	20	124	20	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: South Portland School Dept
School: South Portland 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	210	12	6	100	48	60	29	38	18	1143	210	6	48	29	18	1143	13536	4	45	29	22	1142
Gender																						
Male	112	8	7	53	47	29	26	22	20	1143	112	7	47	26	20	1143	7003	5	45	27	22	1142
Female	98	4	4	47	48	31	32	16	16	1142	98	4	48	32	16	1142	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	8										8						151	5	30	33	32	1139
American Indian or Alaskan Native	0										0						102	1	31	29	38	1137
Asian	5										5						165	10	53	19	18	1145
Black or African American	12	0	0	1	8	8	67	3	25	1137	12	0	8	67	25	1137	327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	179	9	5	92	51	47	26	31	17	1143	179	5	51	26	17	1143	12724	4	46	29	21	1142
Two or more races	6										6						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	3										3						14	0	64	21	14	1144
Former LEP student - monitoring year 2	1										1						17	12	47	29	12	1145
All Other Students	202	12	6	98	49	55	27	37	18	1143	202	6	49	27	18	1143	13253	4	45	29	21	1142
IEP																						
Students with an IEP	33	0	0	6	18	8	24	19	58	1132	33	0	18	24	58	1132	1608	<1	9	23	68	1130
All Other Students	177	12	7	94	53	52	29	19	11	1145	177	7	53	29	11	1145	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	71	1	1	24	34	27	38	19	27	1138	71	1	34	38	27	1138	4519	1	29	34	36	1137
All Other Students	139	11	8	76	55	33	24	19	14	1145	139	8	55	24	14	1145	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	210	12	6	100	48	60	29	38	18	1143	210	6	48	29	18	1143	13533	4	45	29	22	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	210	12	6	100	48	60	29	38	18	1143	210	6	48	29	18	1143	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	16	0	0	9	56	4	25	3	19	1141	16	0	56	25	19	1141	431	4	38	33	25	1141
All Other Students	194	12	6	91	47	56	29	35	18	1143	194	6	47	29	18	1143	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: South Portland School Dept
School: South Portland 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	23	11	23	11	1062	7
	2009-2010	18	9	18	9	974	7
	2010-2011	13	6	13	6	865	6
	Cum. Total*	54	9	54	9	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	88	43	88	43	5706	39
	2009-2010	91	43	91	43	5463	40
	2010-2011	91	43	91	43	5255	39
	Cum. Total*	270	43	270	43	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	59	29	60	29	4487	31
	2009-2010	64	30	64	30	4385	32
	2010-2011	68	32	68	32	4419	33
	Cum. Total*	191	31	192	31	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	35	17	36	17	3408	23
	2009-2010	38	18	38	18	2997	22
	2010-2011	38	18	38	18	3017	22
	Cum. Total*	111	18	112	18	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: South Portland School Dept
School: South Portland 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	210	13	6	91	43	68	32	38	18	1142	210	6	43	32	18	1142	13556	6	39	33	22	1140
Gender																						
Male	112	7	6	39	35	38	34	28	25	1139	112	6	35	34	25	1139	7014	5	33	34	28	1138
Female	98	6	6	52	53	30	31	10	10	1145	98	6	53	31	10	1145	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	8										8						151	7	27	40	25	1138
American Indian or Alaskan Native	0										0						104	5	23	36	37	1134
Asian	5										5						165	5	41	26	28	1139
Black or African American	12	0	0	4	33	7	58	1	8	1137	12	0	33	58	8	1137	327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	179	12	7	80	45	54	30	33	18	1142	179	7	45	30	18	1142	12742	7	39	33	21	1140
Two or more races	6										6						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	3										3						14	0	14	57	29	1136
Former LEP student - monitoring year 2	1										1						17	0	65	35	0	1146
All Other Students	202	13	6	89	44	64	32	36	18	1142	202	6	44	32	18	1142	13273	7	39	33	21	1140
IEP																						
Students with an IEP	33	1	3	5	15	9	27	18	55	1131	33	3	15	27	55	1131	1614	1	8	24	68	1126
All Other Students	177	12	7	86	49	59	33	20	11	1144	177	7	49	33	11	1144	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	71	2	3	21	30	24	34	24	34	1135	71	3	30	34	34	1135	4528	2	26	36	36	1134
All Other Students	139	11	8	70	50	44	32	14	10	1145	139	8	50	32	10	1145	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	210	13	6	91	43	68	32	38	18	1142	210	6	43	32	18	1142	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	210	13	6	91	43	68	32	38	18	1142	210	6	43	32	18	1142	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	16	1	6	7	44	4	25	4	25	1142	16	6	44	25	25	1142	434	7	33	37	23	1139
All Other Students	194	12	6	84	43	64	33	34	18	1142	194	6	43	33	18	1142	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: South Portland School Dept
School: South Portland 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	8	4	8	4	602	4
	2009–2010	14	7	14	7	607	4
	2010–2011	11	5	11	5	644	5
	Cum. Total*	33	5	33	5	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	82	41	82	40	5431	37
	2009–2010	99	49	99	49	5120	37
	2010–2011	100	49	100	49	5312	39
	Cum. Total*	281	46	281	46	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	56	28	56	27	3876	26
	2009–2010	43	21	43	21	3857	27
	2010–2011	50	24	50	24	3580	26
	Cum. Total*	149	24	149	24	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	56	28	58	28	4958	33
	2009–2010	48	24	48	24	4443	32
	2010–2011	45	22	45	22	4038	30
	Cum. Total*	149	24	151	25	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	27.00	48.2	27.00	48.2	24.90	44.5
D. The Physical Setting	34	61	16.60	48.8	16.60	48.8	15.30	45.0
D1/D2 Space/Earth	11	20	4.70	42.7	4.70	42.7	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	11.90	51.7	11.90	51.7	10.70	46.5
E. The Living Environment	22	39	10.40	47.3	10.40	47.3	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: South Portland School Dept
School: South Portland 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	206	11	5	100	49	50	24	45	22	1143	206	5	49	24	22	1143	13574	5	39	26	30	1141
Gender																						
Male	110	9	8	54	49	23	21	24	22	1144	110	8	49	21	22	1144	7041	6	42	24	29	1142
Female	96	2	2	46	48	27	28	21	22	1142	96	2	48	28	22	1142	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	8										8						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	12	0	0	4	33	3	25	5	42	1137	12	0	33	25	42	1137	333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	175	11	6	88	50	41	23	35	20	1144	175	6	50	23	20	1144	12760	5	40	27	29	1141
Two or more races	6										6						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	3										3						13	0	31	54	15	1140
Former LEP student - monitoring year 2	1										1						16	0	50	31	19	1142
All Other Students	198	11	6	99	50	46	23	42	21	1143	198	6	50	23	21	1143	13297	5	40	27	29	1141
IEP																						
Students with an IEP	31	1	3	9	29	6	19	15	48	1137	31	3	29	19	48	1137	1644	1	10	19	70	1132
All Other Students	175	10	6	91	52	44	25	30	17	1144	175	6	52	25	17	1144	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	69	2	3	25	36	21	30	21	30	1139	69	3	36	30	30	1139	4554	2	26	28	44	1137
All Other Students	137	9	7	75	55	29	21	24	18	1145	137	7	55	21	18	1145	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	206	11	5	100	49	50	24	45	22	1143	206	5	49	24	22	1143	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	206	11	5	100	49	50	24	45	22	1143	206	5	49	24	22	1143	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	15	1	7	9	60	1	7	4	27	1145	15	7	60	7	27	1145	430	5	40	25	30	1142
All Other Students	191	10	5	91	48	49	26	41	21	1143	191	5	48	26	21	1143	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