



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: 12161558  
SAU: RSU 22/MSAD 22  
School: Hampden Academy

## Contents of the Report

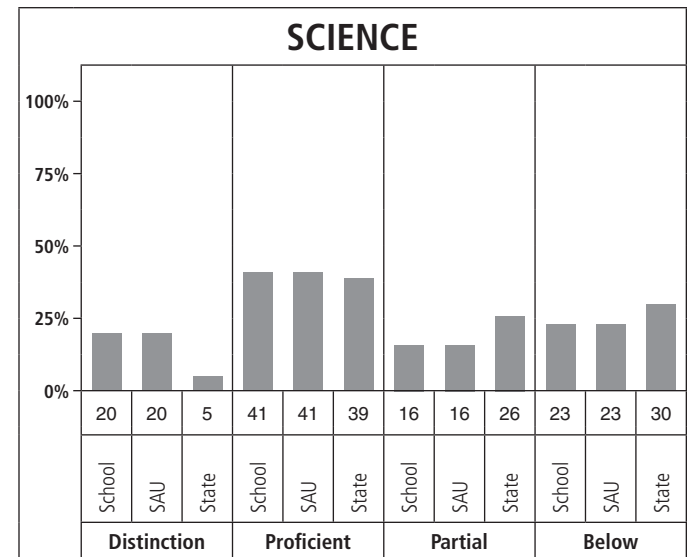
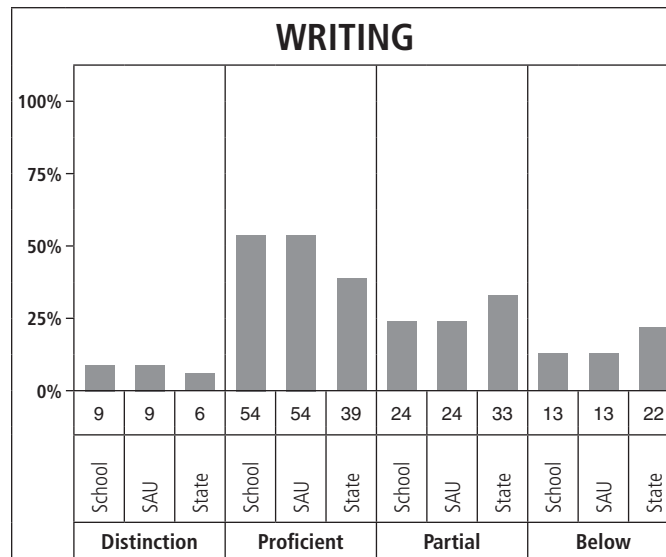
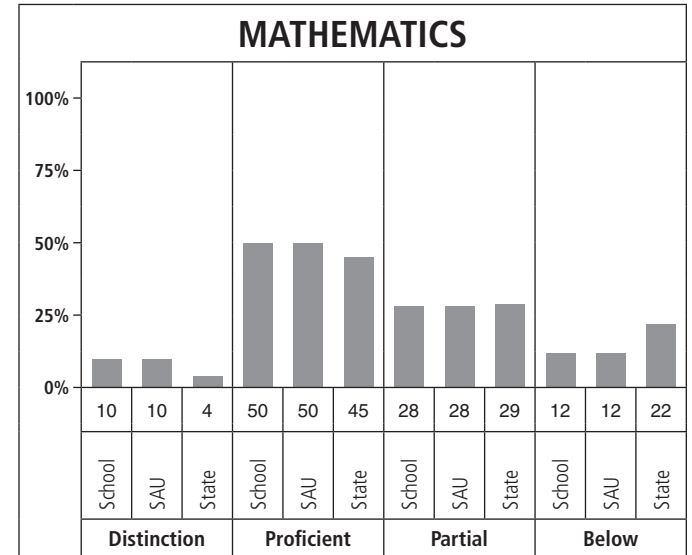
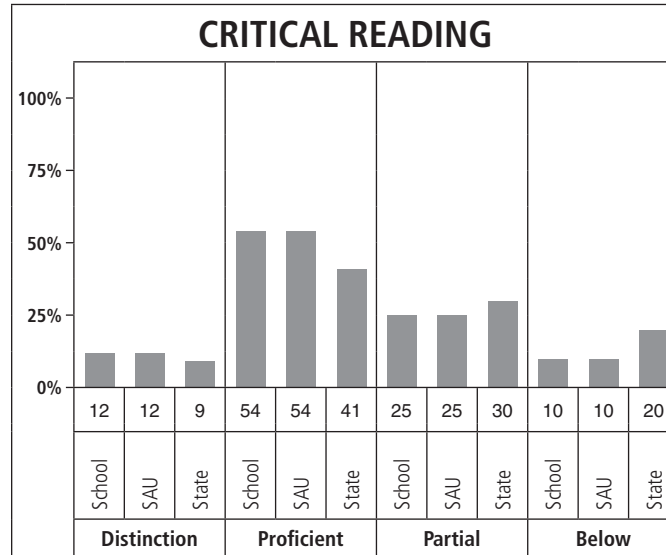
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2011  
SAU: RSU 22/MSAD 22  
School: Hampden Academy

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2008–2009	1144	1144	1141
2009–2010	1146	1146	1141
<b>2010–2011</b>	<b>1146</b>	<b>1146</b>	<b>1142</b>
Cum. Average*	1145	1145	1141
<b>Mathematics</b>			
2008–2009	1142	1142	1141
2009–2010	1144	1144	1142
<b>2010–2011</b>	<b>1146</b>	<b>1146</b>	<b>1142</b>
Cum. Average*	1144	1144	1142
<b>Writing</b>			
2008–2009	1142	1142	1140
2009–2010	1144	1144	1140
<b>2010–2011</b>	<b>1145</b>	<b>1145</b>	<b>1140</b>
Cum. Average*	1144	1144	1140
<b>Science</b>			
2008–2009	1145	1145	1140
2009–2010	1147	1147	1141
<b>2010–2011</b>	<b>1147</b>	<b>1147</b>	<b>1141</b>
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: RSU 22/MSAD 22  
School: Hampden Academy

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																								
	School		SAU		State		Critical Reading						Mathematics						Writing						Science						
	N	%	N	%	N	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>Total number of students</b>	178	100	178	100	14331	100	175	98	175	98	13752	96	175	98	175	98	13748	96	175	98	175	98	13759	96	174	98	174	98	13776	96	
<b>Ethnicity</b> Hispanic or Latino	1	1	1	1	174	1	1	100	1	100	155	90	1	100	1	100	155	90	1	100	1	100	155	90	1	100	1	100	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	0	0	0	0	176	1	0	0	0	0	170	97	0	0	0	0	170	97	0	0	0	0	170	97	0	0	0	0	158	90
	Black or African American	1	1	1	1	364	3	1	100	1	100	337	93	1	100	1	100	339	93	1	100	1	100	338	93	1	100	1	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	175	98	175	98	13429	94	172	98	172	98	12919	96	172	98	172	98	12914	96	172	98	172	98	12924	96	171	98	171	98	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	
<b>Identified disability</b>	28	16	28	16	1998	14	27	96	27	96	1820	91	27	96	27	96	1820	91	27	96	27	96	1817	91	28	100	28	100	1846	93	
<b>Current LEP</b>	0	0	0	0	274	2	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	253	92	
<b>Economically disadvantaged</b>	36	20	36	20	4967	35	33	92	33	92	4644	94	33	92	33	92	4644	94	33	92	33	92	4649	94	34	94	34	94	4674	94	
<b>Migrant</b>	0	0	0	0	5	<1	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	4	80	

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Participation without accommodations</b>	156	88	156	88	12231	85	156	88	156	88	12224	85	156	88	156	88	12238	85	155	87	155	87	12309	86
Identified disability (IEP)	12	8	12	8	732	6	12	8	12	8	730	6	12	8	12	8	731	6	13	8	13	8	786	6
LEP	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	197	2
<b>Participation with accommodations</b>	17	10	17	10	1315	9	17	10	17	10	1312	9	17	10	17	10	1318	9	17	10	17	10	1265	9
Identified disability (IEP)	13	76	13	76	882	67	13	76	13	76	878	67	13	76	13	76	883	67	13	76	13	76	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
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	206	1	2	1	2	1	212	1	2	1	2	1	203	1	2	1	2	1	202	1
Identified disability (IEP)	2	100	2	100	206	100	2	100	2	100	212	100	2	100	2	100	203	100	2	100	2	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
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1
<b>Non-participation – other</b>	3	2	3	2	565	4	3	2	3	2	569	4	3	2	3	2	558	4	4	2	4	2	541	4

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2011  
 SAU: RSU 22/MSAD 22  
 School: Hampden Academy

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the reading standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an “on demand” setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162–1180)	2008-2009	18	11	18	11	1339	9
	2009-2010	25	14	25	14	1369	10
	<b>2010-2011</b>	<b>20</b>	<b>12</b>	<b>20</b>	<b>12</b>	<b>1165</b>	<b>9</b>
	Cum. Total*	63	12	63	12	3873	9
<b>Proficient</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142–1160)	2008-2009	74	44	74	44	5897	40
	2009-2010	87	48	87	48	5248	38
	<b>2010-2011</b>	<b>93</b>	<b>54</b>	<b>93</b>	<b>54</b>	<b>5595</b>	<b>41</b>
	Cum. Total*	254	49	254	49	16740	40
<b>Partially Proficient</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130–1140)	2008-2009	51	30	51	30	4169	28
	2009-2010	43	24	43	24	4121	30
	<b>2010-2011</b>	<b>43</b>	<b>25</b>	<b>43</b>	<b>25</b>	<b>4010</b>	<b>30</b>
	Cum. Total*	137	26	137	26	12300	29
<b>Substantially Below Proficient</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100–1128)	2008-2009	27	16	27	16	3255	22
	2009-2010	25	14	25	14	3081	22
	<b>2010-2011</b>	<b>17</b>	<b>10</b>	<b>17</b>	<b>10</b>	<b>2776</b>	<b>20</b>
	Cum. Total*	69	13	69	13	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: RSU 22/MSAD 22  
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	173	20	12	93	54	43	25	17	10	1146	173	12	54	25	10	1146	13546	9	41	30	20	1142
<b>Gender</b>																						
Male	94	6	6	58	62	22	23	8	9	1146	94	6	62	23	9	1146	7007	8	38	29	24	1140
Female	79	14	18	35	44	21	27	9	11	1147	79	18	44	27	11	1147	6539	9	44	30	16	1143
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						151	9	36	26	29	1140
American Indian or Alaskan Native	1										1						103	4	31	33	32	1137
Asian	0										0						165	10	42	19	29	1141
Black or African American	1										1						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	170	20	12	92	54	43	25	15	9	1146	170	12	54	25	9	1146	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
<b>LEP Status</b>																						
Currently LEP student	0										0						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	173	20	12	93	54	43	25	17	10	1146	173	12	54	25	10	1146	13263	9	42	30	19	1142
<b>IEP</b>																						
Students with an IEP	25	1	4	4	16	9	36	11	44	1131	25	4	16	36	44	1131	1614	1	11	26	62	1128
All Other Students	148	19	13	89	60	34	23	6	4	1149	148	13	60	23	4	1149	11932	10	45	30	15	1144
<b>SES</b>																						
Economically Disadvantaged Students	33	0	0	15	45	11	33	7	21	1138	33	0	45	33	21	1138	4522	3	30	33	33	1136
All Other Students	140	20	14	78	56	32	23	10	7	1148	140	14	56	23	7	1148	9024	11	47	28	14	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	173	20	12	93	54	43	25	17	10	1146	173	12	54	25	10	1146	13543	9	41	30	20	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	173	20	12	93	54	43	25	17	10	1146	173	12	54	25	10	1146	13335	9	42	29	20	1142
<b>504 Plan</b>																						
Students with a 504 plan	7										7						431	9	39	31	22	1141
All Other Students	166	17	10	91	55	43	26	15	9	1146	166	10	55	26	9	1146	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: RSU 22/MSAD 22  
School: Hampden Academy

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

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162–1180)	2008-2009	8	5	8	5	596	4
	2009-2010	12	7	12	7	524	4
	<b>2010-2011</b>	<b>18</b>	<b>10</b>	<b>18</b>	<b>10</b>	<b>571</b>	<b>4</b>
	Cum. Total*	38	7	38	7	1691	4
<b>Proficient</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142–1160)	2008-2009	73	42	73	42	5674	38
	2009-2010	89	49	89	49	5736	42
	<b>2010-2011</b>	<b>86</b>	<b>50</b>	<b>86</b>	<b>50</b>	<b>6040</b>	<b>45</b>
	Cum. Total*	248	47	248	47	17450	41
<b>Partially Proficient</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134–1140)	2008-2009	45	26	45	26	4622	31
	2009-2010	53	29	53	29	4444	32
	<b>2010-2011</b>	<b>48</b>	<b>28</b>	<b>48</b>	<b>28</b>	<b>3910</b>	<b>29</b>
	Cum. Total*	146	28	146	28	12976	31
<b>Substantially Below Proficient</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100–1132)	2008-2009	47	27	47	27	4116	27
	2009-2010	26	14	26	14	3103	22
	<b>2010-2011</b>	<b>21</b>	<b>12</b>	<b>21</b>	<b>12</b>	<b>3015</b>	<b>22</b>
	Cum. Total*	94	18	94	18	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: RSU 22/MSAD 22  
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	173	18	10	86	50	48	28	21	12	1146	173	10	50	28	12	1146	13536	4	45	29	22	1142
<b>Gender</b>																						
Male	94	12	13	49	52	23	24	10	11	1146	94	13	52	24	11	1146	7003	5	45	27	22	1142
Female	79	6	8	37	47	25	32	11	14	1145	79	8	47	32	14	1145	6533	3	44	31	22	1141
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						151	5	30	33	32	1139
American Indian or Alaskan Native	1										1						102	1	31	29	38	1137
Asian	0										0						165	10	53	19	18	1145
Black or African American	1										1						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	170	18	11	86	51	47	28	19	11	1146	170	11	51	28	11	1146	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
<b>LEP Status</b>																						
Currently LEP student	0										0						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	173	18	10	86	50	48	28	21	12	1146	173	10	50	28	12	1146	13253	4	45	29	21	1142
<b>IEP</b>																						
Students with an IEP	25	0	0	5	20	9	36	11	44	1136	25	0	20	36	44	1136	1608	<1	9	23	68	1130
All Other Students	148	18	12	81	55	39	26	10	7	1148	148	12	55	26	7	1148	11928	5	49	30	16	1143
<b>SES</b>																						
Economically Disadvantaged Students	33	1	3	11	33	13	39	8	24	1140	33	3	33	39	24	1140	4519	1	29	34	36	1137
All Other Students	140	17	12	75	54	35	25	13	9	1147	140	12	54	25	9	1147	9017	6	52	26	16	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	173	18	10	86	50	48	28	21	12	1146	173	10	50	28	12	1146	13533	4	45	29	22	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	173	18	10	86	50	48	28	21	12	1146	173	10	50	28	12	1146	13325	4	45	29	22	1142
<b>504 Plan</b>																						
Students with a 504 plan	7										7						431	4	38	33	25	1141
All Other Students	166	16	10	83	50	48	29	19	11	1146	166	10	50	29	11	1146	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: RSU 22/MSAD 22  
School: Hampden Academy

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the writing standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
<p><b>Proficient with Distinction</b> – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162–1180)</p>	2008-2009	15	9	15	9	1062	7
	2009-2010	17	9	17	9	974	7
	<b>2010-2011</b>	<b>16</b>	<b>9</b>	<b>16</b>	<b>9</b>	<b>865</b>	<b>6</b>
	Cum. Total*	48	9	48	9	2901	7
<p><b>Proficient</b> – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142–1160)</p>	2008-2009	69	41	69	41	5706	39
	2009-2010	86	48	86	48	5463	40
	<b>2010-2011</b>	<b>93</b>	<b>54</b>	<b>93</b>	<b>54</b>	<b>5255</b>	<b>39</b>
	Cum. Total*	248	47	248	47	16424	39
<p><b>Partially Proficient</b> – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130–1140)</p>	2008-2009	53	31	53	31	4487	31
	2009-2010	53	29	53	29	4385	32
	<b>2010-2011</b>	<b>42</b>	<b>24</b>	<b>42</b>	<b>24</b>	<b>4419</b>	<b>33</b>
	Cum. Total*	148	28	148	28	13291	32
<p><b>Substantially Below Proficient</b> – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100–1128)</p>	2008-2009	33	19	33	19	3408	23
	2009-2010	24	13	24	13	2997	22
	<b>2010-2011</b>	<b>22</b>	<b>13</b>	<b>22</b>	<b>13</b>	<b>3017</b>	<b>22</b>
	Cum. Total*	79	15	79	15	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: RSU 22/MSAD 22  
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	173	16	9	93	54	42	24	22	13	1145	173	9	54	24	13	1145	13556	6	39	33	22	1140
<b>Gender</b>																						
Male	94	5	5	51	54	26	28	12	13	1143	94	5	54	28	13	1143	7014	5	33	34	28	1138
Female	79	11	14	42	53	16	20	10	13	1147	79	14	53	20	13	1147	6542	8	44	31	17	1142
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						151	7	27	40	25	1138
American Indian or Alaskan Native	1										1						104	5	23	36	37	1134
Asian	0										0						165	5	41	26	28	1139
Black or African American	1										1						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	170	16	9	92	54	42	25	20	12	1145	170	9	54	25	12	1145	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
<b>LEP Status</b>																						
Currently LEP student	0										0						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	173	16	9	93	54	42	24	22	13	1145	173	9	54	24	13	1145	13273	7	39	33	21	1140
<b>IEP</b>																						
Students with an IEP	25	0	0	3	12	8	32	14	56	1130	25	0	12	32	56	1130	1614	1	8	24	68	1126
All Other Students	148	16	11	90	61	34	23	8	5	1147	148	11	61	23	5	1147	11942	7	43	34	16	1142
<b>SES</b>																						
Economically Disadvantaged Students	33	0	0	11	33	13	39	9	27	1136	33	0	33	39	27	1136	4528	2	26	36	36	1134
All Other Students	140	16	11	82	59	29	21	13	9	1147	140	11	59	21	9	1147	9028	9	45	31	15	1143
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	173	16	9	93	54	42	24	22	13	1145	173	9	54	24	13	1145	13553	6	39	33	22	1140
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	173	16	9	93	54	42	24	22	13	1145	173	9	54	24	13	1145	13345	6	39	32	22	1140
<b>504 Plan</b>																						
Students with a 504 plan	7										7						434	7	33	37	23	1139
All Other Students	166	14	8	91	55	40	24	21	13	1145	166	8	55	24	13	1145	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: RSU 22/MSAD 22  
School: Hampden Academy

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

	School		SAU		State		
	N	%	N	%	N	%	
<b>Proficient with Distinction</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162–1180)	2008–2009	16	9	16	9	602	4
	2009–2010	28	16	28	16	607	4
	<b>2010–2011</b>	<b>35</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>644</b>	<b>5</b>
	Cum. Total*	79	15	79	15	1853	4
<b>Proficient</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142–1160)	2008–2009	75	44	75	44	5431	37
	2009–2010	85	47	85	47	5120	37
	<b>2010–2011</b>	<b>70</b>	<b>41</b>	<b>70</b>	<b>41</b>	<b>5312</b>	<b>39</b>
	Cum. Total*	230	44	230	44	15863	37
<b>Partially Proficient</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134–1140)	2008–2009	41	24	41	24	3876	26
	2009–2010	37	21	37	21	3857	27
	<b>2010–2011</b>	<b>28</b>	<b>16</b>	<b>28</b>	<b>16</b>	<b>3580</b>	<b>26</b>
	Cum. Total*	106	20	106	20	11313	27
<b>Substantially Below Proficient</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100–1132)	2008–2009	37	22	37	22	4958	33
	2009–2010	29	16	29	16	4443	32
	<b>2010–2011</b>	<b>39</b>	<b>23</b>	<b>39</b>	<b>23</b>	<b>4038</b>	<b>30</b>
	Cum. Total*	105	20	105	20	13439	32

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	<b>56</b>	<b>100</b>	30.60	54.6	30.60	54.6	24.90	44.5
<b>D. The Physical Setting</b>	<b>34</b>	<b>61</b>	17.90	52.6	17.90	52.6	15.30	45.0
<b>D1/D2 Space/Earth</b>	<b>11</b>	<b>20</b>	5.20	47.3	5.20	47.3	4.60	41.8
<b>D3/D4 Matter and Energy/Force and Motion</b>	<b>23</b>	<b>41</b>	12.70	55.2	12.70	55.2	10.70	46.5
<b>E. The Living Environment</b>	<b>22</b>	<b>39</b>	12.70	57.7	12.70	57.7	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: RSU 22/MSAD 22  
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	172	35	20	70	41	28	16	39	23	1147	172	20	41	16	23	1147	13574	5	39	26	30	1141
<b>Gender</b>																						
Male	93	22	24	37	40	11	12	23	25	1148	93	24	40	12	25	1148	7041	6	42	24	29	1142
Female	79	13	16	33	42	17	22	16	20	1147	79	16	42	22	20	1147	6533	3	36	29	31	1140
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						156	5	33	26	37	1140
American Indian or Alaskan Native	1										1						104	3	23	30	44	1137
Asian	0										0						153	6	44	25	25	1142
Black or African American	1										1						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	169	35	21	69	41	28	17	37	22	1148	169	21	41	17	22	1148	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
<b>LEP Status</b>																						
Currently LEP student	0										0						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	172	35	20	70	41	28	16	39	23	1147	172	20	41	16	23	1147	13297	5	40	27	29	1141
<b>IEP</b>																						
Students with an IEP	26	0	0	5	19	6	23	15	58	1135	26	0	19	23	58	1135	1644	1	10	19	70	1132
All Other Students	146	35	24	65	45	22	15	24	16	1150	146	24	45	15	16	1150	11930	5	43	27	24	1142
<b>SES</b>																						
Economically Disadvantaged Students	34	1	3	6	18	9	26	18	53	1136	34	3	18	26	53	1136	4554	2	26	28	44	1137
All Other Students	138	34	25	64	46	19	14	21	15	1150	138	25	46	14	15	1150	9020	6	46	26	22	1143
<b>Migrant</b>																						
Migrant Students	0										0						4					
All Other Students	172	35	20	70	41	28	16	39	23	1147	172	20	41	16	23	1147	13570	5	39	26	30	1141
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	172	35	20	70	41	28	16	39	23	1147	172	20	41	16	23	1147	13364	5	39	26	29	1141
<b>504 Plan</b>																						
Students with a 504 plan	6										6						430	5	40	25	30	1142
All Other Students	166	33	20	69	42	27	16	37	22	1147	166	20	42	16	22	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