



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: 13951098
SAU: Thornton Academy
School: Thornton Academy

Contents of the Report

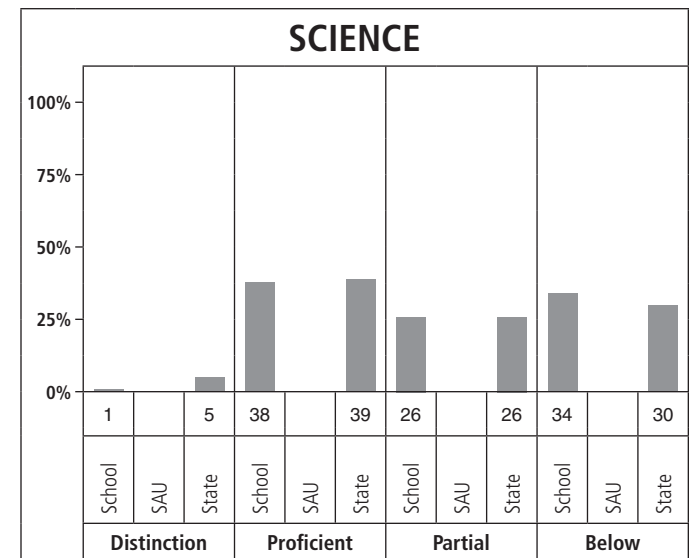
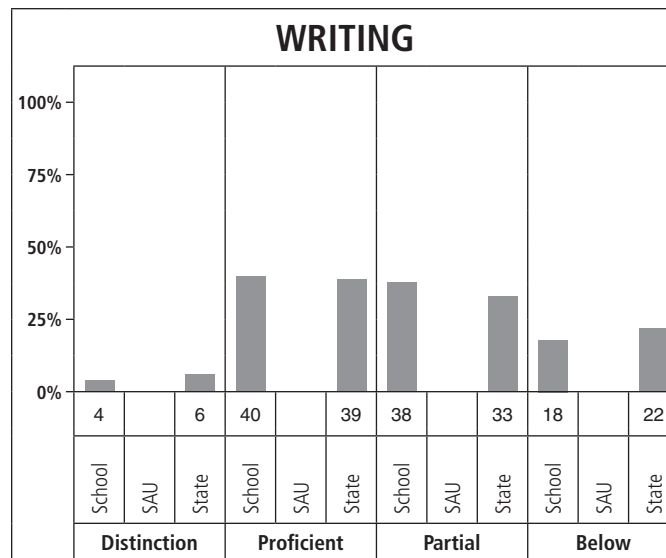
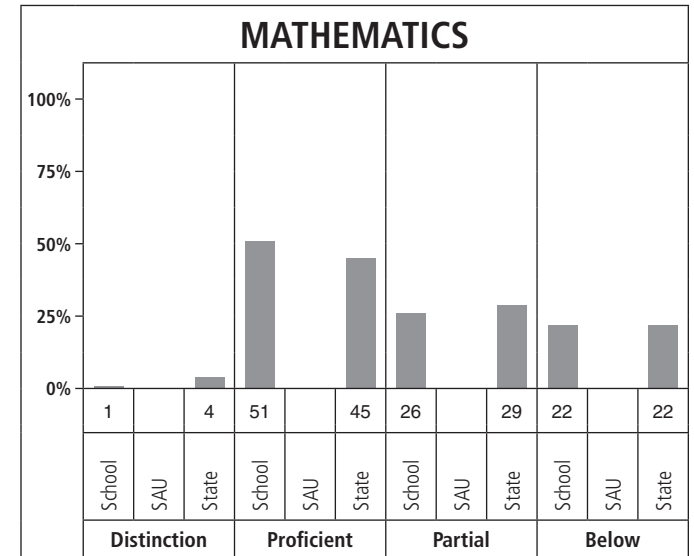
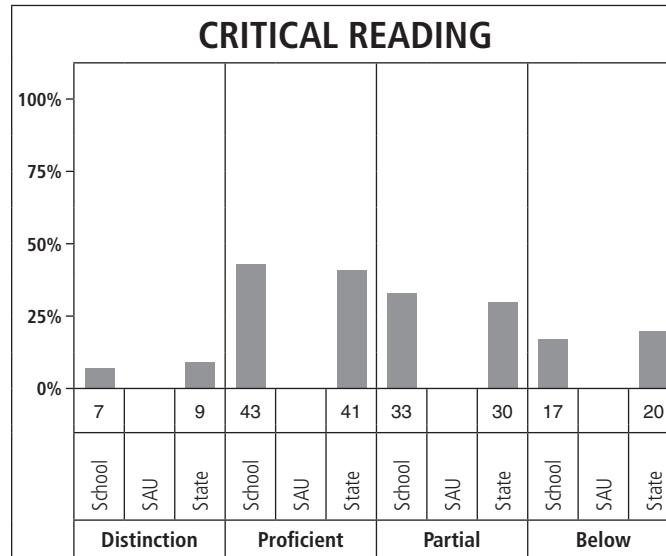
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2011
SAU: Thornton Academy
School: Thornton Academy

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1141		1141
2009–2010	1139		1141
2010–2011	1142		1142
Cum. Average*	1141		1141
Mathematics			
2008–2009	1139		1141
2009–2010	1141		1142
2010–2011	1142		1142
Cum. Average*	1141		1142
Writing			
2008–2009	1140		1140
2009–2010	1139		1140
2010–2011	1140		1140
Cum. Average*	1140		1140
Science			
2008–2009	1138		1140
2009–2010	1138		1141
2010–2011	1140		1141
Cum. Average*	1139		1141



*Cumulative averages are weighted—i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2011
SAU: Thornton Academy
School: Thornton Academy

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	%					
Total number of students	303	100			14331	100	285	94			13752	96	285	94			13748	96	285	94			13759	96	271	89			13776	96	
Ethnicity Hispanic or Latino	7	2			174	1	7	100			155	90	7	100			155	90	7	100			155	90	6	86			160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	7	2			116	1	7	100			103	89	7	100			102	88	7	100			104	90	6	86			104	90
	Asian	3	1			176	1	2	67			170	97	2	67			170	97	2	67			170	97	2	67			158	90
	Black or African American	4	1			364	3	3	75			337	93	3	75			339	93	3	75			338	93	3	75			344	95
	Native Hawaiian or Pacific Islander	0	0			7	<1	0	0			6	86	0	0			6	86	0	0			6	86	0	0			7	100
	White	282	93			13429	94	266	94			12919	96	266	94			12914	96	266	94			12924	96	254	90			12941	96
Two or more races	0	0			65	<1	0	0			62	97	0	0			62	97	0	0			62	97	0	0			62	95	
Identified disability	39	13			1998	14	36	92			1820	91	36	92			1820	91	36	92			1817	91	31	79			1846	93	
Current LEP	6	2			274	2	4	67			257	94	4	67			257	94	4	67			257	94	4	67			253	92	
Economically disadvantaged	0	0			4967	35	0	0			4644	94	0	0			4644	94	0	0			4649	94	0	0			4674	94	
Migrant	0	0			5	<1	0	0			3	60	0	0			3	60	0	0			3	60	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	269	89			12231	85	269	89			12224	85	269	89			12238	85	261	86			12309	86
Identified disability (IEP)	22	8			732	6	22	8			730	6	22	8			731	6	21	8			786	6
LEP	4	1			198	2	4	1			198	2	4	1			198	2	4	2			197	2
Participation with accommodations	13	4			1315	9	13	4			1312	9	13	4			1318	9	7	2			1265	9
Identified disability (IEP)	11	85			882	67	11	85			878	67	11	85			883	67	7	100			858	68
LEP	0	0			54	4	0	0			54	4	0	0			54	4	0	0			51	4
Participation through alternate assessment (PAAP)	3	1			206	1	3	1			212	1	3	1			203	1	3	1			202	1
Identified disability (IEP)	3	100			206	100	3	100			212	100	3	100			203	100	3	100			202	100
LEP	0	0			5	2	0	0			5	2	0	0			5	2	0	0			5	2
Approved non-participation in reading – 1st year LEP	0	0			0	0																		
Approved non-participation – special consideration	0	0			14	<1	0	0			14	<1	0	0			14	<1	0	0			14	<1
Non-participation – other	18	6			565	4	18	6			569	4	18	6			558	4	32	11			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: Thornton Academy
School: Thornton 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	%
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	25	8			1339	9
	2009-2010	20	8			1369	10
	2010-2011	19	7			1165	9
	Cum. Total*	64	8			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	128	41			5897	40
	2009-2010	89	35			5248	38
	2010-2011	122	43			5595	41
	Cum. Total*	339	40			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	89	29			4169	28
	2009-2010	81	32			4121	30
	2010-2011	93	33			4010	30
	Cum. Total*	263	31			12300	29
Substantially Below Proficient – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100–1128)	2008-2009	70	22			3255	22
	2009-2010	67	26			3081	22
	2010-2011	48	17			2776	20
	Cum. Total*	185	22			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: Thornton Academy
School: Thornton 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	%	%	%	%	
All Students	282	19	7	122	43	93	33	48	17	1142							13546	9	41	30	20	1142
Gender																						
Male	153	5	3	71	46	45	29	32	21	1140							7007	8	38	29	24	1140
Female	129	14	11	51	40	48	37	16	12	1144							6539	9	44	30	16	1143
Not Reported	0																0					
Primary Race/Ethnicity																						
Hispanic or Latino	7																151	9	36	26	29	1140
American Indian or Alaskan Native	7																103	4	31	33	32	1137
Asian	2																165	10	42	19	29	1141
Black or African American	3																326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0																6					
White (non-Hispanic)	263	19	7	112	43	88	33	44	17	1142							12734	9	42	30	19	1142
Two or more races	0																61	3	36	39	21	1139
LEP Status																						
Currently LEP student	4																252	<1	3	19	77	1123
Former LEP student - monitoring year 1	1																14	0	36	50	14	1139
Former LEP student - monitoring year 2	0																17	0	59	41	0	1143
All Other Students	277	19	7	120	43	93	34	45	16	1142							13263	9	42	30	19	1142
IEP																						
Students with an IEP	33	0	0	3	9	10	30	20	61	1127							1614	1	11	26	62	1128
All Other Students	249	19	8	119	48	83	33	28	11	1144							11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	0																4522	3	30	33	33	1136
All Other Students	282	19	7	122	43	93	33	48	17	1142							9024	11	47	28	14	1144
Migrant																						
Migrant Students	0																3					
All Other Students	282	19	7	122	43	93	33	48	17	1142							13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0																211	3	18	45	35	1134
All Other Students	282	19	7	122	43	93	33	48	17	1142							13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	0																431	9	39	31	22	1141
All Other Students	282	19	7	122	43	93	33	48	17	1142							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: Thornton Academy
School: Thornton 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	%
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	3	1			596	4
	2009-2010	3	1			524	4
	2010-2011	4	1			571	4
	Cum. Total*	10	1			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	114	36			5674	38
	2009-2010	120	47			5736	42
	2010-2011	144	51			6040	45
	Cum. Total*	378	44			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	116	37			4622	31
	2009-2010	74	29			4444	32
	2010-2011	72	26			3910	29
	Cum. Total*	262	31			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	83	26			4116	27
	2009-2010	60	23			3103	22
	2010-2011	62	22			3015	22
	Cum. Total*	205	24			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: Thornton Academy
School: Thornton 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	%	%	%	%	
All Students	282	4	1	144	51	72	26	62	22	1142						13536	4	45	29	22	1142	
Gender																						
Male	153	4	3	81	53	33	22	35	23	1143						7003	5	45	27	22	1142	
Female	129	0	0	63	49	39	30	27	21	1141						6533	3	44	31	22	1141	
Not Reported	0															0						
Primary Race/Ethnicity																						
Hispanic or Latino	7															151	5	30	33	32	1139	
American Indian or Alaskan Native	7															102	1	31	29	38	1137	
Asian	2															165	10	53	19	18	1145	
Black or African American	3															327	<1	20	26	54	1132	
Native Hawaiian or Pacific Islander	0															6						
White (non-Hispanic)	263	4	2	136	52	65	25	58	22	1142						12724	4	46	29	21	1142	
Two or more races	0															61	5	31	44	20	1140	
LEP Status																						
Currently LEP student	4															252	2	10	22	66	1130	
Former LEP student - monitoring year 1	1															14	0	64	21	14	1144	
Former LEP student - monitoring year 2	0															17	12	47	29	12	1145	
All Other Students	277	4	1	141	51	71	26	61	22	1142						13253	4	45	29	21	1142	
IEP																						
Students with an IEP	33	0	0	4	12	6	18	23	70	1131						1608	<1	9	23	68	1130	
All Other Students	249	4	2	140	56	66	27	39	16	1144						11928	5	49	30	16	1143	
SES																						
Economically Disadvantaged Students	0															4519	1	29	34	36	1137	
All Other Students	282	4	1	144	51	72	26	62	22	1142						9017	6	52	26	16	1144	
Migrant																						
Migrant Students	0															3						
All Other Students	282	4	1	144	51	72	26	62	22	1142						13533	4	45	29	22	1142	
Title 1																						
Students Receiving Title 1 Services	0															211	<1	14	46	39	1135	
All Other Students	282	4	1	144	51	72	26	62	22	1142						13325	4	45	29	22	1142	
504 Plan																						
Students with a 504 plan	0															431	4	38	33	25	1141	
All Other Students	282	4	1	144	51	72	26	62	22	1142						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: Thornton Academy
School: Thornton 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>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	11	4			1062	7
	2009-2010	14	5			974	7
	2010-2011	10	4			865	6
	Cum. Total*	35	4			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	131	42			5706	39
	2009-2010	101	39			5463	40
	2010-2011	113	40			5255	39
	Cum. Total*	345	41			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	103	33			4487	31
	2009-2010	82	32			4385	32
	2010-2011	107	38			4419	33
	Cum. Total*	292	34			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	67	21			3408	23
	2009-2010	60	23			2997	22
	2010-2011	52	18			3017	22
	Cum. Total*	179	21			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: Thornton Academy
School: Thornton 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	%	%	%	%	
All Students	282	10	4	113	40	107	38	52	18	1140						13556	6	39	33	22	1140	
Gender																						
Male	153	2	1	54	35	63	41	34	22	1137						7014	5	33	34	28	1138	
Female	129	8	6	59	46	44	34	18	14	1142						6542	8	44	31	17	1142	
Not Reported	0															0						
Primary Race/Ethnicity																						
Hispanic or Latino	7															151	7	27	40	25	1138	
American Indian or Alaskan Native	7															104	5	23	36	37	1134	
Asian	2															165	5	41	26	28	1139	
Black or African American	3															327	2	21	29	48	1131	
Native Hawaiian or Pacific Islander	0															6						
White (non-Hispanic)	263	10	4	106	40	99	38	48	18	1140						12742	7	39	33	21	1140	
Two or more races	0															61	2	38	34	26	1138	
LEP Status																						
Currently LEP student	4															252	<1	3	25	71	1124	
Former LEP student - monitoring year 1	1															14	0	14	57	29	1136	
Former LEP student - monitoring year 2	0															17	0	65	35	0	1146	
All Other Students	277	10	4	111	40	107	39	49	18	1140						13273	7	39	33	21	1140	
IEP																						
Students with an IEP	33	0	0	3	9	8	24	22	67	1124						1614	1	8	24	68	1126	
All Other Students	249	10	4	110	44	99	40	30	12	1142						11942	7	43	34	16	1142	
SES																						
Economically Disadvantaged Students	0															4528	2	26	36	36	1134	
All Other Students	282	10	4	113	40	107	38	52	18	1140						9028	9	45	31	15	1143	
Migrant																						
Migrant Students	0															3						
All Other Students	282	10	4	113	40	107	38	52	18	1140						13553	6	39	33	22	1140	
Title 1																						
Students Receiving Title 1 Services	0															211	1	14	43	42	1132	
All Other Students	282	10	4	113	40	107	38	52	18	1140						13345	6	39	32	22	1140	
504 Plan																						
Students with a 504 plan	0															434	7	33	37	23	1139	
All Other Students	282	10	4	113	40	107	38	52	18	1140						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: Thornton Academy
School: Thornton 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.

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)

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)

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)

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)

STUDENTS AT EACH ACHIEVEMENT LEVEL

	School		SAU		State	
	N	%	N	%	N	%
Proficient with Distinction	2008–2009	4	1		602	4
	2009–2010	2	1		607	4
	2010–2011	4	1		644	5
	Cum. Total*	10	1		1853	4
Proficient	2008–2009	107	35		5431	37
	2009–2010	82	33		5120	37
	2010–2011	103	38		5312	39
	Cum. Total*	292	36		15863	37
Partially Proficient	2008–2009	86	28		3876	26
	2009–2010	63	26		3857	27
	2010–2011	71	26		3580	26
	Cum. Total*	220	27		11313	27
Substantially Below Proficient	2008–2009	111	36		4958	33
	2009–2010	98	40		4443	32
	2010–2011	90	34		4038	30
	Cum. Total*	299	36		13439	32

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	23.30	41.6			24.90	44.5
D. The Physical Setting	34	61	14.50	42.6			15.30	45.0
D1/D2 Space/Earth	11	20	4.10	37.3			4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	10.40	45.2			10.70	46.5
E. The Living Environment	22	39	8.80	40.0			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: Thornton Academy
School: Thornton 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	%	%	%	%	
All Students	268	4	1	103	38	71	26	90	34	1140							13574	5	39	26	30	1141
Gender																						
Male	141	2	1	62	44	30	21	47	33	1140							7041	6	42	24	29	1142
Female	127	2	2	41	32	41	32	43	34	1139							6533	3	36	29	31	1140
Not Reported	0																0					
Primary Race/Ethnicity																						
Hispanic or Latino	6																156	5	33	26	37	1140
American Indian or Alaskan Native	6																104	3	23	30	44	1137
Asian	2																153	6	44	25	25	1142
Black or African American	3																333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0																7					
White (non-Hispanic)	251	4	2	98	39	63	25	86	34	1140							12760	5	40	27	29	1141
Two or more races	0																61	3	36	31	30	1140
LEP Status																						
Currently LEP student	4																248	1	5	11	83	1128
Former LEP student - monitoring year 1	1																13	0	31	54	15	1140
Former LEP student - monitoring year 2	0																16	0	50	31	19	1142
All Other Students	263	4	2	102	39	70	27	87	33	1140							13297	5	40	27	29	1141
IEP																						
Students with an IEP	28	0	0	0	0	8	29	20	71	1131							1644	1	10	19	70	1132
All Other Students	240	4	2	103	43	63	26	70	29	1141							11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	0																4554	2	26	28	44	1137
All Other Students	268	4	1	103	38	71	26	90	34	1140							9020	6	46	26	22	1143
Migrant																						
Migrant Students	0																4					
All Other Students	268	4	1	103	38	71	26	90	34	1140							13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0																210	0	18	31	51	1135
All Other Students	268	4	1	103	38	71	26	90	34	1140							13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	0																430	5	40	25	30	1142
All Other Students	268	4	1	103	38	71	26	90	34	1140							13144	5	39	26	30	1141

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

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