



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: 31621435
SAU: RSU 14
School: Windham High School

Contents of the Report

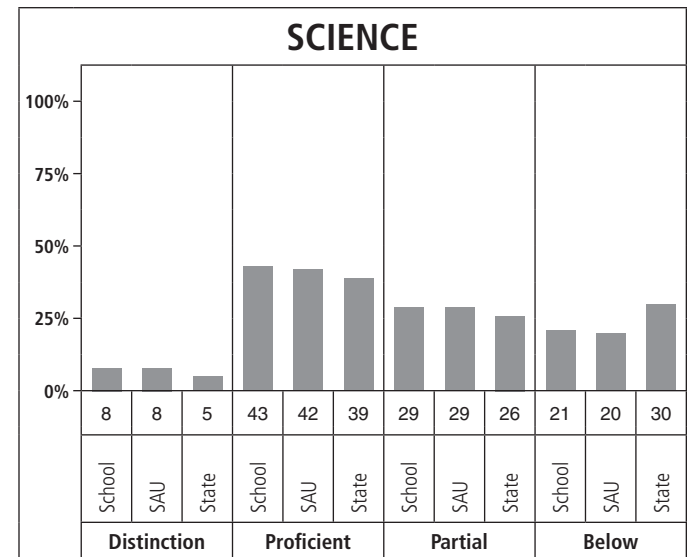
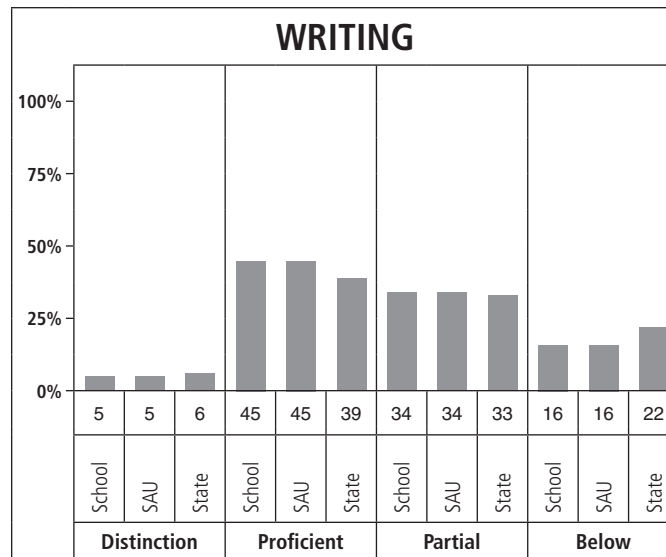
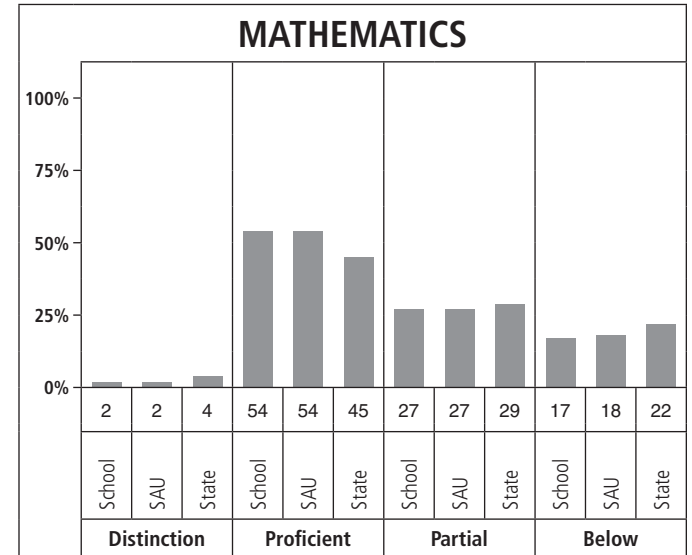
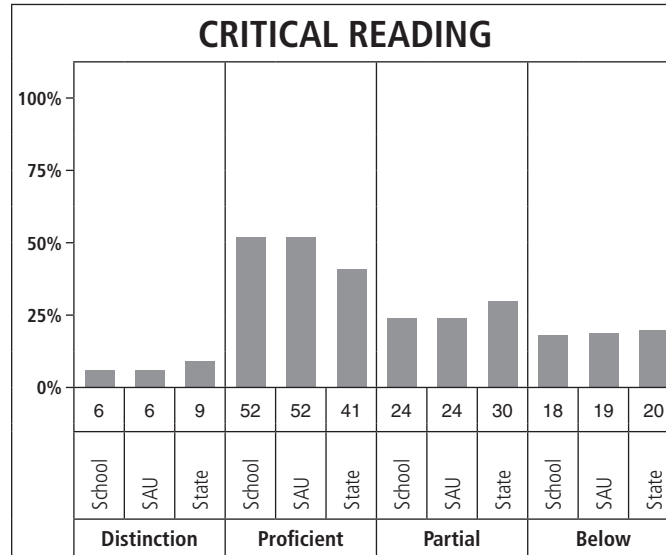
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2011
SAU: RSU 14
School: Windham High School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008–2009	1141		1141
2009–2010	1142	1142	1141
2010–2011	1142	1142	1142
Cum. Average*	1142		1141
Mathematics			
2008–2009	1141		1141
2009–2010	1142	1142	1142
2010–2011	1143	1143	1142
Cum. Average*	1142		1142
Writing			
2008–2009	1140		1140
2009–2010	1141	1141	1140
2010–2011	1141	1141	1140
Cum. Average*	1141		1140
Science			
2008–2009	1140		1140
2009–2010	1140	1140	1141
2010–2011	1144	1144	1141
Cum. Average*	1141		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 14
School: Windham High School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
		School		SAU		State		Critical Reading						Mathematics						Writing						Science					
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Total number of students		274	100	275	100	14331	100	266	97	267	97	13752	96	266	97	267	97	13748	96	266	97	267	97	13759	96	271	99	272	99	13776	96
Ethnicity Hispanic or Latino		2	1	2	1	174	1	2	100	2	100	155	90	2	100	2	100	155	90	2	100	2	100	155	90	2	100	2	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	2	1	2	1	176	1	2	100	2	100	170	97	2	100	2	100	170	97	2	100	2	100	170	97	2	100	2	100	158	90
	Black or African American	7	3	7	3	364	3	6	86	6	86	337	93	6	86	6	86	339	93	6	86	6	86	338	93	7	100	7	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	262	96	263	96	13429	94	255	97	256	97	12919	96	255	97	256	97	12914	96	255	97	256	97	12924	96	259	99	260	99	12941	96
Two or more races		0	0	0	0	65	<1	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	95
Identified disability		25	9	26	9	1998	14	20	80	21	81	1820	91	20	80	21	81	1820	91	20	80	21	81	1817	91	24	96	25	96	1846	93
Current LEP		2	1	2	1	274	2	2	100	2	100	257	94	2	100	2	100	257	94	2	100	2	100	257	94	2	100	2	100	253	92
Economically disadvantaged		54	20	54	20	4967	35	49	91	49	91	4644	94	49	91	49	91	4644	94	49	91	49	91	4649	94	53	98	53	98	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		252	92	252	92	12231	85	252	92	252	92	12224	85	252	92	252	92	12238	85	257	94	257	93	12309	86
Identified disability (IEP)		15	6	15	6	732	6	15	6	15	6	730	6	15	6	15	6	731	6	19	7	19	7	786	6
LEP		2	1	2	1	198	2	2	1	2	1	198	2	2	1	2	1	198	2	2	1	2	1	197	2
Participation with accommodations		11	4	12	4	1315	9	11	4	12	4	1312	9	11	4	12	4	1318	9	11	4	12	4	1265	9
Identified disability (IEP)		2	18	3	25	882	67	2	18	3	25	878	67	2	18	3	25	883	67	2	18	3	25	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)		3	1	3	1	206	1	3	1	3	1	212	1	3	1	3	1	203	1	3	1	3	1	202	1
Identified disability (IEP)		3	100	3	100	206	100	3	100	3	100	212	100	3	100	3	100	203	100	3	100	3	100	202	100
LEP		0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2
Approved non-participation in reading – 1st year LEP		0	0	0	0	0	0																		
Approved non-participation – special consideration		0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1
Non-participation – other		8	3	8	3	565	4	8	3	8	3	569	4	8	3	8	3	558	4	3	1	3	1	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: RSU 14
 School: Windham 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	25	10			1339	9
	2009-2010	16	7	16	7	1369	10
	2010-2011	15	6	15	6	1165	9
	Cum. Total*	56	7			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	95	37			5897	40
	2009-2010	96	42	96	41	5248	38
	2010-2011	136	52	136	52	5595	41
	Cum. Total*	327	44			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	78	30			4169	28
	2009-2010	74	32	75	32	4121	30
	2010-2011	64	24	64	24	4010	30
	Cum. Total*	216	29			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	59	23			3255	22
	2009-2010	45	19	45	19	3081	22
	2010-2011	48	18	49	19	2776	20
	Cum. Total*	152	20			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 14
School: Windham 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	263	15	6	136	52	64	24	48	18	1142	264	6	52	24	19	1142	13546	9	41	30	20	1142
Gender																						
Male	140	5	4	71	51	32	23	32	23	1141	141	4	50	23	23	1141	7007	8	38	29	24	1140
Female	123	10	8	65	53	32	26	16	13	1144	123	8	53	26	13	1144	6539	9	44	30	16	1143
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						151	9	36	26	29	1140
American Indian or Alaskan Native	1										1						103	4	31	33	32	1137
Asian	2										2						165	10	42	19	29	1141
Black or African American	6										6						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	252	14	6	131	52	61	24	46	18	1142	253	6	52	24	19	1142	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
LEP Status																						
Currently LEP student	2										2						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	261	15	6	135	52	63	24	48	18	1142	262	6	52	24	19	1142	13263	9	42	30	19	1142
IEP																						
Students with an IEP	17	0	0	4	24	2	12	11	65	1130	18	0	22	11	67	1129	1614	1	11	26	62	1128
All Other Students	246	15	6	132	54	62	25	37	15	1143	246	6	54	25	15	1143	11932	10	45	30	15	1144
SES																						
Economically Disadvantaged Students	48	0	0	23	48	10	21	15	31	1138	48	0	48	21	31	1138	4522	3	30	33	33	1136
All Other Students	215	15	7	113	53	54	25	33	15	1143	216	7	52	25	16	1143	9024	11	47	28	14	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	263	15	6	136	52	64	24	48	18	1142	264	6	52	24	19	1142	13543	9	41	30	20	1142
Title 1																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	263	15	6	136	52	64	24	48	18	1142	264	6	52	24	19	1142	13335	9	42	29	20	1142
504 Plan																						
Students with a 504 plan	10	0	0	6	60	2	20	2	20	1142	10	0	60	20	20	1142	431	9	39	31	22	1141
All Other Students	253	15	6	130	51	62	25	46	18	1142	254	6	51	24	19	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: RSU 14
School: Windham 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	12	5			596	4
	2009-2010	6	3	6	3	524	4
	2010-2011	4	2	4	2	571	4
	Cum. Total*	22	3			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	99	38			5674	38
	2009-2010	108	47	108	47	5736	42
	2010-2011	143	54	143	54	6040	45
	Cum. Total*	350	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	78	30			4622	31
	2009-2010	71	31	71	31	4444	32
	2010-2011	70	27	70	27	3910	29
	Cum. Total*	219	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	73	28			4116	27
	2009-2010	46	20	47	20	3103	22
	2010-2011	46	17	47	18	3015	22
	Cum. Total*	165	22			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 14
School: Windham 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	263	4	2	143	54	70	27	46	17	1143	264	2	54	27	18	1143	13536	4	45	29	22	1142
Gender																						
Male	140	2	1	76	54	41	29	21	15	1143	141	1	54	29	16	1143	7003	5	45	27	22	1142
Female	123	2	2	67	54	29	24	25	20	1143	123	2	54	24	20	1143	6533	3	44	31	22	1141
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						151	5	30	33	32	1139
American Indian or Alaskan Native	1										1						102	1	31	29	38	1137
Asian	2										2						165	10	53	19	18	1145
Black or African American	6										6						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	252	3	1	136	54	70	28	43	17	1143	253	1	54	28	17	1143	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
LEP Status																						
Currently LEP student	2										2						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	261	4	2	141	54	70	27	46	18	1143	262	2	54	27	18	1143	13253	4	45	29	21	1142
IEP																						
Students with an IEP	17	0	0	3	18	3	18	11	65	1132	18	0	17	17	67	1132	1608	<1	9	23	68	1130
All Other Students	246	4	2	140	57	67	27	35	14	1144	246	2	57	27	14	1144	11928	5	49	30	16	1143
SES																						
Economically Disadvantaged Students	48	1	2	21	44	13	27	13	27	1140	48	2	44	27	27	1140	4519	1	29	34	36	1137
All Other Students	215	3	1	122	57	57	27	33	15	1144	216	1	56	26	16	1143	9017	6	52	26	16	1144
Migrant																						
Migrant Students	0										0						3					
All Other Students	263	4	2	143	54	70	27	46	17	1143	264	2	54	27	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	263	4	2	143	54	70	27	46	17	1143	264	2	54	27	18	1143	13325	4	45	29	22	1142
504 Plan																						
Students with a 504 plan	10	0	0	4	40	5	50	1	10	1141	10	0	40	50	10	1141	431	4	38	33	25	1141
All Other Students	253	4	2	139	55	65	26	45	18	1143	254	2	55	26	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: RSU 14
School: Windham 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	14	5			1062	7
	2009-2010	12	5	12	5	974	7
	2010-2011	13	5	13	5	865	6
	Cum. Total*	39	5			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	104	40			5706	39
	2009-2010	100	43	100	43	5463	40
	2010-2011	118	45	118	45	5255	39
	Cum. Total*	322	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	80	31			4487	31
	2009-2010	82	35	82	35	4385	32
	2010-2011	90	34	90	34	4419	33
	Cum. Total*	252	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	59	23			3408	23
	2009-2010	37	16	38	16	2997	22
	2010-2011	42	16	43	16	3017	22
	Cum. Total*	138	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: RSU 14
School: Windham 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	263	13	5	118	45	90	34	42	16	1141	264	5	45	34	16	1141	13556	6	39	33	22	1140
Gender																						
Male	140	3	2	58	41	51	36	28	20	1139	141	2	41	36	21	1139	7014	5	33	34	28	1138
Female	123	10	8	60	49	39	32	14	11	1143	123	8	49	32	11	1143	6542	8	44	31	17	1142
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						151	7	27	40	25	1138
American Indian or Alaskan Native	1										1						104	5	23	36	37	1134
Asian	2										2						165	5	41	26	28	1139
Black or African American	6										6						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	252	13	5	113	45	86	34	40	16	1141	253	5	45	34	16	1141	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
LEP Status																						
Currently LEP student	2										2						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	261	13	5	118	45	88	34	42	16	1141	262	5	45	34	16	1141	13273	7	39	33	21	1140
IEP																						
Students with an IEP	17	0	0	4	24	2	12	11	65	1129	18	0	22	11	67	1129	1614	1	8	24	68	1126
All Other Students	246	13	5	114	46	88	36	31	13	1142	246	5	46	36	13	1142	11942	7	43	34	16	1142
SES																						
Economically Disadvantaged Students	48	0	0	14	29	21	44	13	27	1136	48	0	29	44	27	1136	4528	2	26	36	36	1134
All Other Students	215	13	6	104	48	69	32	29	13	1142	216	6	48	32	14	1142	9028	9	45	31	15	1143
Migrant																						
Migrant Students	0										0						3					
All Other Students	263	13	5	118	45	90	34	42	16	1141	264	5	45	34	16	1141	13553	6	39	33	22	1140
Title 1																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	263	13	5	118	45	90	34	42	16	1141	264	5	45	34	16	1141	13345	6	39	32	22	1140
504 Plan																						
Students with a 504 plan	10	0	0	6	60	2	20	2	20	1140	10	0	60	20	20	1140	434	7	33	37	23	1139
All Other Students	253	13	5	112	44	88	35	40	16	1141	254	5	44	35	16	1141	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 14
School: Windham High School

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

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

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
Proficient with Distinction – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162–1180)	2008–2009	14	5			602	4
	2009–2010	9	4	9	4	607	4
	2010–2011	21	8	21	8	644	5
	Cum. Total*	44	6			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	85	32			5431	37
	2009–2010	68	30	68	30	5120	37
	2010–2011	114	43	114	42	5312	39
	Cum. Total*	267	35			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	73	28			3876	26
	2009–2010	75	33	76	33	3857	27
	2010–2011	78	29	79	29	3580	26
	Cum. Total*	226	30			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	92	35			4958	33
	2009–2010	76	33	76	33	4443	32
	2010–2011	55	21	55	20	4038	30
	Cum. Total*	223	29			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	28.00	50.0	28.00	50.0	24.90	44.5
D. The Physical Setting	34	61	17.70	52.1	17.70	52.1	15.30	45.0
D1/D2 Space/Earth	11	20	5.70	51.8	5.70	51.8	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	12.00	52.2	12.00	52.2	10.70	46.5
E. The Living Environment	22	39	10.30	46.8	10.30	46.8	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 14
School: Windham 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	268	21	8	114	43	78	29	55	21	1144	269	8	42	29	20	1144	13574	5	39	26	30	1141
Gender																						
Male	142	10	7	65	46	39	27	28	20	1144	143	7	45	28	20	1144	7041	6	42	24	29	1142
Female	126	11	9	49	39	39	31	27	21	1144	126	9	39	31	21	1144	6533	3	36	29	31	1140
Not Reported	0										0						0					
Primary Race/Ethnicity																						
Hispanic or Latino	2										2						156	5	33	26	37	1140
American Indian or Alaskan Native	1										1						104	3	23	30	44	1137
Asian	2										2						153	6	44	25	25	1142
Black or African American	7										7						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	256	19	7	111	43	75	29	51	20	1144	257	7	43	30	20	1144	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
LEP Status																						
Currently LEP student	2										2						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	266	21	8	112	42	78	29	55	21	1144	267	8	42	30	21	1144	13297	5	40	27	29	1141
IEP																						
Students with an IEP	21	1	5	3	14	4	19	13	62	1134	22	5	14	23	59	1135	1644	1	10	19	70	1132
All Other Students	247	20	8	111	45	74	30	42	17	1145	247	8	45	30	17	1145	11930	5	43	27	24	1142
SES																						
Economically Disadvantaged Students	52	3	6	19	37	13	25	17	33	1142	52	6	37	25	33	1142	4554	2	26	28	44	1137
All Other Students	216	18	8	95	44	65	30	38	18	1145	217	8	44	30	18	1145	9020	6	46	26	22	1143
Migrant																						
Migrant Students	0										0						4					
All Other Students	268	21	8	114	43	78	29	55	21	1144	269	8	42	29	20	1144	13570	5	39	26	30	1141
Title 1																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	268	21	8	114	43	78	29	55	21	1144	269	8	42	29	20	1144	13364	5	39	26	29	1141
504 Plan																						
Students with a 504 plan	10	0	0	8	80	1	10	1	10	1146	10	0	80	10	10	1146	430	5	40	25	30	1142
All Other Students	258	21	8	106	41	77	30	54	21	1144	259	8	41	30	21	1144	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