



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



SAU Report

Test Date: May 2011
Code: 3167
SAU: RSU 21

Contents of the Report

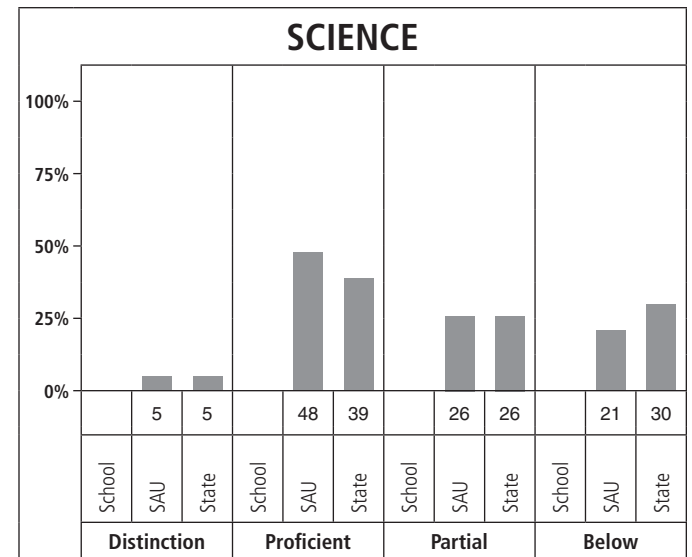
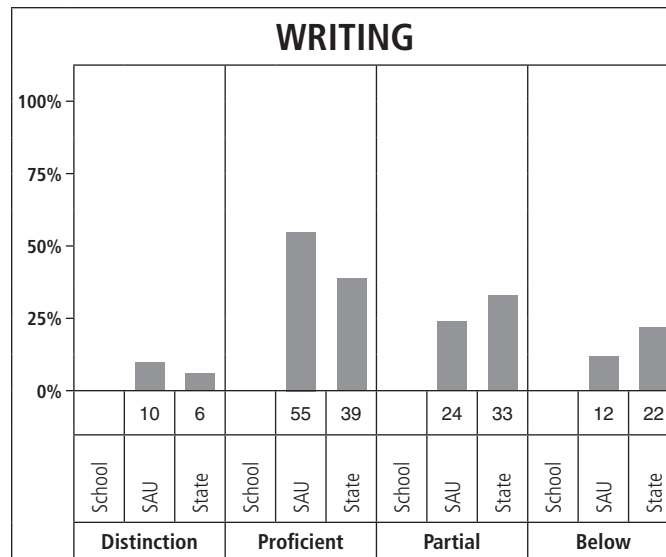
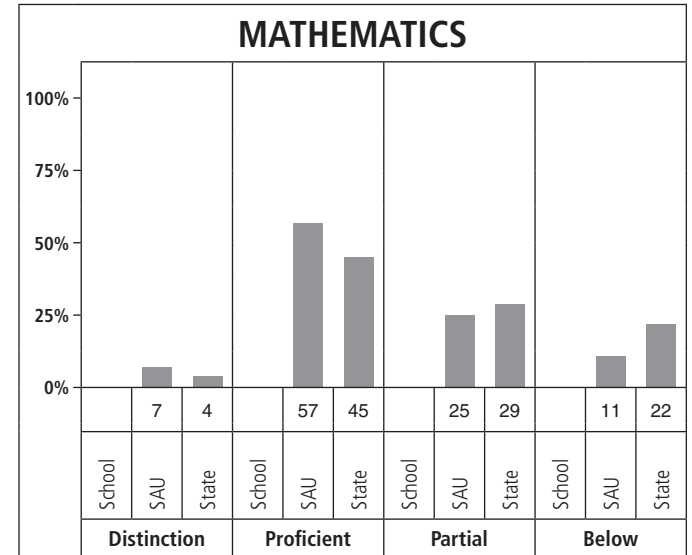
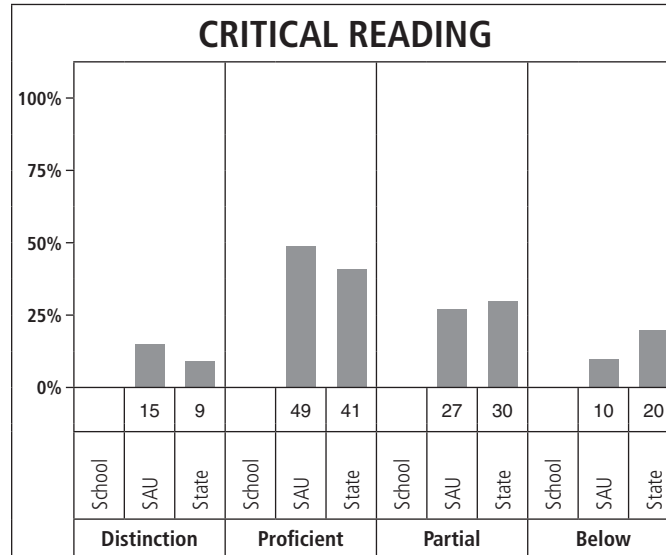
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2011
SAU: RSU 21

| Summary of School, SAU, and State Scores | | | |
|--|----------------------|----------------------------|--|
| Year | Average Scaled Score | | |
| | School | SAU | State |
| Critical Reading 2008–2009 2009–2010 2010–2011 Cum. Average* | | 1146 1146 | 1141 1141 1142 1141 |
| Mathematics 2008–2009 2009–2010 2010–2011 Cum. Average* | | 1144 1146 | 1141 1142 1142 1142 |
| Writing 2008–2009 2009–2010 2010–2011 Cum. Average* | | 1143 1145 | 1140 1140 1140 1140 |
| Science 2008–2009 2009–2010 2010–2011 Cum. Average* | | 1143 1143 | 1140 1141 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 21

| CATEGORY OF PARTICIPATION | Enrollment ¹ during testing window | | | | | | CONTENT AREA PARTICIPATION ² | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|--|---|-----|-----|-------|-------|---|---|-----|-----|-------|-------|-------------|---|-----|-----|-------|-------|---------|---|-----|-----|-------|-------|---------|---|-----|-----|-------|-------|-----|
| | School | | SAU | | State | | Critical Reading | | | | | | Mathematics | | | | | | Writing | | | | | | Science | | | | | | |
| | N | % | N | % | N | % | School | | SAU | | State | | School | | SAU | | State | | School | | SAU | | State | | School | | SAU | | State | | |
| | | | | | | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Total number of students | | | 207 | 100 | 14331 | 100 | | | 206 | 100 | 13752 | 96 | | | 206 | 100 | 13748 | 96 | | | 206 | 100 | 13759 | 96 | | | 204 | 99 | 13776 | 96 | |
| Ethnicity Hispanic or Latino | | | 1 | <1 | 174 | 1 | | | 1 | 100 | 155 | 90 | | | 1 | 100 | 155 | 90 | | | 1 | 100 | 155 | 90 | | | 1 | 100 | 160 | 92 | |
| Not Hispanic or Latino | American Indian or Alaskan Native | | | 2 | 1 | 116 | 1 | | | 2 | 100 | 103 | 89 | | | 2 | 100 | 102 | 88 | | | 2 | 100 | 104 | 90 | | | 2 | 100 | 104 | 90 |
| | Asian | | | 0 | 0 | 176 | 1 | | | 0 | 0 | 170 | 97 | | | 0 | 0 | 170 | 97 | | | 0 | 0 | 170 | 97 | | | 0 | 0 | 158 | 90 |
| | Black or African American | | | 0 | 0 | 364 | 3 | | | 0 | 0 | 337 | 93 | | | 0 | 0 | 339 | 93 | | | 0 | 0 | 338 | 93 | | | 0 | 0 | 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 | | | 204 | 99 | 13429 | 94 | | | 203 | 100 | 12919 | 96 | | | 203 | 100 | 12914 | 96 | | | 203 | 100 | 12924 | 96 | | | 201 | 99 | 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 | | | 23 | 11 | 1998 | 14 | | | 23 | 100 | 1820 | 91 | | | 23 | 100 | 1820 | 91 | | | 23 | 100 | 1817 | 91 | | | 20 | 87 | 1846 | 93 | |
| Current LEP | | | 2 | 1 | 274 | 2 | | | 2 | 100 | 257 | 94 | | | 2 | 100 | 257 | 94 | | | 2 | 100 | 257 | 94 | | | 2 | 100 | 253 | 92 | |
| Economically disadvantaged | | | 29 | 14 | 4967 | 35 | | | 29 | 100 | 4644 | 94 | | | 29 | 100 | 4644 | 94 | | | 29 | 100 | 4649 | 94 | | | 28 | 97 | 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 | | | 191 | 92 | 12231 | 85 | | | 191 | 92 | 12224 | 85 | | | 191 | 92 | 12238 | 85 | | | 191 | 92 | 12309 | 86 |
| Identified disability (IEP) | | | 10 | 5 | 732 | 6 | | | 10 | 5 | 730 | 6 | | | 10 | 5 | 731 | 6 | | | 9 | 5 | 786 | 6 |
| LEP | | | 2 | 1 | 198 | 2 | | | 2 | 1 | 198 | 2 | | | 2 | 1 | 198 | 2 | | | 2 | 1 | 197 | 2 |
| Participation with accommodations | | | 15 | 7 | 1315 | 9 | | | 15 | 7 | 1312 | 9 | | | 15 | 7 | 1318 | 9 | | | 13 | 6 | 1265 | 9 |
| Identified disability (IEP) | | | 13 | 87 | 882 | 67 | | | 13 | 87 | 878 | 67 | | | 13 | 87 | 883 | 67 | | | 11 | 85 | 858 | 68 |
| LEP | | | 0 | 0 | 54 | 4 | | | 0 | 0 | 54 | 4 | | | 0 | 0 | 54 | 4 | | | 0 | 0 | 51 | 4 |
| Participation through alternate assessment (PAAP) | | | 0 | 0 | 206 | 1 | | | 0 | 0 | 212 | 1 | | | 0 | 0 | 203 | 1 | | | 0 | 0 | 202 | 1 |
| Identified disability (IEP) | | | 0 | 0 | 206 | 100 | | | 0 | 0 | 212 | 100 | | | 0 | 0 | 203 | 100 | | | 0 | 0 | 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 | | | 1 | <1 | 565 | 4 | | | 1 | <1 | 569 | 4 | | | 1 | <1 | 558 | 4 | | | 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 21

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 | | | | | 1339 | 9 |
| | 2009-2010 | | | 36 | 17 | 1369 | 10 |
| | 2010-2011 | | | 30 | 15 | 1165 | 9 |
| | Cum. Total* | | | | | 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 | | | | | 5897 | 40 |
| | 2009-2010 | | | 96 | 46 | 5248 | 38 |
| | 2010-2011 | | | 100 | 49 | 5595 | 41 |
| | Cum. Total* | | | | | 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 | | | | | 4169 | 28 |
| | 2009-2010 | | | 42 | 20 | 4121 | 30 |
| | 2010-2011 | | | 56 | 27 | 4010 | 30 |
| | Cum. Total* | | | | | 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 | | | | | 3255 | 22 |
| | 2009-2010 | | | 34 | 16 | 3081 | 22 |
| | 2010-2011 | | | 20 | 10 | 2776 | 20 |
| | Cum. Total* | | | | | 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 21

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | State | | | | | | |
|--|--------|---------|---|---------|---|---------|---|---------|---|-------------------|--------|---------|---------|---------|---------|-------------------|--------|---------|---------|---------|---------|-------------------|
| | Tested | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| All Students | | | | | | | | | | | 206 | 15 | 49 | 27 | 10 | 1146 | 13546 | 9 | 41 | 30 | 20 | 1142 |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Male | | | | | | | | | | | 90 | 17 | 47 | 24 | 12 | 1146 | 7007 | 8 | 38 | 29 | 24 | 1140 |
| Female | | | | | | | | | | | 116 | 13 | 50 | 29 | 8 | 1146 | 6539 | 9 | 44 | 30 | 16 | 1143 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Primary Race/Ethnicity | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | | | | | | | | | | | 1 | | | | | | 151 | 9 | 36 | 26 | 29 | 1140 |
| American Indian or Alaskan Native | | | | | | | | | | | 2 | | | | | | 103 | 4 | 31 | 33 | 32 | 1137 |
| Asian | | | | | | | | | | | 0 | | | | | | 165 | 10 | 42 | 19 | 29 | 1141 |
| Black or African American | | | | | | | | | | | 0 | | | | | | 326 | 2 | 20 | 28 | 50 | 1131 |
| Native Hawaiian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 6 | | | | | |
| White (non-Hispanic) | | | | | | | | | | | 203 | 15 | 49 | 27 | 10 | 1146 | 12734 | 9 | 42 | 30 | 19 | 1142 |
| Two or more races | | | | | | | | | | | 0 | | | | | | 61 | 3 | 36 | 39 | 21 | 1139 |
| LEP Status | | | | | | | | | | | | | | | | | | | | | | |
| Currently LEP student | | | | | | | | | | | 2 | | | | | | 252 | <1 | 3 | 19 | 77 | 1123 |
| Former LEP student - monitoring year 1 | | | | | | | | | | | 0 | | | | | | 14 | 0 | 36 | 50 | 14 | 1139 |
| Former LEP student - monitoring year 2 | | | | | | | | | | | 0 | | | | | | 17 | 0 | 59 | 41 | 0 | 1143 |
| All Other Students | | | | | | | | | | | 204 | 15 | 49 | 26 | 10 | 1146 | 13263 | 9 | 42 | 30 | 19 | 1142 |
| IEP | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | | | | | | | | | | | 23 | 0 | 13 | 39 | 48 | 1129 | 1614 | 1 | 11 | 26 | 62 | 1128 |
| All Other Students | | | | | | | | | | | 183 | 16 | 53 | 26 | 5 | 1148 | 11932 | 10 | 45 | 30 | 15 | 1144 |
| SES | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | | | | | | | | | | | 29 | 7 | 41 | 38 | 14 | 1141 | 4522 | 3 | 30 | 33 | 33 | 1136 |
| All Other Students | | | | | | | | | | | 177 | 16 | 50 | 25 | 9 | 1147 | 9024 | 11 | 47 | 28 | 14 | 1144 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | | | | | | | | | | | 0 | | | | | | 3 | | | | | |
| All Other Students | | | | | | | | | | | 206 | 15 | 49 | 27 | 10 | 1146 | 13543 | 9 | 41 | 30 | 20 | 1142 |
| Title 1 | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title 1 Services | | | | | | | | | | | 0 | | | | | | 211 | 3 | 18 | 45 | 35 | 1134 |
| All Other Students | | | | | | | | | | | 206 | 15 | 49 | 27 | 10 | 1146 | 13335 | 9 | 42 | 29 | 20 | 1142 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 plan | | | | | | | | | | | 7 | | | | | | 431 | 9 | 39 | 31 | 22 | 1141 |
| All Other Students | | | | | | | | | | | 199 | 14 | 48 | 28 | 10 | 1145 | 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 21

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

| | | 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 | | | | | 596 | 4 |
| | 2009-2010 | | | 14 | 7 | 524 | 4 |
| | 2010-2011 | | | 15 | 7 | 571 | 4 |
| | Cum. Total* | | | | | 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 | | | | | 5674 | 38 |
| | 2009-2010 | | | 102 | 49 | 5736 | 42 |
| | 2010-2011 | | | 118 | 57 | 6040 | 45 |
| | Cum. Total* | | | | | 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 | | | | | 4622 | 31 |
| | 2009-2010 | | | 53 | 25 | 4444 | 32 |
| | 2010-2011 | | | 51 | 25 | 3910 | 29 |
| | Cum. Total* | | | | | 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 | | | | | 4116 | 27 |
| | 2009-2010 | | | 39 | 19 | 3103 | 22 |
| | 2010-2011 | | | 22 | 11 | 3015 | 22 |
| | Cum. Total* | | | | | 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 21

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | State | | | | | | |
|--|--------|---------|---|---------|---|---------|---|---------|---|-------------------|--------|---------|---------|---------|---------|-------------------|--------|---------|---------|---------|---------|-------------------|
| | Tested | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| All Students | | | | | | | | | | | 206 | 7 | 57 | 25 | 11 | 1146 | 13536 | 4 | 45 | 29 | 22 | 1142 |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Male | | | | | | | | | | | 90 | 14 | 57 | 20 | 9 | 1149 | 7003 | 5 | 45 | 27 | 22 | 1142 |
| Female | | | | | | | | | | | 116 | 2 | 58 | 28 | 12 | 1143 | 6533 | 3 | 44 | 31 | 22 | 1141 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Primary Race/Ethnicity | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | | | | | | | | | | | 1 | | | | | | 151 | 5 | 30 | 33 | 32 | 1139 |
| American Indian or Alaskan Native | | | | | | | | | | | 2 | | | | | | 102 | 1 | 31 | 29 | 38 | 1137 |
| Asian | | | | | | | | | | | 0 | | | | | | 165 | 10 | 53 | 19 | 18 | 1145 |
| Black or African American | | | | | | | | | | | 0 | | | | | | 327 | <1 | 20 | 26 | 54 | 1132 |
| Native Hawaiian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 6 | | | | | |
| White (non-Hispanic) | | | | | | | | | | | 203 | 7 | 58 | 24 | 11 | 1146 | 12724 | 4 | 46 | 29 | 21 | 1142 |
| Two or more races | | | | | | | | | | | 0 | | | | | | 61 | 5 | 31 | 44 | 20 | 1140 |
| LEP Status | | | | | | | | | | | | | | | | | | | | | | |
| Currently LEP student | | | | | | | | | | | 2 | | | | | | 252 | 2 | 10 | 22 | 66 | 1130 |
| Former LEP student - monitoring year 1 | | | | | | | | | | | 0 | | | | | | 14 | 0 | 64 | 21 | 14 | 1144 |
| Former LEP student - monitoring year 2 | | | | | | | | | | | 0 | | | | | | 17 | 12 | 47 | 29 | 12 | 1145 |
| All Other Students | | | | | | | | | | | 204 | 7 | 57 | 25 | 11 | 1146 | 13253 | 4 | 45 | 29 | 21 | 1142 |
| IEP | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | | | | | | | | | | | 23 | 4 | 13 | 43 | 39 | 1135 | 1608 | <1 | 9 | 23 | 68 | 1130 |
| All Other Students | | | | | | | | | | | 183 | 8 | 63 | 22 | 7 | 1147 | 11928 | 5 | 49 | 30 | 16 | 1143 |
| SES | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | | | | | | | | | | | 29 | 3 | 41 | 41 | 14 | 1142 | 4519 | 1 | 29 | 34 | 36 | 1137 |
| All Other Students | | | | | | | | | | | 177 | 8 | 60 | 22 | 10 | 1146 | 9017 | 6 | 52 | 26 | 16 | 1144 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | | | | | | | | | | | 0 | | | | | | 3 | | | | | |
| All Other Students | | | | | | | | | | | 206 | 7 | 57 | 25 | 11 | 1146 | 13533 | 4 | 45 | 29 | 22 | 1142 |
| Title 1 | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title 1 Services | | | | | | | | | | | 0 | | | | | | 211 | <1 | 14 | 46 | 39 | 1135 |
| All Other Students | | | | | | | | | | | 206 | 7 | 57 | 25 | 11 | 1146 | 13325 | 4 | 45 | 29 | 22 | 1142 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 plan | | | | | | | | | | | 7 | | | | | | 431 | 4 | 38 | 33 | 25 | 1141 |
| All Other Students | | | | | | | | | | | 199 | 7 | 57 | 25 | 11 | 1145 | 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 21

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

| | 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 | | | | 1062 | 7 |
| | 2009-2010 | | 22 | 11 | 974 | 7 |
| | 2010-2011 | | 20 | 10 | 865 | 6 |
| | Cum. Total* | | | | 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 | | | | 5706 | 39 |
| | 2009-2010 | | 101 | 49 | 5463 | 40 |
| | 2010-2011 | | 113 | 55 | 5255 | 39 |
| | Cum. Total* | | | | 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 | | | | 4487 | 31 |
| | 2009-2010 | | 49 | 24 | 4385 | 32 |
| | 2010-2011 | | 49 | 24 | 4419 | 33 |
| | Cum. Total* | | | | 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 | | | | 3408 | 23 |
| | 2009-2010 | | 36 | 17 | 2997 | 22 |
| | 2010-2011 | | 24 | 12 | 3017 | 22 |
| | Cum. Total* | | | | 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 21

| REPORTING CATEGORIES | School | | | | | | | | | | SAU | | | | | State | | | | | | |
|--|--------|---------|---|---------|---|---------|---|---------|---|-------------------|--------|---------|---------|---------|---------|-------------------|--------|---------|---------|---------|---------|-------------------|
| | Tested | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score | Tested | Level 4 | Level 3 | Level 2 | Level 1 | Mean Scaled Score |
| | N | N | % | N | % | N | % | N | % | | N | % | % | % | % | | N | % | % | % | % | |
| All Students | | | | | | | | | | | 206 | 10 | 55 | 24 | 12 | 1145 | 13556 | 6 | 39 | 33 | 22 | 1140 |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Male | | | | | | | | | | | 90 | 11 | 51 | 22 | 16 | 1144 | 7014 | 5 | 33 | 34 | 28 | 1138 |
| Female | | | | | | | | | | | 116 | 9 | 58 | 25 | 9 | 1146 | 6542 | 8 | 44 | 31 | 17 | 1142 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Primary Race/Ethnicity | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | | | | | | | | | | | 1 | | | | | | 151 | 7 | 27 | 40 | 25 | 1138 |
| American Indian or Alaskan Native | | | | | | | | | | | 2 | | | | | | 104 | 5 | 23 | 36 | 37 | 1134 |
| Asian | | | | | | | | | | | 0 | | | | | | 165 | 5 | 41 | 26 | 28 | 1139 |
| Black or African American | | | | | | | | | | | 0 | | | | | | 327 | 2 | 21 | 29 | 48 | 1131 |
| Native Hawaiian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 6 | | | | | |
| White (non-Hispanic) | | | | | | | | | | | 203 | 10 | 55 | 23 | 12 | 1145 | 12742 | 7 | 39 | 33 | 21 | 1140 |
| Two or more races | | | | | | | | | | | 0 | | | | | | 61 | 2 | 38 | 34 | 26 | 1138 |
| LEP Status | | | | | | | | | | | | | | | | | | | | | | |
| Currently LEP student | | | | | | | | | | | 2 | | | | | | 252 | <1 | 3 | 25 | 71 | 1124 |
| Former LEP student - monitoring year 1 | | | | | | | | | | | 0 | | | | | | 14 | 0 | 14 | 57 | 29 | 1136 |
| Former LEP student - monitoring year 2 | | | | | | | | | | | 0 | | | | | | 17 | 0 | 65 | 35 | 0 | 1146 |
| All Other Students | | | | | | | | | | | 204 | 10 | 55 | 23 | 12 | 1145 | 13273 | 7 | 39 | 33 | 21 | 1140 |
| IEP | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | | | | | | | | | | | 23 | 4 | 9 | 26 | 61 | 1128 | 1614 | 1 | 8 | 24 | 68 | 1126 |
| All Other Students | | | | | | | | | | | 183 | 10 | 61 | 23 | 5 | 1148 | 11942 | 7 | 43 | 34 | 16 | 1142 |
| SES | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | | | | | | | | | | | 29 | 3 | 45 | 28 | 24 | 1139 | 4528 | 2 | 26 | 36 | 36 | 1134 |
| All Other Students | | | | | | | | | | | 177 | 11 | 56 | 23 | 10 | 1146 | 9028 | 9 | 45 | 31 | 15 | 1143 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | | | | | | | | | | | 0 | | | | | | 3 | | | | | |
| All Other Students | | | | | | | | | | | 206 | 10 | 55 | 24 | 12 | 1145 | 13553 | 6 | 39 | 33 | 22 | 1140 |
| Title 1 | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title 1 Services | | | | | | | | | | | 0 | | | | | | 211 | 1 | 14 | 43 | 42 | 1132 |
| All Other Students | | | | | | | | | | | 206 | 10 | 55 | 24 | 12 | 1145 | 13345 | 6 | 39 | 32 | 22 | 1140 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 plan | | | | | | | | | | | 7 | | | | | | 434 | 7 | 33 | 37 | 23 | 1139 |
| All Other Students | | | | | | | | | | | 199 | 9 | 55 | 24 | 12 | 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 21

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 | % |
| | | | | 602 | 4 |
| | | 10 | 5 | 607 | 4 |
| | | 10 | 5 | 644 | 5 |
| | | | | 1853 | 4 |
| | | | | 5431 | 37 |
| | | 95 | 48 | 5120 | 37 |
| | | 97 | 48 | 5312 | 39 |
| | | | | 15863 | 37 |
| | | | | 3876 | 26 |
| | | 47 | 24 | 3857 | 27 |
| | | 54 | 26 | 3580 | 26 |
| | | | | 11313 | 27 |
| | | | | 4958 | 33 |
| | | 47 | 24 | 4443 | 32 |
| | | 43 | 21 | 4038 | 30 |
| | | | | 13439 | 32 |

| Learning Results Content Strands | Number of Points Possible | | Average Points Attained (Number and Percent) | | | | | |
|--|---------------------------|-----|--|---|-------|------|-------|------|
| | | | School | | SAU | | State | |
| | N | % | N | % | N | % | N | % |
| Science Total Points | 56 | 100 | | | 27.30 | 48.8 | 24.90 | 44.5 |
| D. The Physical Setting | 34 | 61 | | | 16.80 | 49.4 | 15.30 | 45.0 |
| D1/D2 Space/Earth | 11 | 20 | | | 4.90 | 44.5 | 4.60 | 41.8 |
| D3/D4 Matter and Energy/Force and Motion | 23 | 41 | | | 11.90 | 51.7 | 10.70 | 46.5 |
| E. The Living Environment | 22 | 39 | | | 10.60 | 48.2 | 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 21

| 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 | | | | | | | | | | | 204 | 5 | 48 | 26 | 21 | 1143 | 13574 | 5 | 39 | 26 | 30 | 1141 |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Male | | | | | | | | | | | 89 | 7 | 54 | 24 | 16 | 1146 | 7041 | 6 | 42 | 24 | 29 | 1142 |
| Female | | | | | | | | | | | 115 | 3 | 43 | 29 | 25 | 1141 | 6533 | 3 | 36 | 29 | 31 | 1140 |
| Not Reported | | | | | | | | | | | 0 | | | | | | 0 | | | | | |
| Primary Race/Ethnicity | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | | | | | | | | | | | 1 | | | | | | 156 | 5 | 33 | 26 | 37 | 1140 |
| American Indian or Alaskan Native | | | | | | | | | | | 2 | | | | | | 104 | 3 | 23 | 30 | 44 | 1137 |
| Asian | | | | | | | | | | | 0 | | | | | | 153 | 6 | 44 | 25 | 25 | 1142 |
| Black or African American | | | | | | | | | | | 0 | | | | | | 333 | 1 | 17 | 15 | 67 | 1132 |
| Native Hawaiian or Pacific Islander | | | | | | | | | | | 0 | | | | | | 7 | | | | | |
| White (non-Hispanic) | | | | | | | | | | | 201 | 5 | 47 | 27 | 21 | 1143 | 12760 | 5 | 40 | 27 | 29 | 1141 |
| Two or more races | | | | | | | | | | | 0 | | | | | | 61 | 3 | 36 | 31 | 30 | 1140 |
| LEP Status | | | | | | | | | | | | | | | | | | | | | | |
| Currently LEP student | | | | | | | | | | | 2 | | | | | | 248 | 1 | 5 | 11 | 83 | 1128 |
| Former LEP student - monitoring year 1 | | | | | | | | | | | 0 | | | | | | 13 | 0 | 31 | 54 | 15 | 1140 |
| Former LEP student - monitoring year 2 | | | | | | | | | | | 0 | | | | | | 16 | 0 | 50 | 31 | 19 | 1142 |
| All Other Students | | | | | | | | | | | 202 | 5 | 48 | 26 | 21 | 1143 | 13297 | 5 | 40 | 27 | 29 | 1141 |
| IEP | | | | | | | | | | | | | | | | | | | | | | |
| Students with an IEP | | | | | | | | | | | 20 | 0 | 10 | 35 | 55 | 1135 | 1644 | 1 | 10 | 19 | 70 | 1132 |
| All Other Students | | | | | | | | | | | 184 | 5 | 52 | 26 | 17 | 1144 | 11930 | 5 | 43 | 27 | 24 | 1142 |
| SES | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged Students | | | | | | | | | | | 28 | 0 | 46 | 29 | 25 | 1141 | 4554 | 2 | 26 | 28 | 44 | 1137 |
| All Other Students | | | | | | | | | | | 176 | 6 | 48 | 26 | 20 | 1144 | 9020 | 6 | 46 | 26 | 22 | 1143 |
| Migrant | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | | | | | | | | | | | 0 | | | | | | 4 | | | | | |
| All Other Students | | | | | | | | | | | 204 | 5 | 48 | 26 | 21 | 1143 | 13570 | 5 | 39 | 26 | 30 | 1141 |
| Title 1 | | | | | | | | | | | | | | | | | | | | | | |
| Students Receiving Title 1 Services | | | | | | | | | | | 0 | | | | | | 210 | 0 | 18 | 31 | 51 | 1135 |
| All Other Students | | | | | | | | | | | 204 | 5 | 48 | 26 | 21 | 1143 | 13364 | 5 | 39 | 26 | 29 | 1141 |
| 504 Plan | | | | | | | | | | | | | | | | | | | | | | |
| Students with a 504 plan | | | | | | | | | | | 7 | | | | | | 430 | 5 | 40 | 25 | 30 | 1142 |
| All Other Students | | | | | | | | | | | 197 | 4 | 47 | 27 | 22 | 1143 | 13144 | 5 | 39 | 26 | 30 | 1141 |

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

NOTE: Some achievement level results have been left blank because fewer than ten (10) students were tested. N = Number