



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: 3170  
SAU: RSU 25

## Contents of the Report

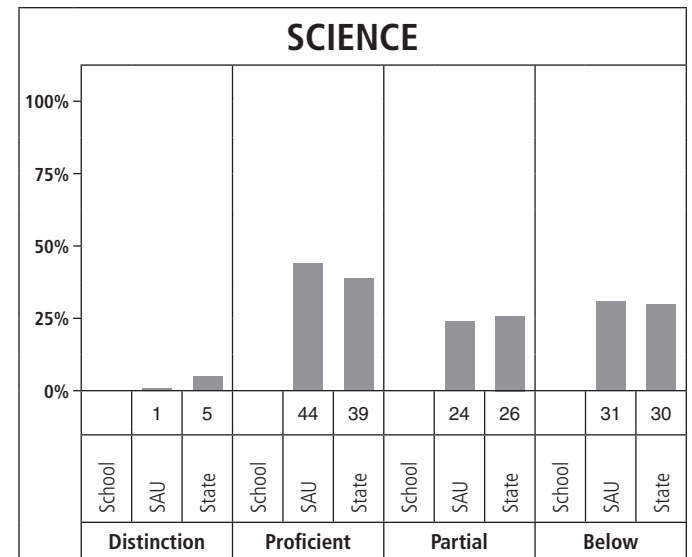
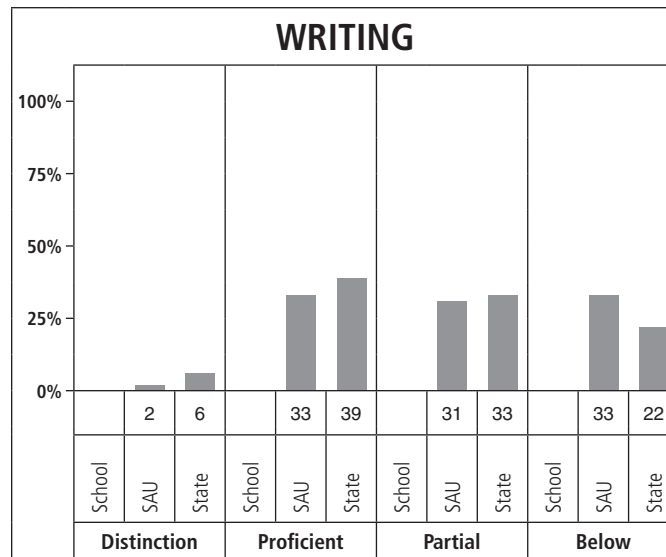
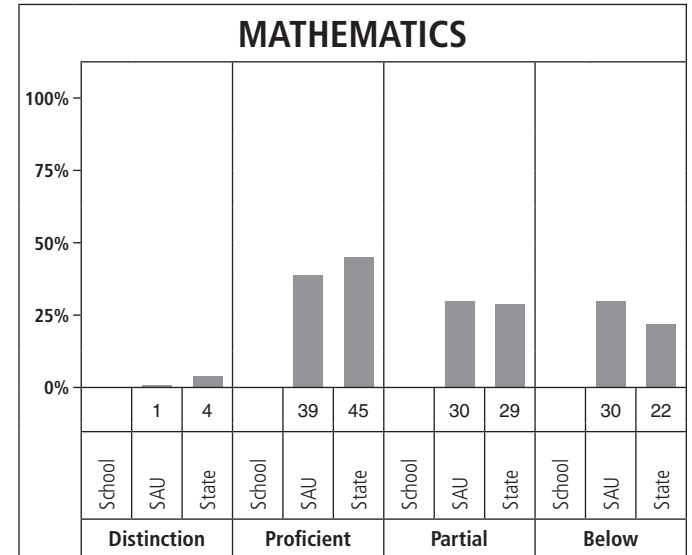
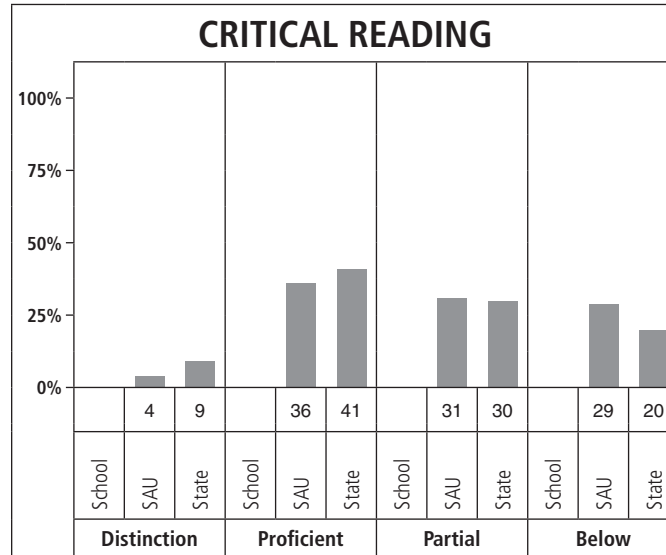
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2011  
SAU: RSU 25

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2008–2009 2009–2010 <b>2010–2011</b> Cum. Average*		<b>1136</b> <b>1138</b>	<b>1141</b> <b>1141</b> <b>1142</b> <b>1141</b>
<b>Mathematics</b> 2008–2009 2009–2010 <b>2010–2011</b> Cum. Average*		<b>1137</b> <b>1140</b>	<b>1141</b> <b>1142</b> <b>1142</b> <b>1142</b>
<b>Writing</b> 2008–2009 2009–2010 <b>2010–2011</b> Cum. Average*		<b>1134</b> <b>1136</b>	<b>1140</b> <b>1140</b> <b>1140</b> <b>1140</b>
<b>Science</b> 2008–2009 2009–2010 <b>2010–2011</b> Cum. Average*		<b>1136</b> <b>1140</b>	<b>1140</b> <b>1141</b> <b>1141</b> <b>1141</b>



\*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 25

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																								
							Critical Reading						Mathematics						Writing						Science						
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
<b>Total number of students</b>			112	100	14331	100			105	94	13752	96			105	94	13748	96			105	94	13759	96			108	96	13776	96	
<b>Ethnicity</b> Hispanic or Latino			0	0	174	1			0	0	155	90			0	0	155	90			0	0	155	90			0	0	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native			1	1	116	1			0	0	103	89			0	0	102	88			0	0	104	90			0	0	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			2	2	364	3			2	100	337	93			2	100	339	93			2	100	338	93			2	100	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			109	97	13429	94			103	94	12919	96			103	94	12914	96			103	94	12924	96			106	97	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	
<b>Identified disability</b>			23	21	1998	14			18	78	1820	91			18	78	1820	91			18	78	1817	91			20	87	1846	93	
<b>Current LEP</b>			0	0	274	2			0	0	257	94			0	0	257	94			0	0	257	94			0	0	253	92	
<b>Economically disadvantaged</b>			35	31	4967	35			31	89	4644	94			31	89	4644	94			31	89	4649	94			34	97	4674	94	
<b>Migrant</b>			0	0	5	<1			0	0	3	60			0	0	3	60			0	0	3	60			0	0	4	80	

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Participation without accommodations</b>			92	82	12231	85			92	82	12224	85			92	82	12238	85			95	85	12309	86
Identified disability (IEP)			9	10	732	6			9	10	730	6			9	10	731	6			11	12	786	6
LEP			0	0	198	2			0	0	198	2			0	0	198	2			0	0	197	2
<b>Participation with accommodations</b>			13	12	1315	9			13	12	1312	9			13	12	1318	9			13	12	1265	9
Identified disability (IEP)			9	69	882	67			9	69	878	67			9	69	883	67			9	69	858	68
LEP			0	0	54	4			0	0	54	4			0	0	54	4			0	0	51	4
<b>Participation through alternate assessment (PAAP)</b>			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
<b>Approved non-participation in reading – 1st year LEP</b>			0	0	0	0																		
<b>Approved non-participation – special consideration</b>			0	0	14	<1			0	0	14	<1			0	0	14	<1			0	0	14	<1
<b>Non-participation – other</b>			7	6	565	4			7	6	569	4			7	6	558	4			4	4	541	4

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

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

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

# CRITICAL READING RESULTS

Test Date: May 2011  
SAU: RSU 25

**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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162–1180)	2008-2009					1339	9
	2009-2010			6	7	1369	10
	<b>2010-2011</b>			<b>4</b>	<b>4</b>	<b>1165</b>	<b>9</b>
	Cum. Total*					3873	9
<b>Proficient</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142–1160)	2008-2009					5897	40
	2009-2010			26	29	5248	38
	<b>2010-2011</b>			<b>38</b>	<b>36</b>	<b>5595</b>	<b>41</b>
	Cum. Total*					16740	40
<b>Partially Proficient</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130–1140)	2008-2009					4169	28
	2009-2010			25	27	4121	30
	<b>2010-2011</b>			<b>33</b>	<b>31</b>	<b>4010</b>	<b>30</b>
	Cum. Total*					12300	29
<b>Substantially Below Proficient</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100–1128)	2008-2009					3255	22
	2009-2010			34	37	3081	22
	<b>2010-2011</b>			<b>30</b>	<b>29</b>	<b>2776</b>	<b>20</b>
	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 25

REPORTING CATEGORIES	School										SAU					State						
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>											105	4	36	31	29	1138	13546	9	41	30	20	1142
<b>Gender</b>																						
Male											54	4	26	33	37	1134	7007	8	38	29	24	1140
Female											51	4	47	29	20	1143	6539	9	44	30	16	1143
Not Reported											0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino											0						151	9	36	26	29	1140
American Indian or Alaskan Native											0						103	4	31	33	32	1137
Asian											0						165	10	42	19	29	1141
Black or African American											2						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander											0						6					
White (non-Hispanic)											103	4	36	31	29	1138	12734	9	42	30	19	1142
Two or more races											0						61	3	36	39	21	1139
<b>LEP Status</b>																						
Currently LEP student											0						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											105	4	36	31	29	1138	13263	9	42	30	19	1142
<b>IEP</b>																						
Students with an IEP											18	0	6	22	72	1124	1614	1	11	26	62	1128
All Other Students											87	5	43	33	20	1141	11932	10	45	30	15	1144
<b>SES</b>																						
Economically Disadvantaged Students											31	0	23	32	45	1133	4522	3	30	33	33	1136
All Other Students											74	5	42	31	22	1141	9024	11	47	28	14	1144
<b>Migrant</b>																						
Migrant Students											0						3					
All Other Students											105	4	36	31	29	1138	13543	9	41	30	20	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services											18	0	17	33	50	1131	211	3	18	45	35	1134
All Other Students											87	5	40	31	24	1140	13335	9	42	29	20	1142
<b>504 Plan</b>																						
Students with a 504 plan											3						431	9	39	31	22	1141
All Other Students											102	4	36	32	27	1139	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 25

**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	%
<p><b>Proficient with Distinction</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162–1180)</p>	2008-2009					596	4
	2009-2010			0	0	524	4
	<b>2010-2011</b>			<b>1</b>	<b>1</b>	<b>571</b>	<b>4</b>
	Cum. Total*					1691	4
<p><b>Proficient</b> – The student’s work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142–1160)</p>	2008-2009					5674	38
	2009-2010			27	30	5736	42
	<b>2010-2011</b>			<b>41</b>	<b>39</b>	<b>6040</b>	<b>45</b>
	Cum. Total*					17450	41
<p><b>Partially Proficient</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134–1140)</p>	2008-2009					4622	31
	2009-2010			29	32	4444	32
	<b>2010-2011</b>			<b>32</b>	<b>30</b>	<b>3910</b>	<b>29</b>
	Cum. Total*					12976	31
<p><b>Substantially Below Proficient</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100–1132)</p>	2008-2009					4116	27
	2009-2010			35	38	3103	22
	<b>2010-2011</b>			<b>31</b>	<b>30</b>	<b>3015</b>	<b>22</b>
	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 25

REPORTING CATEGORIES	School										SAU					State						
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>											105	1	39	30	30	1140	13536	4	45	29	22	1142
<b>Gender</b>																						
Male											54	2	26	33	39	1137	7003	5	45	27	22	1142
Female											51	0	53	27	20	1142	6533	3	44	31	22	1141
Not Reported											0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino											0						151	5	30	33	32	1139
American Indian or Alaskan Native											0						102	1	31	29	38	1137
Asian											0						165	10	53	19	18	1145
Black or African American											2						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander											0						6					
White (non-Hispanic)											103	1	39	31	29	1140	12724	4	46	29	21	1142
Two or more races											0						61	5	31	44	20	1140
<b>LEP Status</b>																						
Currently LEP student											0						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											105	1	39	30	30	1140	13253	4	45	29	21	1142
<b>IEP</b>																						
Students with an IEP											18	0	6	22	72	1128	1608	<1	9	23	68	1130
All Other Students											87	1	46	32	21	1142	11928	5	49	30	16	1143
<b>SES</b>																						
Economically Disadvantaged Students											31	0	26	26	48	1135	4519	1	29	34	36	1137
All Other Students											74	1	45	32	22	1142	9017	6	52	26	16	1144
<b>Migrant</b>																						
Migrant Students											0						3					
All Other Students											105	1	39	30	30	1140	13533	4	45	29	22	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services											18	0	11	56	33	1133	211	<1	14	46	39	1135
All Other Students											87	1	45	25	29	1141	13325	4	45	29	22	1142
<b>504 Plan</b>																						
Students with a 504 plan											3						431	4	38	33	25	1141
All Other Students											102	1	39	30	29	1140	13105	4	45	29	22	1142

# WRITING RESULTS

Test Date: May 2011  
SAU: RSU 25

**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><b>Proficient with Distinction</b> – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162–1180)</p>	2008-2009				1062	7
	2009-2010		3	3	974	7
	<b>2010-2011</b>		<b>2</b>	<b>2</b>	<b>865</b>	<b>6</b>
	Cum. Total*				2901	7
<p><b>Proficient</b> – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142–1160)</p>	2008-2009				5706	39
	2009-2010		25	27	5463	40
	<b>2010-2011</b>		<b>35</b>	<b>33</b>	<b>5255</b>	<b>39</b>
	Cum. Total*				16424	39
<p><b>Partially Proficient</b> – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130–1140)</p>	2008-2009				4487	31
	2009-2010		30	33	4385	32
	<b>2010-2011</b>		<b>33</b>	<b>31</b>	<b>4419</b>	<b>33</b>
	Cum. Total*				13291	32
<p><b>Substantially Below Proficient</b> – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100–1128)</p>	2008-2009				3408	23
	2009-2010		33	36	2997	22
	<b>2010-2011</b>		<b>35</b>	<b>33</b>	<b>3017</b>	<b>22</b>
	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 25

REPORTING CATEGORIES	School										SAU					State						
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>											105	2	33	31	33	1136	13556	6	39	33	22	1140
<b>Gender</b>																						
Male											54	4	22	31	43	1132	7014	5	33	34	28	1138
Female											51	0	45	31	24	1139	6542	8	44	31	17	1142
Not Reported											0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino											0						151	7	27	40	25	1138
American Indian or Alaskan Native											0						104	5	23	36	37	1134
Asian											0						165	5	41	26	28	1139
Black or African American											2						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander											0						6					
White (non-Hispanic)											103	2	34	31	33	1136	12742	7	39	33	21	1140
Two or more races											0						61	2	38	34	26	1138
<b>LEP Status</b>																						
Currently LEP student											0						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											105	2	33	31	33	1136	13273	7	39	33	21	1140
<b>IEP</b>																						
Students with an IEP											18	0	0	22	78	1121	1614	1	8	24	68	1126
All Other Students											87	2	40	33	24	1139	11942	7	43	34	16	1142
<b>SES</b>																						
Economically Disadvantaged Students											31	3	16	32	48	1130	4528	2	26	36	36	1134
All Other Students											74	1	41	31	27	1138	9028	9	45	31	15	1143
<b>Migrant</b>																						
Migrant Students											0						3					
All Other Students											105	2	33	31	33	1136	13553	6	39	33	22	1140
<b>Title 1</b>																						
Students Receiving Title 1 Services											18	0	11	39	50	1130	211	1	14	43	42	1132
All Other Students											87	2	38	30	30	1137	13345	6	39	32	22	1140
<b>504 Plan</b>																						
Students with a 504 plan											3						434	7	33	37	23	1139
All Other Students											102	2	34	29	34	1136	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 25

**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
		2	2	607	4
		<b>1</b>	<b>1</b>	<b>644</b>	<b>5</b>
				1853	4
				5431	37
		20	21	5120	37
		<b>47</b>	<b>44</b>	<b>5312</b>	<b>39</b>
				15863	37
				3876	26
		30	31	3857	27
		<b>26</b>	<b>24</b>	<b>3580</b>	<b>26</b>
				11313	27
				4958	33
		44	46	4443	32
		<b>34</b>	<b>31</b>	<b>4038</b>	<b>30</b>
				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			24.40	43.6	24.90	44.5
D. The Physical Setting	34	61			15.10	44.4	15.30	45.0
D1/D2 Space/Earth	11	20			4.50	40.9	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41			10.60	46.1	10.70	46.5
E. The Living Environment	22	39			9.20	41.8	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 25

REPORTING CATEGORIES	School										SAU					State						
	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>											108	1	44	24	31	1140	13574	5	39	26	30	1141
<b>Gender</b>																						
Male											56	2	39	21	38	1139	7041	6	42	24	29	1142
Female											52	0	48	27	25	1141	6533	3	36	29	31	1140
Not Reported											0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino											0						156	5	33	26	37	1140
American Indian or Alaskan Native											0						104	3	23	30	44	1137
Asian											0						153	6	44	25	25	1142
Black or African American											2						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander											0						7					
White (non-Hispanic)											106	0	44	24	32	1140	12760	5	40	27	29	1141
Two or more races											0						61	3	36	31	30	1140
<b>LEP Status</b>																						
Currently LEP student											0						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											108	1	44	24	31	1140	13297	5	40	27	29	1141
<b>IEP</b>																						
Students with an IEP											20	0	5	15	80	1129	1644	1	10	19	70	1132
All Other Students											88	1	52	26	20	1143	11930	5	43	27	24	1142
<b>SES</b>																						
Economically Disadvantaged Students											34	0	29	21	50	1136	4554	2	26	28	44	1137
All Other Students											74	1	50	26	23	1142	9020	6	46	26	22	1143
<b>Migrant</b>																						
Migrant Students											0						4					
All Other Students											108	1	44	24	31	1140	13570	5	39	26	30	1141
<b>Title 1</b>																						
Students Receiving Title 1 Services											18	0	28	22	50	1135	210	0	18	31	51	1135
All Other Students											90	1	47	24	28	1141	13364	5	39	26	29	1141
<b>504 Plan</b>																						
Students with a 504 plan											3						430	5	40	25	30	1142
All Other Students											105	1	44	24	31	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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