



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: 31721326  
SAU: RSU 34  
School: Old Town High School

## Contents of the Report

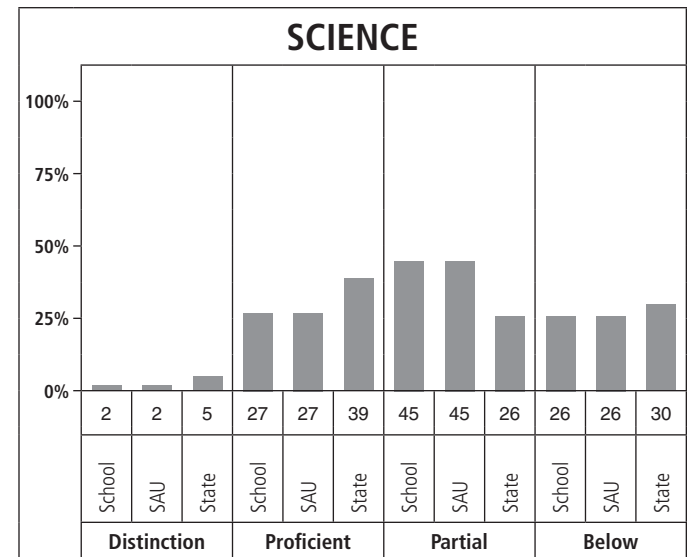
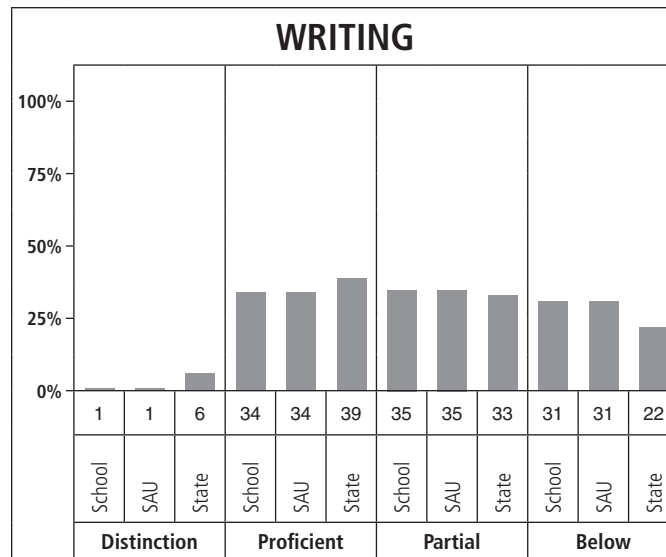
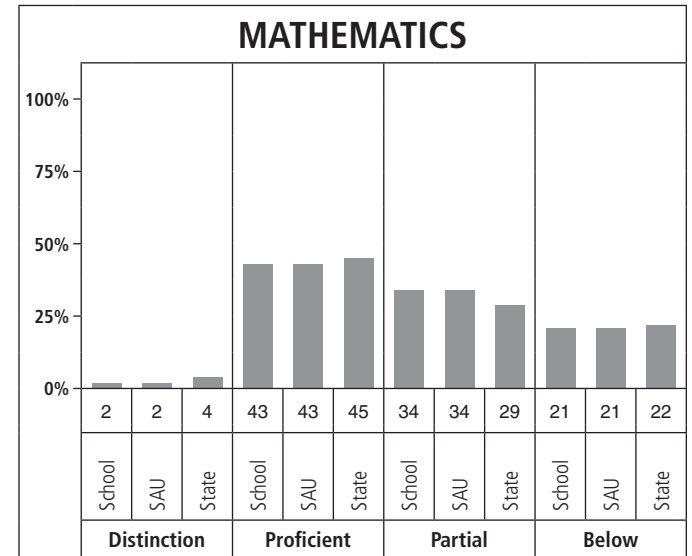
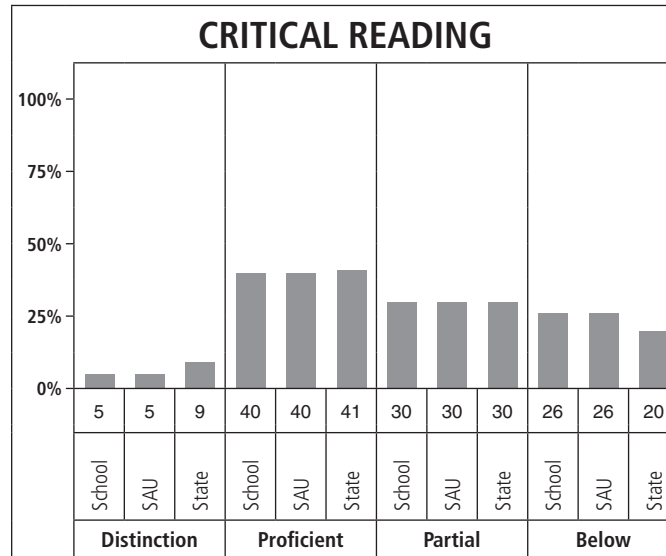
The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2011  
SAU: RSU 34  
School: Old Town High School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2008–2009	1138		1141
2009–2010	1139	1139	1141
<b>2010–2011</b>	<b>1139</b>	<b>1139</b>	<b>1142</b>
Cum. Average*	1139		1141
<b>Mathematics</b>			
2008–2009	1138		1141
2009–2010	1141	1141	1142
<b>2010–2011</b>	<b>1140</b>	<b>1140</b>	<b>1142</b>
Cum. Average*	1140		1142
<b>Writing</b>			
2008–2009	1137		1140
2009–2010	1139	1139	1140
<b>2010–2011</b>	<b>1136</b>	<b>1136</b>	<b>1140</b>
Cum. Average*	1137		1140
<b>Science</b>			
2008–2009	1138		1140
2009–2010	1139	1139	1141
<b>2010–2011</b>	<b>1139</b>	<b>1139</b>	<b>1141</b>
Cum. Average*	1139		1141



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

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2011  
SAU: RSU 34  
School: Old Town High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																								
	School		SAU		State		Critical Reading						Mathematics						Writing						Science						
	N	%	N	%	N	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		
							N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>Total number of students</b>	135	100	135	100	14331	100	127	94	127	94	13752	96	127	94	127	94	13748	96	127	94	127	94	13759	96	127	94	127	94	13776	96	
<b>Ethnicity</b> Hispanic or Latino	1	1	1	1	174	1	1	100	1	100	155	90	1	100	1	100	155	90	1	100	1	100	155	90	1	100	1	100	160	92	
Not Hispanic or Latino	American Indian or Alaskan Native	5	4	5	4	116	1	5	100	5	100	103	89	5	100	5	100	102	88	5	100	5	100	104	90	5	100	5	100	104	90
	Asian	1	1	1	1	176	1	1	100	1	100	170	97	1	100	1	100	170	97	1	100	1	100	170	97	1	100	1	100	158	90
	Black or African American	0	0	0	0	364	3	0	0	0	0	337	93	0	0	0	0	339	93	0	0	0	0	338	93	0	0	0	0	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	128	95	128	95	13429	94	120	94	120	94	12919	96	120	94	120	94	12914	96	120	94	120	94	12924	96	120	94	120	94	12941	96
Two or more races	0	0	0	0	65	<1	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	97	0	0	0	0	62	95	
<b>Identified disability</b>	27	20	27	20	1998	14	26	96	26	96	1820	91	26	96	26	96	1820	91	26	96	26	96	1817	91	26	96	26	96	1846	93	
<b>Current LEP</b>	0	0	0	0	274	2	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	257	94	0	0	0	0	253	92	
<b>Economically disadvantaged</b>	50	37	50	37	4967	35	47	94	47	94	4644	94	47	94	47	94	4644	94	47	94	47	94	4649	94	46	92	46	92	4674	94	
<b>Migrant</b>	0	0	0	0	5	<1	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	3	60	0	0	0	0	4	80	

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Participation without accommodations</b>	108	80	108	80	12231	85	108	80	108	80	12224	85	108	80	108	80	12238	85	108	80	108	80	12309	86
Identified disability (IEP)	10	9	10	9	732	6	10	9	10	9	730	6	10	9	10	9	731	6	10	9	10	9	786	6
LEP	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	198	2	0	0	0	0	197	2
<b>Participation with accommodations</b>	13	10	13	10	1315	9	13	10	13	10	1312	9	13	10	13	10	1318	9	13	10	13	10	1265	9
Identified disability (IEP)	10	77	10	77	882	67	10	77	10	77	878	67	10	77	10	77	883	67	10	77	10	77	858	68
LEP	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	54	4	0	0	0	0	51	4
<b>Participation through alternate assessment (PAAP)</b>	6	4	6	4	206	1	6	4	6	4	212	1	6	4	6	4	203	1	6	4	6	4	202	1
Identified disability (IEP)	6	100	6	100	206	100	6	100	6	100	212	100	6	100	6	100	203	100	6	100	6	100	202	100
LEP	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2	0	0	0	0	5	2
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1	0	0	0	0	14	<1
<b>Non-participation – other</b>	8	6	8	6	565	4	8	6	8	6	569	4	8	6	8	6	558	4	8	6	8	6	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 34  
 School: Old Town 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	%
<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	4	4			1339	9
	2009-2010	5	3	5	3	1369	10
	<b>2010-2011</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>1165</b>	<b>9</b>
	Cum. Total*	15	4			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	41	37			5897	40
	2009-2010	51	35	54	36	5248	38
	<b>2010-2011</b>	<b>48</b>	<b>40</b>	<b>48</b>	<b>40</b>	<b>5595</b>	<b>41</b>
	Cum. Total*	140	37			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	31	28			4169	28
	2009-2010	51	35	51	34	4121	30
	<b>2010-2011</b>	<b>36</b>	<b>30</b>	<b>36</b>	<b>30</b>	<b>4010</b>	<b>30</b>
	Cum. Total*	118	31			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	36	32			3255	22
	2009-2010	39	27	39	26	3081	22
	<b>2010-2011</b>	<b>31</b>	<b>26</b>	<b>31</b>	<b>26</b>	<b>2776</b>	<b>20</b>
	Cum. Total*	106	28			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 34  
School: Old Town 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	%	%	%	%	
<b>All Students</b>	121	6	5	48	40	36	30	31	26	1139	121	5	40	30	26	1139	13546	9	41	30	20	1142
<b>Gender</b>																						
Male	61	3	5	23	38	16	26	19	31	1139	61	5	38	26	31	1139	7007	8	38	29	24	1140
Female	60	3	5	25	42	20	33	12	20	1139	60	5	42	33	20	1139	6539	9	44	30	16	1143
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						151	9	36	26	29	1140
American Indian or Alaskan Native	5										5						103	4	31	33	32	1137
Asian	1										1						165	10	42	19	29	1141
Black or African American	0										0						326	2	20	28	50	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	114	6	5	46	40	33	29	29	25	1139	114	5	40	29	25	1139	12734	9	42	30	19	1142
Two or more races	0										0						61	3	36	39	21	1139
<b>LEP Status</b>																						
Currently LEP student	0										0						252	<1	3	19	77	1123
Former LEP student - monitoring year 1	1										1						14	0	36	50	14	1139
Former LEP student - monitoring year 2	0										0						17	0	59	41	0	1143
All Other Students	120	6	5	48	40	36	30	30	25	1139	120	5	40	30	25	1139	13263	9	42	30	19	1142
<b>IEP</b>																						
Students with an IEP	20	0	0	2	10	3	15	15	75	1127	20	0	10	15	75	1127	1614	1	11	26	62	1128
All Other Students	101	6	6	46	46	33	33	16	16	1142	101	6	46	33	16	1142	11932	10	45	30	15	1144
<b>SES</b>																						
Economically Disadvantaged Students	41	1	2	18	44	8	20	14	34	1137	41	2	44	20	34	1137	4522	3	30	33	33	1136
All Other Students	80	5	6	30	38	28	35	17	21	1141	80	6	38	35	21	1141	9024	11	47	28	14	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	121	6	5	48	40	36	30	31	26	1139	121	5	40	30	26	1139	13543	9	41	30	20	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	3	18	45	35	1134
All Other Students	121	6	5	48	40	36	30	31	26	1139	121	5	40	30	26	1139	13335	9	42	29	20	1142
<b>504 Plan</b>																						
Students with a 504 plan	6										6						431	9	39	31	22	1141
All Other Students	115	6	5	46	40	33	29	30	26	1139	115	5	40	29	26	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 34  
School: Old Town 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	%
<b>Proficient with Distinction</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162–1180)	2008-2009	2	2			596	4
	2009-2010	1	1	1	1	524	4
	<b>2010-2011</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>571</b>	<b>4</b>
	Cum. Total*	5	1			1691	4
<b>Proficient</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142–1160)	2008-2009	31	27			5674	38
	2009-2010	61	42	64	43	5736	42
	<b>2010-2011</b>	<b>52</b>	<b>43</b>	<b>52</b>	<b>43</b>	<b>6040</b>	<b>45</b>
	Cum. Total*	144	38			17450	41
<b>Partially Proficient</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134–1140)	2008-2009	43	37			4622	31
	2009-2010	52	36	52	35	4444	32
	<b>2010-2011</b>	<b>41</b>	<b>34</b>	<b>41</b>	<b>34</b>	<b>3910</b>	<b>29</b>
	Cum. Total*	136	36			12976	31
<b>Substantially Below Proficient</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100–1132)	2008-2009	39	34			4116	27
	2009-2010	32	22	32	21	3103	22
	<b>2010-2011</b>	<b>26</b>	<b>21</b>	<b>26</b>	<b>21</b>	<b>3015</b>	<b>22</b>
	Cum. Total*	97	25			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 34  
School: Old Town 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	%	%	%	%	
<b>All Students</b>	121	2	2	52	43	41	34	26	21	1140	121	2	43	34	21	1140	13536	4	45	29	22	1142
<b>Gender</b>																						
Male	61	1	2	26	43	22	36	12	20	1141	61	2	43	36	20	1141	7003	5	45	27	22	1142
Female	60	1	2	26	43	19	32	14	23	1139	60	2	43	32	23	1139	6533	3	44	31	22	1141
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						151	5	30	33	32	1139
American Indian or Alaskan Native	5										5						102	1	31	29	38	1137
Asian	1										1						165	10	53	19	18	1145
Black or African American	0										0						327	<1	20	26	54	1132
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	114	2	2	49	43	38	33	25	22	1140	114	2	43	33	22	1140	12724	4	46	29	21	1142
Two or more races	0										0						61	5	31	44	20	1140
<b>LEP Status</b>																						
Currently LEP student	0										0						252	2	10	22	66	1130
Former LEP student - monitoring year 1	1										1						14	0	64	21	14	1144
Former LEP student - monitoring year 2	0										0						17	12	47	29	12	1145
All Other Students	120	2	2	52	43	41	34	25	21	1140	120	2	43	34	21	1140	13253	4	45	29	21	1142
<b>IEP</b>																						
Students with an IEP	20	0	0	3	15	6	30	11	55	1133	20	0	15	30	55	1133	1608	<1	9	23	68	1130
All Other Students	101	2	2	49	49	35	35	15	15	1142	101	2	49	35	15	1142	11928	5	49	30	16	1143
<b>SES</b>																						
Economically Disadvantaged Students	41	0	0	13	32	17	41	11	27	1138	41	0	32	41	27	1138	4519	1	29	34	36	1137
All Other Students	80	2	3	39	49	24	30	15	19	1142	80	3	49	30	19	1142	9017	6	52	26	16	1144
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	121	2	2	52	43	41	34	26	21	1140	121	2	43	34	21	1140	13533	4	45	29	22	1142
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	<1	14	46	39	1135
All Other Students	121	2	2	52	43	41	34	26	21	1140	121	2	43	34	21	1140	13325	4	45	29	22	1142
<b>504 Plan</b>																						
Students with a 504 plan	6										6						431	4	38	33	25	1141
All Other Students	115	2	2	49	43	40	35	24	21	1140	115	2	43	35	21	1140	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 34  
School: Old Town 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><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	5	4			1062	7
	2009-2010	9	6	10	7	974	7
	2010-2011	1	1	1	1	865	6
	Cum. Total*	15	4			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	39	35			5706	39
	2009-2010	51	35	53	36	5463	40
	2010-2011	41	34	41	34	5255	39
	Cum. Total*	131	35			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	31	28			4487	31
	2009-2010	49	34	49	33	4385	32
	2010-2011	42	35	42	35	4419	33
	Cum. Total*	122	32			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	37	33			3408	23
	2009-2010	37	25	37	25	2997	22
	2010-2011	37	31	37	31	3017	22
	Cum. Total*	111	29			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 34  
School: Old Town 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	%	%	%	%	
<b>All Students</b>	121	1	1	41	34	42	35	37	31	1136	121	1	34	35	31	1136	13556	6	39	33	22	1140
<b>Gender</b>																						
Male	61	0	0	17	28	20	33	24	39	1133	61	0	28	33	39	1133	7014	5	33	34	28	1138
Female	60	1	2	24	40	22	37	13	22	1139	60	2	40	37	22	1139	6542	8	44	31	17	1142
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						151	7	27	40	25	1138
American Indian or Alaskan Native	5										5						104	5	23	36	37	1134
Asian	1										1						165	5	41	26	28	1139
Black or African American	0										0						327	2	21	29	48	1131
Native Hawaiian or Pacific Islander	0										0						6					
White (non-Hispanic)	114	1	1	40	35	39	34	34	30	1136	114	1	35	34	30	1136	12742	7	39	33	21	1140
Two or more races	0										0						61	2	38	34	26	1138
<b>LEP Status</b>																						
Currently LEP student	0										0						252	<1	3	25	71	1124
Former LEP student - monitoring year 1	1										1						14	0	14	57	29	1136
Former LEP student - monitoring year 2	0										0						17	0	65	35	0	1146
All Other Students	120	1	1	41	34	42	35	36	30	1136	120	1	34	35	30	1136	13273	7	39	33	21	1140
<b>IEP</b>																						
Students with an IEP	20	0	0	0	0	4	20	16	80	1122	20	0	0	20	80	1122	1614	1	8	24	68	1126
All Other Students	101	1	1	41	41	38	38	21	21	1139	101	1	41	38	21	1139	11942	7	43	34	16	1142
<b>SES</b>																						
Economically Disadvantaged Students	41	0	0	11	27	15	37	15	37	1133	41	0	27	37	37	1133	4528	2	26	36	36	1134
All Other Students	80	1	1	30	38	27	34	22	28	1138	80	1	38	34	28	1138	9028	9	45	31	15	1143
<b>Migrant</b>																						
Migrant Students	0										0						3					
All Other Students	121	1	1	41	34	42	35	37	31	1136	121	1	34	35	31	1136	13553	6	39	33	22	1140
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						211	1	14	43	42	1132
All Other Students	121	1	1	41	34	42	35	37	31	1136	121	1	34	35	31	1136	13345	6	39	32	22	1140
<b>504 Plan</b>																						
Students with a 504 plan	6										6						434	7	33	37	23	1139
All Other Students	115	1	1	40	35	39	34	35	30	1136	115	1	35	34	30	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 34  
School: Old Town 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.

**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	%
<b>Proficient with Distinction</b>	2008–2009 2009–2010 <b>2010–2011</b> Cum. Total*	3 4 <b>2</b> 9	3 3 <b>2</b> 2		602 607 <b>644</b> 1853	4 4 <b>5</b> 4
<b>Proficient</b>	2008–2009 2009–2010 <b>2010–2011</b> Cum. Total*	32 49 <b>33</b> 114	28 33 <b>27</b> 30	52 35 <b>33</b>	5431 5120 <b>5312</b> 15863	37 37 <b>39</b> 37
<b>Partially Proficient</b>	2008–2009 2009–2010 <b>2010–2011</b> Cum. Total*	30 42 <b>55</b> 127	26 29 <b>45</b> 33	42 28 <b>55</b>	3876 3857 <b>3580</b> 11313	26 27 <b>26</b> 27
<b>Substantially Below Proficient</b>	2008–2009 2009–2010 <b>2010–2011</b> Cum. Total*	50 52 <b>31</b> 133	43 35 <b>26</b> 35	52 35 <b>31</b>	4958 4443 <b>4038</b> 13439	33 32 <b>30</b> 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	22.80	40.7	22.80	40.7	24.90	44.5
D. The Physical Setting	34	61	14.20	41.8	14.20	41.8	15.30	45.0
D1/D2 Space/Earth	11	20	4.20	38.2	4.20	38.2	4.60	41.8
D3/D4 Matter and Energy/Force and Motion	23	41	10.00	43.5	10.00	43.5	10.70	46.5
E. The Living Environment	22	39	8.60	39.1	8.60	39.1	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 34  
School: Old Town 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	%	%	%	%	
<b>All Students</b>	121	2	2	33	27	55	45	31	26	1139	121	2	27	45	26	1139	13574	5	39	26	30	1141
<b>Gender</b>																						
Male	62	0	0	22	35	24	39	16	26	1139	62	0	35	39	26	1139	7041	6	42	24	29	1142
Female	59	2	3	11	19	31	53	15	25	1139	59	3	19	53	25	1139	6533	3	36	29	31	1140
Not Reported	0										0						0					
<b>Primary Race/Ethnicity</b>																						
Hispanic or Latino	1										1						156	5	33	26	37	1140
American Indian or Alaskan Native	5										5						104	3	23	30	44	1137
Asian	1										1						153	6	44	25	25	1142
Black or African American	0										0						333	1	17	15	67	1132
Native Hawaiian or Pacific Islander	0										0						7					
White (non-Hispanic)	114	2	2	30	26	53	46	29	25	1139	114	2	26	46	25	1139	12760	5	40	27	29	1141
Two or more races	0										0						61	3	36	31	30	1140
<b>LEP Status</b>																						
Currently LEP student	0										0						248	1	5	11	83	1128
Former LEP student - monitoring year 1	1										1						13	0	31	54	15	1140
Former LEP student - monitoring year 2	0										0						16	0	50	31	19	1142
All Other Students	120	2	2	33	28	55	46	30	25	1139	120	2	28	46	25	1139	13297	5	40	27	29	1141
<b>IEP</b>																						
Students with an IEP	20	0	0	3	15	5	25	12	60	1132	20	0	15	25	60	1132	1644	1	10	19	70	1132
All Other Students	101	2	2	30	30	50	50	19	19	1141	101	2	30	50	19	1141	11930	5	43	27	24	1142
<b>SES</b>																						
Economically Disadvantaged Students	40	0	0	11	28	16	40	13	33	1138	40	0	28	40	33	1138	4554	2	26	28	44	1137
All Other Students	81	2	2	22	27	39	48	18	22	1140	81	2	27	48	22	1140	9020	6	46	26	22	1143
<b>Migrant</b>																						
Migrant Students	0										0						4					
All Other Students	121	2	2	33	27	55	45	31	26	1139	121	2	27	45	26	1139	13570	5	39	26	30	1141
<b>Title 1</b>																						
Students Receiving Title 1 Services	0										0						210	0	18	31	51	1135
All Other Students	121	2	2	33	27	55	45	31	26	1139	121	2	27	45	26	1139	13364	5	39	26	29	1141
<b>504 Plan</b>																						
Students with a 504 plan	6										6						430	5	40	25	30	1142
All Other Students	115	2	2	31	27	52	45	30	26	1139	115	2	27	45	26	1139	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