



August 2009

DEPARTMENT OF EDUCATION
2008–2009 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 Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) 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. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine’s *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student 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 2009 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 roster 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, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

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,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2009
Code: 11341904
SAU: Portland Public Schools
School: Casco Bay 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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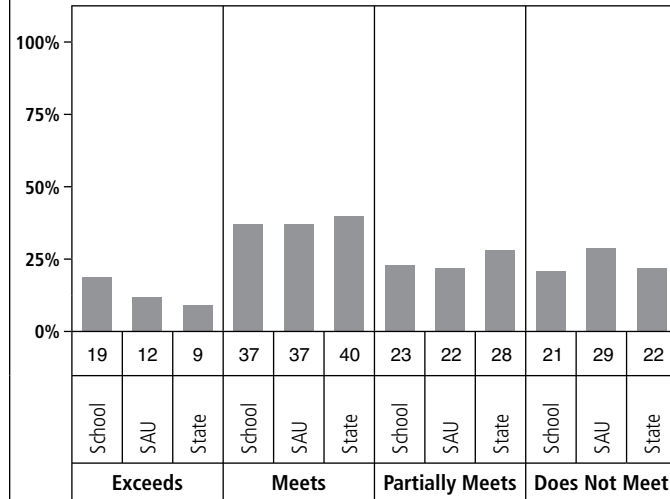
SUMMARY OF SCORES

Test Date: May 2009
SAU: Portland Public Schools
School: Casco Bay High School

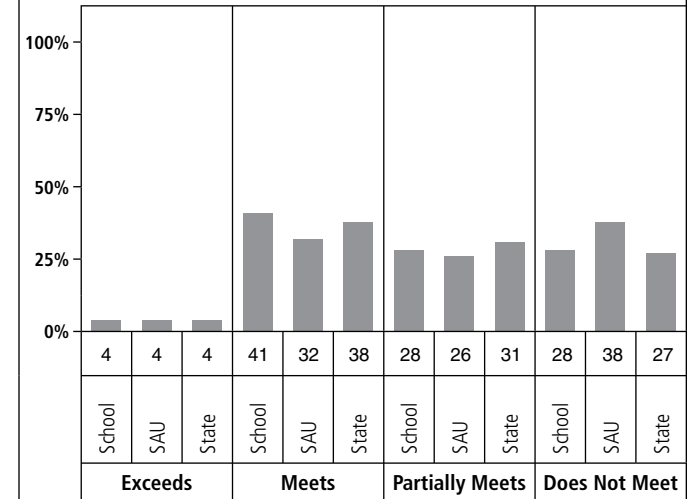
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007		1141	1141
2007–2008	1148	1142	1141
2008–2009	1144	1141	1141
Cum Average*		1141	1141
Mathematics			
2006–2007		1139	1140
2007–2008	1142	1139	1141
2008–2009	1139	1139	1141
Cum Average*		1139	1141
Writing			
2006–2007		1142	1141
2007–2008	1148	1141	1140
2008–2009	1144	1141	1140
Cum Average*		1141	1140
Science 2008–2009**	1143	1139	1140

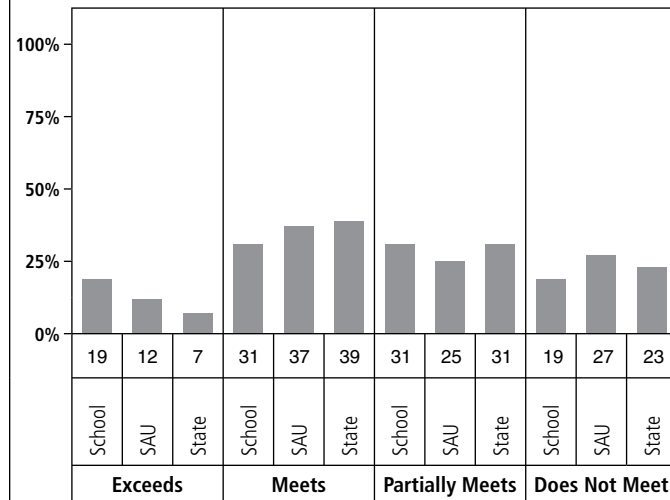
CRITICAL READING



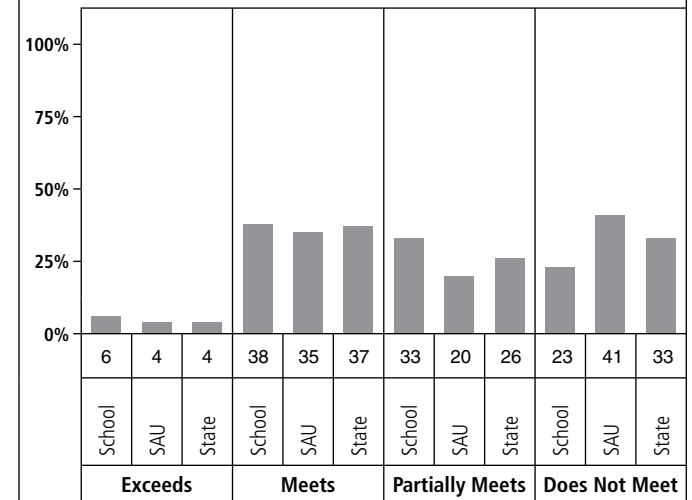
MATHEMATICS



WRITING



SCIENCE



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

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
 SAU: Portland Public Schools
 School: Casco Bay High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		Critical Reading						Mathematics						Writing						Science					
	N	%	N	%	N	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	57	100	545	100	15632	100	52	91	479	88	14928	96	54	95	503	92	15274	98	52	91	478	88	14926	96	52	91	490	90	15079	97
Ethnicity																														
African American/Black	9	16	81	15	341	2	7	78	69	85	310	91	8	89	73	90	322	95	7	78	69	85	309	91	8	89	71	88	317	93
American Indian or Native Alaskan	0	0	3	1	111	1	0	0	2	67	101	91	0	0	2	67	107	96	0	0	2	67	101	91	0	0	2	67	103	93
Asian or Pacific Islander	3	5	55	10	241	2	3	100	43	78	221	92	3	100	48	87	229	95	3	100	43	78	221	92	3	100	47	85	227	94
Hispanic	2	4	22	4	166	1	2	100	19	86	156	94	2	100	21	95	162	98	2	100	19	86	156	94	2	100	21	95	155	93
Caucasian/White	43	75	384	70	14773	95	40	93	346	90	14140	96	41	95	359	93	14454	98	40	93	345	90	14139	96	39	91	349	91	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	17	30	92	17	2327	15	16	94	73	79	2108	91	16	94	75	82	2200	95	16	94	72	78	2099	91	15	88	69	75	2140	92
Current LEP	5	9	90	17	262	2	4	80	74	82	232	89	4	80	78	87	246	94	4	80	74	82	231	88	4	80	75	83	240	92
Economically disadvantaged	22	39	195	36	4634	30	18	82	149	76	4263	92	19	86	165	85	4451	96	18	82	149	76	4262	92	18	82	160	82	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

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	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	39	68	416	76	13079	84	41	72	440	81	13417	86	39	68	416	76	13084	84	40	70	432	79	13288	85
Identified disability (PET/IEP)	4	10	31	7	727	6	4	10	33	8	814	6	4	10	31	7	725	6	4	10	32	7	802	6
LEP	4	10	60	14	170	1	4	10	64	15	181	1	4	10	60	14	170	1	4	10	61	14	177	1
504 plan	1	3	6	1	238	2	1	2	6	1	245	2	1	3	6	1	238	2	1	3	6	1	241	2
Participation with accommodations	13	23	47	9	1626	10	13	23	47	9	1636	10	13	23	47	9	1624	10	12	21	43	8	1579	10
Identified disability (PET/IEP)	12	92	26	55	1158	71	12	92	26	55	1165	71	12	92	26	55	1156	71	11	92	22	51	1126	71
LEP	0	0	12	26	56	3	0	0	12	26	59	4	0	0	12	26	55	3	0	0	12	28	57	4
504 plan	1	8	1	2	79	5	1	8	1	2	79	5	1	8	1	2	80	5	1	8	1	2	77	5
Other	1	8	10	21	360	22	1	8	10	21	360	22	1	8	10	21	360	22	1	8	10	23	345	22
Participation through alternate assessment (PAAP)	0	0	16	3	223	1	0	0	16	3	221	1	0	0	15	3	218	1	0	0	15	3	212	1
Identified disability (PET/IEP)	0	0	16	100	223	100	0	0	16	100	221	100	0	0	15	100	218	100	0	0	15	100	212	100
LEP	0	0	2	13	6	3	0	0	2	13	6	3	0	0	2	13	6	3	0	0	2	13	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	5	9	66	12	680	4	3	5	42	8	324	2	5	9	67	12	682	4	5	9	55	10	527	3

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 2009
 SAU: Portland Public Schools
 School: Casco Bay 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

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
Exceeds the Standards – 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)	2006-2007			52	11	1168	8
	2007-2008	8	14	47	9	1184	8
	2008-2009	10	19	56	12	1339	9
	Cum. Total*			155	11	3691	8
Meets the Standards – 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)	2006-2007			182	37	5714	38
	2007-2008	33	59	222	44	5885	40
	2008-2009	19	37	173	37	5897	40
	Cum. Total*			577	39	17496	40
Partially Meets the Standards – 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)	2006-2007			124	25	4728	31
	2007-2008	8	14	121	24	4093	28
	2008-2009	12	23	100	22	4169	28
	Cum. Total*			345	24	12990	29
Does Not Meet the Standards – 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)	2006-2007			135	27	3444	23
	2007-2008	7	13	120	24	3417	23
	2008-2009	11	21	134	29	3255	22
	Cum. Total*			389	27	10116	23

*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 2009
SAU: Portland Public Schools
School: Casco Bay High School

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	10	19	19	37	12	23	11	21	1144	463	12	37	22	29	1141	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	7	0	0	1	14	1	14	5	71	1125	66	2	9	20	70	1126	303	3	23	27	47	1133
American Indian or Native Alaskan	0										2						100	5	27	30	38	1135
Asian or Pacific Islander	3										42	0	21	29	50	1131	219	11	34	28	26	1141
Hispanic	2										19	0	16	42	42	1130	151	3	34	33	30	1137
Caucasian/White	40	10	25	15	38	9	23	6	15	1147	334	16	46	20	17	1146	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	1	6	6	38	3	19	6	38	1136	57	5	23	12	60	1131	1865	1	11	24	64	1127
No	36	9	25	13	36	9	25	5	14	1148	406	13	39	23	25	1143	12795	10	45	29	16	1143
Current LEP																						
Yes	4										72	0	0	15	85	1121	225	0	9	22	68	1126
No	48	10	21	19	40	12	25	7	15	1147	391	14	44	23	19	1145	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	18	1	6	5	28	3	17	9	50	1134	139	2	19	24	55	1130	4120	3	30	32	35	1136
No	34	9	26	14	41	9	26	2	6	1150	324	16	45	21	18	1146	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	52	10	19	19	37	12	23	11	21	1144	463	12	37	22	29	1141	14657	9	40	28	22	1141
Gender																						
Female	22	4	18	7	32	6	27	5	23	1144	222	14	36	25	26	1143	7098	10	43	29	18	1142
Male	30	6	20	12	40	6	20	6	20	1145	241	11	39	19	32	1140	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	28	28	41	1135
No	52	10	19	19	37	12	23	11	21	1144	463	12	37	22	29	1141	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	4										28	89	11	0	0	1170	520	52	45	3	1	1161
No	48	6	13	19	40	12	25	11	23	1142	435	7	39	23	31	1139	14140	8	40	29	23	1140

MATHEMATICS RESULTS

Test Date: May 2009
SAU: Portland Public Schools
School: Casco Bay 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	%			
Exceeds the Standards – 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)		2006-2007		21	4	578	4	
		2007-2008	3	5	31	6	637	4
		2008-2009	2	4	20	4	596	4
		Cum. Total*		72	5	1811	4	
Meets the Standards – 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)		2006-2007		171	33	5481	36	
		2007-2008	21	38	174	32	5508	37
		2008-2009	22	41	157	32	5674	38
		Cum. Total*		502	32	16663	37	
Partially Meets the Standards – 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)		2006-2007		142	27	4754	31	
		2007-2008	24	43	166	30	5065	34
		2008-2009	15	28	125	26	4622	31
		Cum. Total*		433	28	14441	32	
Does Not Meet the Standards – 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)		2006-2007		190	36	4607	30	
		2007-2008	8	14	178	32	3660	25
		2008-2009	15	28	185	38	4116	27
		Cum. Total*		553	35	12383	27	

*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 2009
SAU: Portland Public Schools
School: Casco Bay High School

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	2	4	22	41	15	28	15	28	1139	487	4	32	26	38	1139	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	8	0	0	0	0	3	38	5	63	1128	70	0	1	17	81	1129	315	1	15	29	56	1134
American Indian or Native Alaskan	0										2						106	1	20	31	48	1134
Asian or Pacific Islander	3										47	0	23	30	47	1136	227	11	41	28	21	1144
Hispanic	2										21	0	14	10	76	1133	157	1	27	25	46	1136
Caucasian/White	41	2	5	20	49	10	24	9	22	1142	347	6	41	28	25	1142	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	4	25	5	31	7	44	1136	59	0	15	24	61	1132	1959	0	7	19	73	1130
No	38	2	5	18	47	10	26	8	21	1141	428	5	35	26	35	1140	13049	5	42	33	21	1142
Current LEP																						
Yes	4										76	0	3	14	83	1129	239	0	14	24	62	1132
No	50	2	4	22	44	14	28	12	24	1141	411	5	38	28	30	1141	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	19	0	0	5	26	3	16	11	58	1131	155	1	13	22	65	1132	4306	1	24	33	42	1136
No	35	2	6	17	49	12	34	4	11	1144	332	6	41	27	26	1142	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	54	2	4	22	41	15	28	15	28	1139	487	4	32	26	38	1139	15004	4	38	31	27	1141
Gender																						
Female	24	1	4	6	25	7	29	10	42	1136	235	4	31	27	38	1139	7248	3	38	33	27	1140
Male	30	1	3	16	53	8	27	5	17	1142	252	4	34	25	38	1139	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						293	1	23	37	39	1137
No	54	2	4	22	41	15	28	15	28	1139	487	4	32	26	38	1139	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	4										29	41	52	3	3	1160	521	31	63	4	2	1157
No	50	1	2	19	38	15	30	15	30	1138	458	2	31	27	40	1138	14487	3	37	32	28	1140

WRITING RESULTS

Test Date: May 2009
SAU: Portland Public Schools
School: Casco Bay 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>Exceeds the Standards – 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>	2006-2007			61	12	937	6
	2007-2008	8	14	44	9	962	7
	2008-2009	10	19	54	12	1062	7
	Cum. Total*			159	11	2961	7
<p>Meets the Standards – 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>	2006-2007			195	40	6167	41
	2007-2008	31	55	209	41	5564	38
	2008-2009	16	31	169	37	5706	39
	Cum. Total*			573	39	17437	39
<p>Partially Meets the Standards – 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>	2006-2007			116	24	4723	31
	2007-2008	12	21	142	28	4679	32
	2008-2009	16	31	115	25	4487	31
	Cum. Total*			373	25	13889	31
<p>Does Not Meet the Standards – 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>	2006-2007			121	25	3227	21
	2007-2008	5	9	115	23	3376	23
	2008-2009	10	19	125	27	3408	23
	Cum. Total*			361	25	10011	23

*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 2009
SAU: Portland Public Schools
School: Casco Bay High School

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	10	19	16	31	16	31	10	19	1144	463	12	37	25	27	1141	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	7	0	0	0	0	3	43	4	57	1126	66	0	12	21	67	1127	302	2	22	32	44	1133
American Indian or Native Alaskan	0										2						100	2	23	35	40	1134
Asian or Pacific Islander	3										42	0	21	31	48	1131	219	10	37	27	26	1141
Hispanic	2										19	0	5	42	53	1128	151	4	29	32	35	1135
Caucasian/White	40	10	25	14	35	10	25	6	15	1147	334	16	45	24	15	1146	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	16	1	6	6	38	3	19	6	38	1137	57	4	19	12	65	1129	1861	0	8	21	71	1125
No	36	9	25	10	28	13	36	4	11	1147	406	13	39	27	22	1142	12802	8	43	32	16	1142
Current LEP																						
Yes	4										72	0	1	18	81	1122	224	0	8	28	64	1127
No	48	10	21	16	33	15	31	7	15	1146	391	14	43	26	17	1144	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	18	1	6	3	17	6	33	8	44	1131	139	2	17	29	52	1130	4121	2	27	33	38	1134
No	34	9	26	13	38	10	29	2	6	1150	324	16	45	23	16	1145	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	52	10	19	16	31	16	31	10	19	1144	463	12	37	25	27	1141	14660	7	39	31	23	1140
Gender																						
Female	22	5	23	7	32	5	23	5	23	1146	222	14	37	27	22	1143	7103	9	43	31	17	1143
Male	30	5	17	9	30	11	37	5	17	1142	241	9	36	23	32	1139	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	25	36	35	1135
No	52	10	19	16	31	16	31	10	19	1144	463	12	37	25	27	1141	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	4										28	79	18	4	0	1167	520	43	52	3	1	1159
No	48	6	13	16	33	16	33	10	21	1141	435	7	38	26	29	1139	14143	6	38	32	24	1139

SCIENCE RESULTS

Test Date: May 2009
SAU: Portland Public Schools
School: Casco Bay 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.

Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009*

Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009*

Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009*

Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009*

STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
3	6	20	4	602	4
20	38	166	35	5431	37
17	33	95	20	3876	26
12	23	194	41	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	25.20	45.0	21.18	37.8	22.76	40.6
D. The Physical Setting	34	61	14.97	44.0	12.30	36.2	13.63	40.1
D1/D2 Earth/Space	14	25	6.97	49.8	5.44	38.9	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	8.00	40.0	6.86	34.3	7.58	37.9
E. The Living Environment	22	39	10.23	46.5	8.88	40.4	9.13	41.5

The MHSA assesses students’ science knowledge based on questions that measure the science accountability content standards 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 Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Because new achievement level standards were set in May 2009 for the MHSA science test, historical data are not available.

SCIENCE RESULTS

BY REPORTING SUBGROUPS

Test Date: May 2009 SAU: Portland Public Schools School: Casco Bay High School

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	52	3	6	20	38	17	33	12	23	1143	475	4	35	20	41	1139	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	8	0	0	2	25	2	25	4	50	1135	68	0	10	9	81	1130	311	1	18	20	61	1133
American Indian or Native Alaskan	0										2						102	1	19	30	50	1135
Asian or Pacific Islander	3										46	0	22	17	61	1134	225	5	40	20	36	1141
Hispanic	2										21	0	14	5	81	1131	152	2	23	18	57	1136
Caucasian/White	39	3	8	17	44	11	28	8	21	1145	338	6	43	24	27	1142	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	7	47	4	27	4	27	1141	54	2	22	24	52	1135	1928	0	9	18	72	1131
No	37	3	8	13	35	13	35	8	22	1143	421	5	37	19	39	1140	12939	5	41	27	28	1142
Current LEP																						
Yes	4										73	0	3	8	89	1127	234	0	10	11	79	1129
No	48	3	6	20	42	16	33	9	19	1144	402	5	41	22	32	1141	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	18	1	6	4	22	4	22	9	50	1137	150	1	17	13	68	1133	4264	2	24	26	47	1136
No	34	2	6	16	47	13	38	3	9	1146	325	6	43	23	28	1142	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	52	3	6	20	38	17	33	12	23	1143	475	4	35	20	41	1139	14863	4	37	26	33	1140
Gender																						
Female	22	1	5	6	27	8	36	7	32	1140	228	2	32	21	45	1138	7179	2	32	29	37	1139
Male	30	2	7	14	47	9	30	5	17	1145	247	6	38	19	37	1140	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						287	2	23	26	49	1136
No	52	3	6	20	38	17	33	12	23	1143	475	4	35	20	41	1139	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	4										29	28	69	3	0	1157	517	28	65	6	1	1156
No	48	1	2	18	38	17	35	12	25	1141	446	3	33	21	43	1138	14350	3	35	27	35	1140

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