



July 2008

DEPARTMENT OF EDUCATION
2007–2008 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*, adopted by the Maine Legislature in 1997. 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 achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine’s *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. 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 for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology 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 a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology 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 2008
ID: 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.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
Critical Reading Results	4-5
Mathematics Results	6-7
Writing Results	8-9
Science Results	10-11

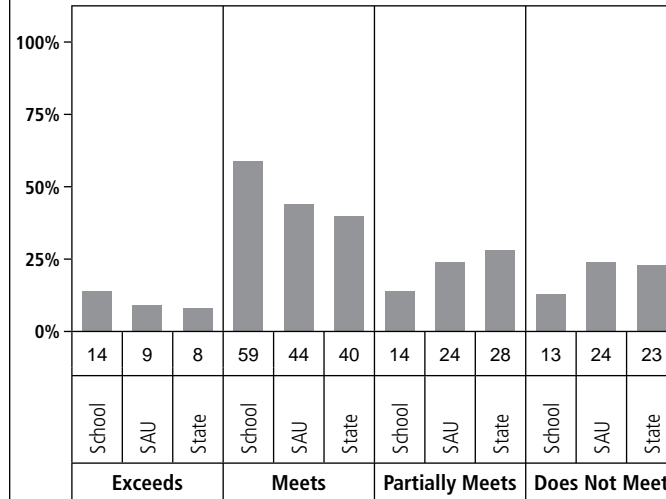
SUMMARY OF SCORES

Test Date: May 2008
SAU: Portland Public Schools
School: Casco Bay High School

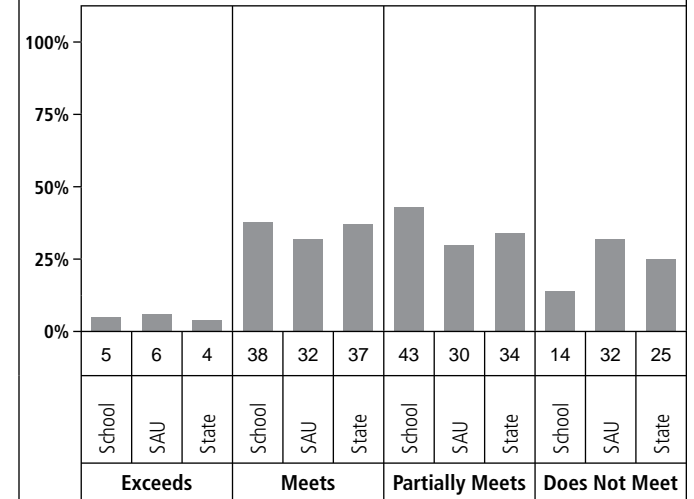
Summary of School, SAU, and State Scores

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

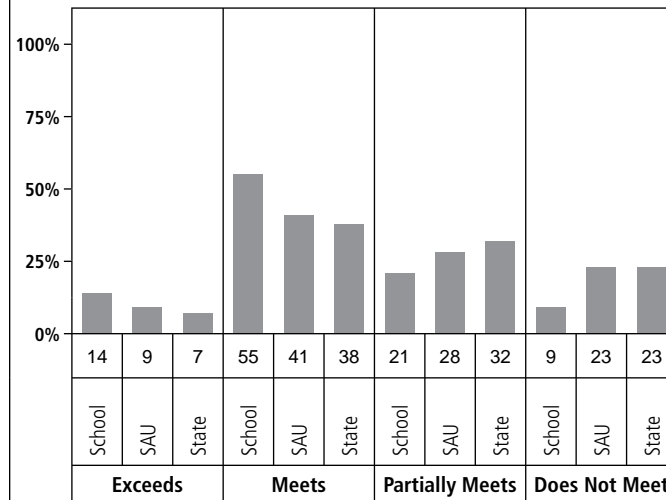
CRITICAL READING



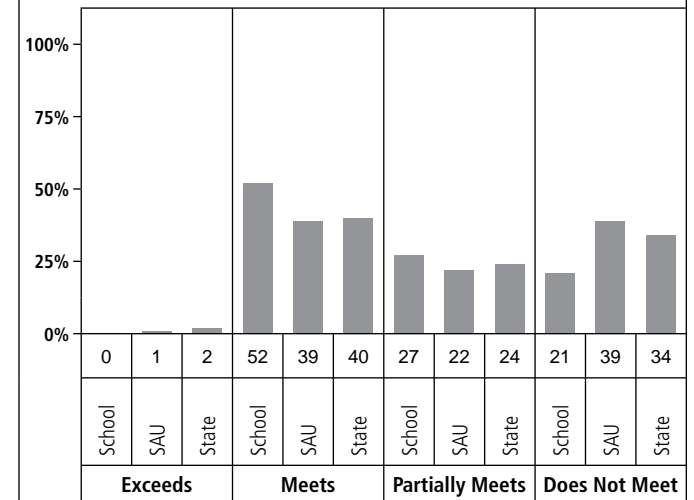
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
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	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	60	100	627	100	15604	100	56	98	529	85	14875	96	56	98	568	91	15165	97	56	98	529	85	14869	96	56	98	547	88	14961	96
Ethnicity African American/Black	6	10	98	16	305	2	5	100	70	72	261	86	5	100	88	91	286	95	5	100	70	72	260	86	5	100	87	90	280	93
American Indian or Native Alaskan	0	0	6	1	103	1	0	0	5	83	95	93	0	0	6	100	97	95	0	0	5	83	95	93	0	0	4	67	93	91
Asian or Pacific Islander	2	3	54	9	215	1	2	100	40	74	194	90	2	100	45	83	202	94	2	100	40	74	194	90	2	100	44	81	200	93
Hispanic	1	2	23	4	140	1	1	100	18	78	118	84	1	100	18	78	123	88	1	100	18	78	118	84	1	100	17	74	120	86
Caucasian/White	51	85	446	71	14841	95	48	98	396	89	14207	96	48	98	411	93	14457	98	48	98	396	89	14202	96	48	98	395	89	14268	96
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	12	20	92	15	2247	14	11	100	69	76	2065	93	11	100	73	80	2138	96	11	100	69	76	2060	92	11	100	68	75	2081	93
Current LEP	8	13	177	28	648	4	7	100	132	75	508	79	7	100	159	90	564	87	7	100	132	75	507	78	7	100	151	86	534	83
Economically disadvantaged	20	33	215	34	4028	26	18	100	149	70	3682	92	18	100	179	84	3831	95	18	100	149	70	3679	92	18	100	169	79	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	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	%
Participation without accommodations	46	77	480	77	13042	84	46	77	519	83	13332	85	46	77	480	77	13042	84	46	77	499	80	13192	85
Identified disability (PET/IEP)	5	11	38	8	739	6	5	11	42	8	810	6	5	11	38	8	739	6	5	11	38	8	791	6
LEP	5	11	106	22	399	3	5	11	133	26	456	3	5	11	106	22	399	3	5	11	125	25	436	3
504 plan	1	2	3	1	196	2	1	2	3	1	204	2	1	2	3	1	196	2	1	2	3	1	201	2
Participation with accommodations	10	17	33	5	1623	10	10	17	33	5	1624	10	10	17	33	5	1625	10	10	17	32	5	1567	10
Identified disability (PET/IEP)	6	60	15	45	1117	69	6	60	15	45	1119	69	6	60	15	45	1119	69	6	60	14	44	1088	69
LEP	2	20	16	48	93	6	2	20	16	48	93	6	2	20	16	48	93	6	2	20	16	50	83	5
504 plan	1	10	1	3	58	4	1	10	1	3	58	4	1	10	1	3	58	4	1	10	1	3	55	4
Other	1	10	3	9	367	23	1	10	3	9	366	23	1	10	3	9	367	23	1	10	3	9	353	23
Participation through alternate assessment (PAAP)	0	0	16	3	209	1	0	0	16	3	209	1	0	0	16	3	202	1	0	0	16	3	202	1
Identified disability (PET/IEP)	0	0	16	100	209	100	0	0	16	100	209	100	0	0	16	100	202	100	0	0	16	100	202	100
LEP	0	0	10	63	15	7	0	0	10	63	15	7	0	0	10	63	15	7	0	0	10	63	15	7
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	1	0																		
Approved non-participation – special consideration	3	5	3	0	36	0	3	5	3	0	40	0	3	5	3	0	36	0	3	5	3	0	38	0
Non-participation – other	1	2	95	15	693	4	1	2	56	9	399	3	1	2	95	15	699	4	1	2	77	12	605	4

1 Percents are the percentage of students enrolled in each participation category.

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

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
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 1161-1180)	2005-2006		51	10	1079	7	
	2006-2007		52	11	1168	8	
	2007-2008	8	14	47	9	1184	8
	Cum. Total*		150	10	3431	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 1141-1160)	2005-2006		173	35	5697	38	
	2006-2007		182	37	5714	38	
	2007-2008	33	59	222	44	5885	40
	Cum. Total*		577	38	17296	39	
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 1129-1140)	2005-2006		139	28	4772	32	
	2006-2007		124	25	4728	31	
	2007-2008	8	14	121	24	4093	28
	Cum. Total*		384	26	13593	30	
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)	2005-2006		138	28	3595	24	
	2006-2007		135	27	3444	23	
	2007-2008	7	13	120	24	3417	23
	Cum. Total*		393	26	10456	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 2008
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	56	8	14	33	59	8	14	7	13	1148	510	9	44	24	24	1142	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	5	1	20	0	0	2	40	2	40	1136	63	3	5	21	71	1126	248	4	21	27	48	1132
American Indian or Native Alaskan	0										5	0	60	20	20	1137	94	5	27	28	40	1134
Asian or Pacific Islander	2										39	0	23	38	38	1135	192	4	35	30	31	1138
Hispanic	1										18	0	28	33	39	1133	115	5	32	26	37	1136
Caucasian/White	48	7	15	31	65	5	10	5	10	1149	385	12	52	22	14	1146	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	11	1	9	3	27	3	27	4	36	1139	52	2	13	31	54	1131	1823	1	9	24	65	1126
No	45	7	16	30	67	5	11	3	7	1150	458	10	47	23	20	1143	12756	9	45	29	17	1143
Current LEP																						
Yes	7	1	14	2	29	2	29	2	29	1138	121	2	19	24	55	1130	488	3	22	24	52	1132
No	49	7	14	31	63	6	12	5	10	1149	389	12	51	24	14	1146	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	18	1	6	10	56	3	17	4	22	1143	139	2	20	27	50	1132	3545	3	28	30	39	1134
No	38	7	18	23	61	5	13	3	8	1150	371	12	52	22	13	1146	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	56	8	14	33	59	8	14	7	13	1148	510	9	44	24	24	1142	14574	8	40	28	23	1141
Gender																						
Female	28	4	14	21	75	1	4	2	7	1150	254	9	47	22	22	1143	7237	8	42	30	19	1142
Male	28	4	14	12	43	7	25	5	18	1146	256	10	40	25	25	1141	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	56	8	14	33	59	8	14	7	13	1148	510	9	44	24	24	1142	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										21	67	33	0	0	1164	295	48	48	4	0	1161
No	56	8	14	33	59	8	14	7	13	1148	489	7	44	25	25	1141	14284	7	40	29	24	1140

MATHEMATICS RESULTS

Test Date: May 2008
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 1161-1180)	2006-2007 2007-2008	3	5	21 31	4 6	578 637	4 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 1141-1160)	2006-2007 2007-2008	21	38	171 174	33 32	5481 5508	36 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 1133-1140)	2006-2007 2007-2008	24	43	142 166	27 30	4754 5065	31 34
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 2007-2008	8	14	190 178	36 32	4607 3660	30 25

*Standards were reset for mathematics in 2007 so only two years of historical data are displayed.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
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	56	3	5	21	38	24	43	8	14	1142	549	6	32	30	32	1139	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	5	0	0	0	0	0	0	5	100	1128	81	0	2	12	85	1127	274	1	12	31	57	1133
American Indian or Native Alaskan	0										6	0	17	33	50	1128	96	2	24	30	44	1136
Asian or Pacific Islander	2										44	9	20	32	39	1139	200	8	37	34	22	1142
Hispanic	1										18	0	22	33	44	1137	120	3	23	32	43	1138
Caucasian/White	48	3	6	21	44	21	44	3	6	1143	400	7	40	34	20	1142	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	7	64	3	27	1136	56	0	4	25	71	1131	1896	0	8	22	70	1130
No	45	3	7	20	44	17	38	5	11	1143	493	6	35	31	28	1140	12974	5	41	36	18	1142
Current LEP																						
Yes	7	0	0	1	14	2	29	4	57	1134	148	2	12	20	66	1132	545	3	16	28	53	1135
No	49	3	6	20	41	22	45	4	8	1143	401	7	39	34	20	1142	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	18	0	0	6	33	7	39	5	28	1138	169	1	11	24	65	1131	3695	1	22	37	40	1136
No	38	3	8	15	39	17	45	3	8	1143	380	8	41	33	18	1143	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	56	3	5	21	38	24	43	8	14	1142	549	6	32	30	32	1139	14865	4	37	34	25	1141
Gender																						
Female	28	0	0	13	46	10	36	5	18	1141	270	3	34	31	31	1139	7362	3	36	36	24	1140
Male	28	3	11	8	29	14	50	3	11	1142	279	8	29	29	34	1140	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	56	3	5	21	38	24	43	8	14	1142	549	6	32	30	32	1139	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										21	62	38	0	0	1165	296	35	59	5	0	1158
No	56	3	5	21	38	24	43	8	14	1142	528	3	31	31	34	1138	14574	4	37	35	25	1140

WRITING RESULTS

Test Date: May 2008
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.

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 1161-1180)

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 1141-1160)

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 1129-1140)

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)

STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
8	14	49	10	952	6
		61	12	937	6
		44	9	962	7
		154	10	2851	6
31	55	181	36	6055	40
		195	40	6167	41
		209	41	5564	38
		585	39	17786	40
12	21	158	32	4916	32
		116	24	4723	31
		142	28	4679	32
		416	28	14318	32
5	9	113	23	3221	21
		121	25	3227	21
		115	23	3376	23
		349	23	9824	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 2008
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	56	8	14	31	55	12	21	5	9	1148	510	9	41	28	23	1141	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	5	0	0	1	20	2	40	2	40	1132	63	2	6	25	67	1125	248	2	19	30	49	1131
American Indian or Native Alaskan	0										5	0	20	60	20	1137	94	3	19	38	39	1133
Asian or Pacific Islander	2										39	3	23	46	28	1136	192	6	30	34	30	1137
Hispanic	1										18	0	28	11	61	1130	115	2	30	36	33	1136
Caucasian/White	48	8	17	28	58	9	19	3	6	1150	385	11	49	27	13	1145	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	11	1	9	4	36	4	36	2	18	1141	52	2	12	35	52	1129	1825	1	7	23	69	1125
No	45	7	16	27	60	8	18	3	7	1150	458	9	44	27	19	1143	12756	7	43	33	17	1142
Current LEP																						
Yes	7	0	0	3	43	2	29	2	29	1138	121	1	18	27	54	1130	488	3	19	29	49	1131
No	49	8	16	28	57	10	20	3	6	1149	389	11	48	28	13	1145	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	18	0	0	10	56	5	28	3	17	1141	139	1	20	30	49	1131	3546	2	25	35	38	1134
No	38	8	21	21	55	7	18	2	5	1151	371	12	49	27	13	1145	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	56	8	14	31	55	12	21	5	9	1148	510	9	41	28	23	1141	14576	7	38	32	23	1140
Gender																						
Female	28	3	11	20	71	3	11	2	7	1150	254	9	47	26	17	1144	7239	8	43	33	17	1142
Male	28	5	18	11	39	9	32	3	11	1146	256	8	35	29	28	1139	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	56	8	14	31	55	12	21	5	9	1148	510	9	41	28	23	1141	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										21	67	33	0	0	1165	295	42	53	4	0	1159
No	56	8	14	31	55	12	21	5	9	1148	489	6	41	29	24	1140	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
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.

STUDENTS AT EACH ACHIEVEMENT LEVEL*

	2007-2008	School		SAU		State	
		N	%	N	%	N	%
		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 using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	0	0	3	1	300
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 using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	29	52	206	39	5927	40	
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 using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	15	27	116	22	3544	24	
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 and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	12	21	206	39	4988	34	

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	6.68	44.5	5.97	39.8	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.58	47.0	5.46	39.0	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	6.01	42.9	4.50	32.1	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.30	56.2	6.27	48.2	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
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	56	0	0	29	52	15	27	12	21	1142	531	1	39	22	39	1139	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	5	0	0	0	0	1	20	4	80	1134	80	0	6	3	91	1129	269	0	20	14	65	1134
American Indian or Native Alaskan	0										4						92	1	24	28	47	1138
Asian or Pacific Islander	2										44	0	23	36	41	1136	199	3	36	25	36	1140
Hispanic	1										17	0	24	12	65	1135	118	1	26	19	54	1136
Caucasian/White	48	0	0	29	60	12	25	7	15	1143	386	1	48	25	26	1141	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	4	36	3	27	1140	52	0	21	13	65	1135	1879	0	11	17	72	1133
No	45	0	0	25	56	11	24	9	20	1143	479	1	41	23	36	1139	12880	2	44	25	28	1142
Current LEP																						
Yes	7	0	0	0	0	3	43	4	57	1135	141	0	13	16	71	1132	519	1	18	19	62	1134
No	49	0	0	29	59	12	24	8	16	1143	390	1	48	24	27	1141	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	18	0	0	5	28	6	33	7	39	1139	161	0	15	13	72	1133	3651	1	26	24	49	1137
No	38	0	0	24	63	9	24	5	13	1143	370	1	49	26	24	1142	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	56	0	0	29	52	15	27	12	21	1142	531	1	39	22	39	1139	14754	2	40	24	34	1141
Gender																						
Female	28	0	0	17	61	6	21	5	18	1143	262	0	39	23	37	1139	7277	1	37	26	36	1140
Male	28	0	0	12	43	9	32	7	25	1141	269	1	38	20	40	1139	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	56	0	0	29	52	15	27	12	21	1142	531	1	39	22	39	1139	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										21	5	90	5	0	1153	296	13	80	5	3	1152
No	56	0	0	29	52	15	27	12	21	1142	510	0	37	23	40	1138	14463	2	39	24	34	1140