

August 2014



2013-2014 School Year Reports

Dear School Board Members and School Personnel:

The Maine High School Assessment is the State's measure of student progress in achieving the State standards known as *Learning Results*. It consists of the SAT Reasoning Test™ (SAT) and a science test, and is administered to students in their third year of high school for state and federal purposes.

These Maine High School Assessment Summary Reports contain the results of your students' 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 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 14,000 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,

James E. Rier, Jr.
Commissioner of Education



High School Report

Test Date: May 2014

Code: 1134-1904

SAU: Portland Public Schools

School: Casco Bay High School

Contents of the Report

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

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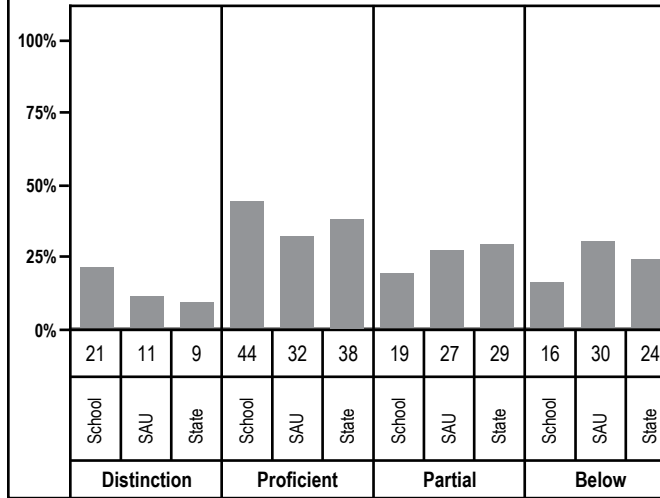
SUMMARY OF SCORES

Test Date: May 2014
 SAU: Portland Public Schools
 School: Casco Bay High School

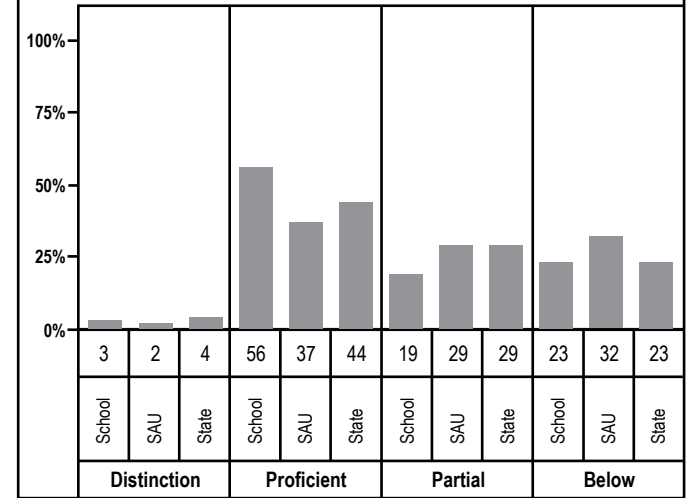
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2011–2012	1146	1140	1141
2012–2013	1143	1140	1141
2013–2014	1148	1139	1141
Cum. Average*	1146	1140	1141
Mathematics			
2011–2012	1142	1138	1141
2012–2013	1139	1139	1142
2013–2014	1143	1139	1142
Cum. Average*	1141	1139	1142
Writing			
2011–2012	1145	1139	1140
2012–2013	1143	1139	1140
2013–2014	1146	1139	1140
Cum. Average*	1145	1139	1140
Science			
2011–2012	1145	1139	1141
2012–2013	1140	1137	1140
2013–2014	1146	1138	1141
Cum. Average*	1144	1138	1141

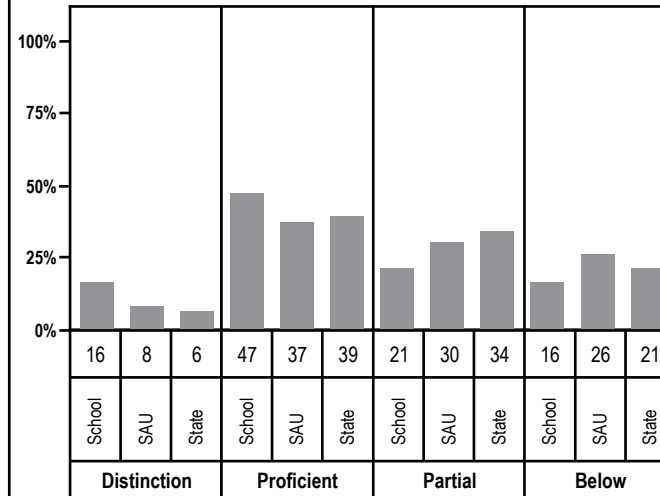
CRITICAL READING



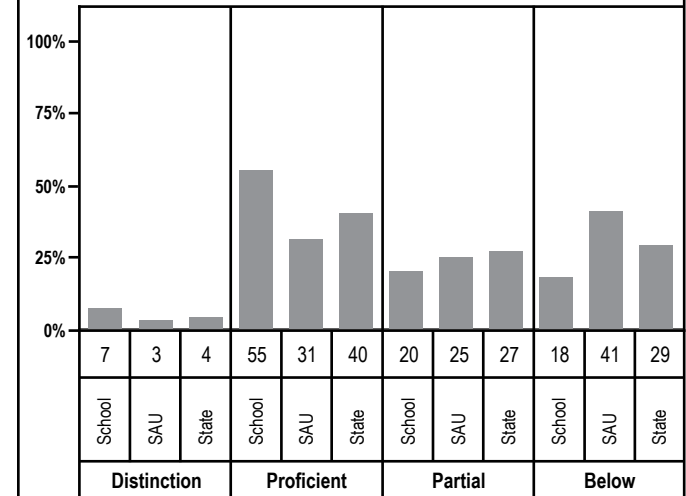
MATHEMATICS



WRITING



SCIENCE



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



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2014
 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	%																		
Total number of students	71	100	534	100	13574	100	70	100	505	95	13031	96	70	100	512	96	13039	96	70	100	486	95	13009	96	71	100	479	90	12952	95					
Ethnicity Hispanic or Latino	3	4	23	4	192	1	3	100	19	83	187	97	3	100	22	96	189	98	3	100	19	83	184	97	3	100	22	96	188	98					
Not Hispanic or Latino	American Indian or Alaskan Native					0	0	0	0	93	90	0	0	0	0	93	90	0	0	0	0	95	92	0	0	0	0	95	93						
	Asian					4	6	32	6	178	1	4	100	31	97	176	99	4	100	31	97	172	99	4	100	27	84	167	94						
	Black or African American					13	18	157	29	442	3	13	100	146	93	423	96	13	100	149	95	426	97	13	100	125	92	401	96	13	100	145	92	416	94
	Native Hawaiian or Pacific Islander					0	0	0	0	14	<1	0	0	0	0	14	100	0	0	0	0	14	100	0	0	14	100	0	0	14	100				
	White					49	69	314	59	12512	92	48	100	301	96	12011	96	48	100	302	96	12014	96	48	100	303	97	12017	96	49	100	277	88	11945	96
Two or more races					2	3	8	1	133	1	2	100	8	100	127	96	2	100	8	100	127	96	2	100	8	100	126	96	2	100	8	100	127	95	
Identified disability	10	14	76	14	2051	15	10	100	69	91	1852	91	10	100	69	91	1853	91	10	100	70	92	1859	91	10	100	64	84	1870	91					
Current LEP	5	7	120	22	285	2	5	100	109	91	270	95	5	100	113	94	271	95	5	100	87	89	232	94	5	100	109	91	258	91					
Economically disadvantaged	29	41	289	54	4999	37	29	100	266	92	4688	94	29	100	273	94	4699	94	29	100	246	92	4675	94	29	100	258	89	4683	94					
Migrant	0	0	0	0	4	<1	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	2	50					

MODE OF PARTICIPATION ³	Critical Reading			Mathematics			Writing			Science														
	School		SAU	State		School		SAU	State		School		SAU	State										
	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
Participation without accommodations	65	92	447	84	11522	85	65	92	446	84	11514	85	65	92	437	82	11504	85	66	93	429	80	11512	85
Identified disability (IEP)	5	8	35	8	765	7	5	8	34	8	761	7	5	8	35	8	765	7	5	8	34	8	821	7
LEP	5	8	83	19	188	2	5	8	83	19	188	2	5	8	73	17	169	1	5	8	84	20	183	2
Participation with accommodations	5	7	40	7	1299	10	5	7	57	11	1331	10	5	7	41	8	1313	10	5	7	42	8	1249	9
Identified disability (IEP)	5	100	26	65	892	69	5	100	26	46	898	67	5	100	27	66	902	69	5	100	22	52	858	69
LEP	0	0	11	28	56	4	0	0	25	44	72	5	0	0	9	22	52	4	0	0	20	48	64	5
Participation through alternate assessment (PAAP)	0	0	8	1	195	1	0	0	9	2	194	1	0	0	8	1	192	1	0	0	8	1	191	1
Identified disability (IEP)	0	0	8	100	195	100	0	0	9	100	194	100	0	0	8	100	192	100	0	0	8	100	191	100
LEP	0	0	5	63	11	6	0	0	5	56	11	6	0	0	5	63	11	6	0	0	5	63	11	6
Approved non-participation in reading – 1st year LEP	0	0	10	2	15	<1																		
Approved non-participation – special consideration	1	1	1	<1	20	<1	1	1	1	<1	20	<1	1	1	23	4	58	<1	0	0	0	0	10	<1
Non-participation – other	0	0	28	5	523	4	0	0	21	4	515	4	0	0	25	5	507	4	0	0	55	10	612	5

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 2014
 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

		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 1162-1180)	2011–2012	10	18	54	12	1,156	9
	2012–2013	9	14	66	13	1,096	9
	2013–2014	15	21	53	11	1,163	9
	Cum. Average*	34	18	173	12	3,415	9
Proficient – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (Scaled Score 1142-1160)	2011–2012	27	48	153	34	5,057	38
	2012–2013	25	38	159	31	5,159	40
	2013–2014	31	44	157	32	4,935	38
	Cum. Average*	83	43	469	32	15,151	39
Partially Proficient – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1130-1140)	2011–2012	9	16	107	23	3,820	29
	2012–2013	17	26	123	24	3,768	29
	2013–2014	13	19	130	27	3,693	29
	Cum. Average*	39	20	360	25	11,281	29
Substantially Below Proficient – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1100-1128)	2011–2012	10	18	142	31	3,234	24
	2012–2013	14	22	163	32	2,840	22
	2013–2014	11	16	147	30	3,030	24
	Cum. Average*	35	18	452	31	9,104	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 2014
SAU: Portland Public Schools
School: Casco Bay High School

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	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	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	71	1	0	70	15	21	31	44	13	19	11	16	1148	487	11	32	27	30	1139	12,821	9	38	29	24	1141
Gender																									
Male	34	0	0	34	7	21	14	41	5	15	8	24	1147	241	10	25	27	37	1138	6,592	10	35	28	27	1140
Female	37	1	0	36	8	22	17	47	8	22	3	8	1149	246	12	39	26	23	1141	6,229	8	42	30	20	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										19	5	11	42	42	1131	183	7	37	30	26	1139
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						90	2	30	34	33	1136
Asian	4	0	0	4										31	6	23	39	32	1137	173	14	32	29	24	1142
Black or African American	13	0	0	13	1	8	3	23	6	46	3	23	1137	134	1	13	28	57	1129	403	2	23	28	47	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	14	43	29	14	1144
White (non-Hispanic)	49	1	0	48	13	27	24	50	5	10	6	13	1152	295	16	43	24	18	1144	11,832	9	39	29	23	1141
Two or more races	2	0	0	2										8						126	10	39	25	26	1141
LEP Status																									
Currently LEP student	5	0	0	5										94	0	2	15	83	1122	244	0	5	17	78	1123
Former LEP student - monitoring year 1	3	0	0	3										18	0	6	44	50	1130	35	0	6	54	40	1132
Former LEP student - monitoring year 2	3	0	0	3										25	0	20	56	24	1135	61	0	30	49	21	1136
All Other Students	60	1	0	59	15	25	30	51	9	15	5	8	1151	350	15	43	27	15	1145	12,481	9	39	29	23	1141
IEP																									
Students with an IEP	10	0	0	10	1	10	3	30	2	20	4	40	1139	61	3	11	25	61	1128	1,657	2	11	21	67	1127
All Other Students	61	1	0	60	14	23	28	47	11	18	7	12	1149	426	12	35	27	26	1141	11,164	10	43	30	17	1143
SES																									
Economically Disadvantaged Students	29	0	0	29	1	3	11	38	7	24	10	34	1138	252	2	17	29	51	1131	4,574	3	28	32	36	1135
All Other Students	42	1	0	41	14	34	20	49	6	15	1	2	1155	235	20	48	24	8	1148	8,247	12	44	27	17	1144
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	71	1	0	70	15	21	31	44	13	19	11	16	1148	487	11	32	27	30	1139	12,817	9	39	29	24	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										2						231	<1	15	39	46	1131
All Other Students	71	1	0	70	15	21	31	44	13	19	11	16	1148	485	11	32	27	30	1140	12,590	9	39	29	23	1141
504 Plan																									
Students with a 504 plan	2	0	0	2										7						598	10	36	31	23	1141
All Other Students	69	1	0	68	15	22	29	43	13	19	11	16	1148	480	11	32	27	31	1139	12,223	9	39	29	24	1141



MATHEMATICS RESULTS

Test Date: May 2014
 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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (Scaled Score 1162–1180)	2011–2012	2	4	18	4	592	4
	2012–2013	4	6	31	6	599	5
	2013–2014	2	3	12	2	576	4
	Cum. Average*	8	4	61	4	1,767	5
Proficient – The student’s work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (Scaled Score 1142–1160)	2011–2012	28	50	146	32	5,586	42
	2012–2013	15	23	151	29	5,544	43
	2013–2014	39	56	184	37	5,649	44
	Cum. Average*	82	43	481	33	16,779	43
Partially Proficient – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems and apply concepts. (Scaled Score 1134–1140)	2011–2012	9	16	125	27	3,859	29
	2012–2013	28	43	141	27	3,692	29
	2013–2014	13	19	146	29	3,710	29
	Cum. Average*	50	26	412	28	11,261	29
Substantially Below Proficient – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and apply concepts. (Scaled Score 1100–1132)	2011–2012	17	30	168	37	3,233	24
	2012–2013	18	28	190	37	3,037	24
	2013–2014	16	23	161	32	2,910	23
	Cum. Average*	51	27	519	35	9,180	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 2014
SAU: Portland Public Schools
School: Casco Bay High School

REPORTING CATEGORIES	School												SAU					State							
	Enrolled	NT Approved	NT Other	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	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	71	1	0	70	2	3	39	56	13	19	16	23	1143	503	2	37	29	32	1139	12,845	4	44	29	23	1142
Gender																									
Male	34	0	0	34	2	6	19	56	5	15	8	24	1145	249	3	37	24	36	1139	6,609	6	44	27	23	1142
Female	37	1	0	36	0	0	20	56	8	22	8	22	1142	254	2	36	34	28	1139	6,236	3	44	30	22	1141
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										22	0	5	27	68	1130	186	2	39	26	33	1139
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						90	0	29	37	34	1137
Asian	4	0	0	4										31	0	48	32	19	1141	174	14	50	21	15	1147
Black or African American	13	0	0	13	0	0	3	23	3	23	7	54	1134	146	0	18	29	53	1132	415	<1	21	31	47	1134
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	7	57	21	14	1145
White (non-Hispanic)	49	1	0	48	2	4	32	67	9	19	5	10	1147	296	4	47	29	21	1142	11,840	5	45	29	22	1142
Two or more races	2	0	0	2										8						126	4	38	33	25	1141
LEP Status																									
Currently LEP student	5	0	0	5										108	0	7	22	70	1129	260	1	12	23	64	1131
Former LEP student - monitoring year 1	3	0	0	3										18	0	6	50	44	1133	35	3	17	51	29	1137
Former LEP student - monitoring year 2	3	0	0	3										25	0	24	48	28	1136	61	0	34	43	23	1139
All Other Students	60	1	0	59	2	3	38	64	9	15	10	17	1145	352	3	48	29	20	1142	12,489	5	45	29	22	1142
IEP																									
Students with an IEP	10	0	0	10	0	0	3	30	1	10	6	60	1133	60	0	12	20	68	1130	1,659	<1	11	20	69	1130
All Other Students	61	1	0	60	2	3	36	60	12	20	10	17	1145	443	3	40	30	27	1140	11,186	5	49	30	16	1144
SES																									
Economically Disadvantaged Students	29	0	0	29	0	0	9	31	6	21	14	48	1136	267	0	23	27	50	1134	4,595	1	31	33	35	1137
All Other Students	42	1	0	41	2	5	30	73	7	17	2	5	1148	236	5	52	31	12	1145	8,250	7	51	26	16	1145
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	71	1	0	70	2	3	39	56	13	19	16	23	1143	503	2	37	29	32	1139	12,841	4	44	29	23	1142
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										2						231	<1	17	43	39	1135
All Other Students	71	1	0	70	2	3	39	56	13	19	16	23	1143	501	2	37	29	32	1139	12,614	5	44	29	22	1142
504 Plan																									
Students with a 504 plan	2	0	0	2										8						598	3	41	33	23	1141
All Other Students	69	1	0	68	2	3	37	54	13	19	16	24	1143	495	2	36	29	32	1139	12,247	5	44	29	23	1142



WRITING RESULTS

Test Date: May 2014
 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.

Proficient with Distinction – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision, and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (Scaled Score 1162–1180)

Proficient– The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (Scaled Score 1142–1160)

Partially Proficient – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (Scaled Score 1130–1140)

Substantially Below Proficient – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (Scaled Score 1100–1128)

STUDENTS AT EACH ACHIEVEMENT LEVEL							
	School		SAU		State		
	N	%	N	%	N	%	
Proficient with Distinction	2011–2012	5	9	44	10	871	7
	2012–2013	8	12	56	11	845	7
	2013–2014	11	16	39	8	786	6
	Cum. Average*	24	13	139	10	2,502	6
Proficient	2011–2012	34	61	163	36	5,274	40
	2012–2013	29	44	162	32	4,733	37
	2013–2014	33	47	175	37	5,002	39
	Cum. Average*	96	50	500	35	15,009	39
Partially Proficient	2011–2012	12	21	132	29	4,330	33
	2012–2013	14	21	140	27	4,369	34
	2013–2014	15	21	142	30	4,313	34
	Cum. Average*	41	21	414	29	13,012	33
Substantially Below Proficient	2011–2012	5	9	115	25	2,800	21
	2012–2013	15	23	155	30	2,926	23
	2013–2014	11	16	122	26	2,716	21
	Cum. Average*	31	16	392	27	8,442	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 2014
SAU: Portland Public Schools
School: Casco Bay High School

REPORTING CATEGORIES	School												SAU						State						
	Enrolled	NT Approved	NT Other	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	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	71	1	0	70	11	16	33	47	15	21	11	16	1146	478	8	37	30	26	1139	12,817	6	39	34	21	1140
Gender																									
Male	34	0	0	34	7	21	13	38	6	18	8	24	1146	236	8	27	31	35	1137	6,593	5	34	34	26	1138
Female	37	1	0	36	4	11	20	56	9	25	3	8	1146	242	9	46	29	17	1142	6,224	7	44	33	16	1142
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										19	0	11	42	47	1130	181	4	31	36	28	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	3	16	46	35	1134
Asian	4	0	0	4										31	10	29	26	35	1138	170	14	37	29	20	1143
Black or African American	13	0	0	13	1	8	3	23	6	46	3	23	1138	122	2	15	43	41	1131	390	2	20	41	38	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	7	36	29	29	1140
White (non-Hispanic)	49	1	0	48	9	19	27	56	8	17	4	8	1149	298	11	48	23	17	1143	11,845	6	40	33	20	1140
Two or more races	2	0	0	2										8						125	3	32	38	27	1138
LEP Status																									
Currently LEP student	5	0	0	5										82	0	0	34	66	1126	221	0	3	34	63	1126
Former LEP student - monitoring year 1	3	0	0	3										18	0	6	67	28	1132	35	0	11	60	29	1133
Former LEP student - monitoring year 2	3	0	0	3										25	0	32	40	28	1136	61	0	25	54	21	1136
All Other Students	60	1	0	59	11	19	32	54	9	15	7	12	1148	353	11	47	26	16	1143	12,500	6	40	33	20	1140
IEP																									
Students with an IEP	10	0	0	10	0	0	4	40	1	10	5	50	1134	62	2	13	23	63	1127	1,667	<1	8	24	67	1126
All Other Students	61	1	0	60	11	18	29	48	14	23	6	10	1148	416	9	40	31	20	1141	11,150	7	44	35	14	1142
SES																									
Economically Disadvantaged Students	29	0	0	29	1	3	11	38	9	31	8	28	1137	241	1	21	38	40	1132	4,572	1	27	39	33	1134
All Other Students	42	1	0	41	10	24	22	54	6	15	3	7	1152	237	16	52	22	11	1147	8,245	9	46	31	14	1143
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	71	1	0	70	11	16	33	47	15	21	11	16	1146	478	8	37	30	26	1139	12,813	6	39	34	21	1140
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										2						231	0	13	49	37	1132
All Other Students	71	1	0	70	11	16	33	47	15	21	11	16	1146	476	8	37	30	25	1139	12,586	6	39	33	21	1140
504 Plan																									
Students with a 504 plan	2	0	0	2										8						599	4	38	36	22	1139
All Other Students	69	1	0	68	11	16	31	46	15	22	11	16	1146	470	8	36	30	26	1139	12,218	6	39	34	21	1140



SCIENCE RESULTS

Test Date: May 2014
 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

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Proficient with Distinction – The student’s work demonstrates in-depth understanding of essential concepts in 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)	2011–2012	3	5	17	4	650	5
	2012–2013	2	3	11	2	470	4
	2013–2014	5	7	12	3	494	4
	Cum. Average*	10	5	40	3	1,614	4
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)	2011–2012	31	54	151	33	5,245	40
	2012–2013	24	37	154	30	4,782	37
	2013–2014	39	55	147	31	5,090	40
	Cum. Average*	94	49	452	31	15,117	39
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)	2011–2012	11	19	97	21	3,413	26
	2012–2013	18	28	107	21	3,446	27
	2013–2014	14	20	120	25	3,484	27
	Cum. Average*	43	22	324	23	10,343	27
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)	2011–2012	12	21	195	42	3,970	30
	2012–2013	21	32	233	46	4,105	32
	2013–2014	13	18	192	41	3,693	29
	Cum. Average*	46	24	620	43	11,768	30

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	28.2	50.4	19.7	35.2	22.8	40.7
D. The Physical Setting	34	61	15.7	46.2	10.7	31.5	12.9	37.9
D1/D2 Space/Earth	12	21	6.1	50.8	4.1	34.2	4.6	38.3
D3/D4 Matter and Energy/Force and Motion	22	39	9.6	43.6	6.6	30.0	8.2	37.3
E. The Living Environment	22	39	12.5	56.8	9.0	40.9	9.9	45.0

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

* 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.



SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2014
 SAU: Portland Public Schools
 School: Casco Bay High School

REPORTING CATEGORIES	School												SAU					State							
	Enrolled	NT Approved	NT Other	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	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	71	0	0	71	5	7	39	55	14	20	13	18	1146	471	3	31	25	41	1138	12,761	4	40	27	29	1141
Gender																									
Male	34	0	0	34	3	9	18	53	5	15	8	24	1146	231	4	32	23	42	1139	6,594	5	41	25	28	1142
Female	37	0	0	37	2	5	21	57	9	24	5	14	1146	240	1	31	28	40	1138	6,167	2	38	30	30	1140
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										22	0	14	14	73	1133	185	1	35	31	33	1139
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	1	26	33	40	1138
Asian	4	0	0	4										27	4	33	37	26	1141	165	7	47	24	22	1144
Black or African American	13	0	0	13	0	0	2	15	7	54	4	31	1137	142	1	8	20	71	1131	405	1	15	27	57	1134
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	0	50	21	29	1141
White (non-Hispanic)	49	0	0	49	4	8	33	67	6	12	6	12	1149	272	3	43	29	25	1142	11,774	4	41	27	28	1141
Two or more races	2	0	0	2										8						126	3	42	28	27	1141
LEP Status																									
Currently LEP student	5	0	0	5										104	0	1	13	87	1128	247	0	4	18	78	1130
Former LEP student - monitoring year 1	3	0	0	3										18	0	6	11	83	1132	35	0	17	26	57	1135
Former LEP student - monitoring year 2	3	0	0	3										24	0	8	46	46	1135	59	0	20	47	32	1138
All Other Students	60	0	0	60	5	8	38	63	10	17	7	12	1148	325	4	44	29	23	1142	12,420	4	41	27	28	1141
IEP																									
Students with an IEP	10	0	0	10	0	0	4	40	2	20	4	40	1140	56	0	13	23	64	1133	1,679	1	12	19	69	1132
All Other Students	61	0	0	61	5	8	35	57	12	20	9	15	1147	415	3	34	26	38	1139	11,082	4	44	29	23	1142
SES																									
Economically Disadvantaged Students	29	0	0	29	0	0	9	31	9	31	11	38	1139	253	<1	17	20	62	1134	4,581	1	28	29	42	1137
All Other Students	42	0	0	42	5	12	30	71	5	12	2	5	1151	218	5	47	32	16	1144	8,180	6	47	26	22	1143
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	71	0	0	71	5	7	39	55	14	20	13	18	1146	471	3	31	25	41	1138	12,759	4	40	27	29	1141
Title 1																									
Students Receiving Title 1 Services	0	0	0	0										1						227	<1	15	36	49	1135
All Other Students	71	0	0	71	5	7	39	55	14	20	13	18	1146	470	3	31	25	41	1138	12,534	4	40	27	29	1141
504 Plan																									
Students with a 504 plan	2	0	0	2										7						590	2	42	27	29	1141
All Other Students	69	0	0	69	5	7	37	54	14	20	13	19	1146	464	3	31	26	41	1138	12,171	4	40	27	29	1141

SCIENCE RESULTS QUESTIONNAIRE ITEMS

Test Date: May 2014
SAU: Portland Public Schools
School: Casco Bay High School

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%	%	%	%	
How often do you make observations and collect data in science class?																						
A. a few times a week	36	1	4	14	56	5	20	5	20	1146	41	1	26	29	44	1137	39	4	41	28	27	1141
B. a few times a month	57	4	10	20	50	8	20	8	20	1146	40	4	40	25	31	1141	40	5	46	27	23	1143
C. once a month	7										14	2	32	26	40	1138	12	4	36	28	33	1140
D. never or almost never	0										5	9	13	4	74	1135	10	1	21	27	51	1135
How do you feel about the following statement? <i>"My knowledge of science will be useful to me as an adult."</i>																						
A. strongly agree	39	4	15	17	63	3	11	3	11	1151	28	8	42	25	26	1143	23	11	54	21	14	1147
B. agree	46	1	3	16	50	8	25	7	22	1143	49	1	29	26	45	1137	48	3	42	28	27	1141
C. disagree	11										19	0	24	30	46	1136	22	1	30	32	38	1138
D. strongly disagree	4										4	0	32	16	53	1137	7	1	17	27	55	1134
What best describes your ninth grade science class?																						
A. earth/space science	31	1	5	9	43	4	19	7	33	1143	79	2	31	28	39	1138	45	3	39	28	30	1141
B. physical science	9										4	6	35	18	41	1138	23	3	39	30	29	1141
C. engineering and physical science	0										1						3	3	35	25	36	1139
D. mixture of physical science and life science	60	4	10	25	61	8	20	4	10	1149	15	6	45	18	31	1143	23	5	45	26	25	1142
E. physics	0										2						6	8	43	22	27	1143
Do you think you would like to have a job that is related to SCIENCE?																						
A. No, this type of job is too hard.	1										4	0	5	20	75	1129	6	<1	12	27	61	1133
B. No, I'm not interested.	40	2	7	12	43	6	21	8	29	1142	37	3	30	26	41	1138	41	1	33	30	35	1139
C. I might be interested if I knew more about this type of job.	19	0	0	9	69	3	23	1	8	1148	22	1	22	28	49	1137	19	2	40	30	28	1141
D. Yes, I have some interest.	11										19	1	41	24	33	1140	18	5	52	25	18	1144
E. Yes, I'm very interested.	29	2	10	12	60	4	20	2	10	1150	18	6	43	26	25	1143	15	13	57	20	11	1148
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	3	20	9	60	2	13	1	7	1154	10	15	57	11	17	1149	11	20	59	10	11	1152
B. good	41	2	7	22	79	4	14	0	0	1150	46	2	40	33	24	1141	43	3	53	27	17	1144
C. fair	35	0	0	6	25	8	33	10	42	1138	37	0	18	24	58	1134	38	<1	27	33	40	1137
D. poor	3										7	0	12	9	79	1130	8	<1	11	28	61	1133
How well do the questions that you have just been given on this MHSA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	10										8	3	33	28	36	1139	11	11	53	20	15	1147
B. They match some of what I have learned.	74	4	8	30	59	9	18	8	16	1147	51	4	40	28	28	1142	55	4	47	27	22	1143
C. They match just a little of what I have learned.	14	1	10	2	20	3	30	4	40	1140	37	1	20	25	54	1135	29	1	27	33	39	1137
D. There is no match.	1										4	0	16	5	79	1129	5	<1	10	20	70	1132
Do you think you would like to have a job that is related to MATH?																						
A. No, this type of job is too hard.	16	0	0	5	45	4	36	2	18	1143	8	0	22	31	47	1136	8	1	23	29	47	1136
B. No, I'm not interested.	34	2	8	13	54	4	17	5	21	1146	35	4	31	26	39	1139	39	2	37	29	31	1140
C. I might be interested if I knew more about this type of job.	20	0	0	8	57	3	21	3	21	1144	25	1	31	28	40	1138	22	3	40	29	28	1141
D. Yes, I have some interest.	23	1	6	10	63	3	19	2	13	1147	22	2	38	27	32	1140	21	6	47	26	21	1144
E. Yes, I'm very interested.	7										10	6	27	13	54	1138	10	11	53	18	18	1147