

August 2012



2011-2012 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,

Stephen L. Bowen  
Commissioner of Education



# High School Report

Test Date: May 2012

Code: 1294-1852

SAU: Five Town CSD

School: Camden Hills Regional H S

## 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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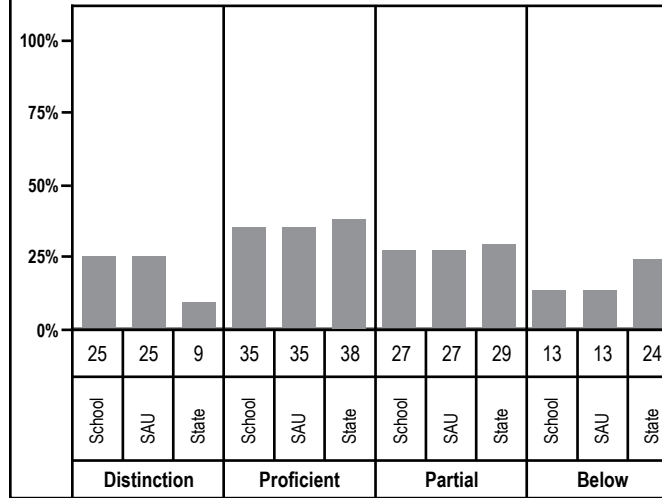
# SUMMARY OF SCORES

Test Date: May 2012  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

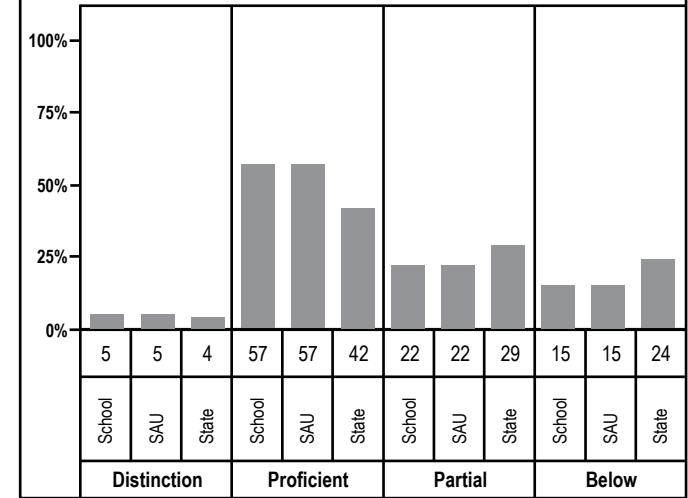
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2009–2010	1148	1148	1141
2010–2011	1146	1146	1142
<b>2011–2012</b>	<b>1148</b>	<b>1148</b>	<b>1141</b>
Cum. Average*	1147	1147	1141
<b>Mathematics</b>			
2009–2010	1145	1145	1142
2010–2011	1145	1145	1142
<b>2011–2012</b>	<b>1146</b>	<b>1146</b>	<b>1141</b>
Cum. Average*	1145	1145	1142
<b>Writing</b>			
2009–2010	1147	1147	1140
2010–2011	1146	1146	1140
<b>2011–2012</b>	<b>1146</b>	<b>1146</b>	<b>1140</b>
Cum. Average*	1146	1146	1140
<b>Science</b>			
2009–2010	1143	1143	1141
2010–2011	1143	1143	1141
<b>2011–2012</b>	<b>1144</b>	<b>1144</b>	<b>1141</b>
Cum. Average*	1143	1143	1141

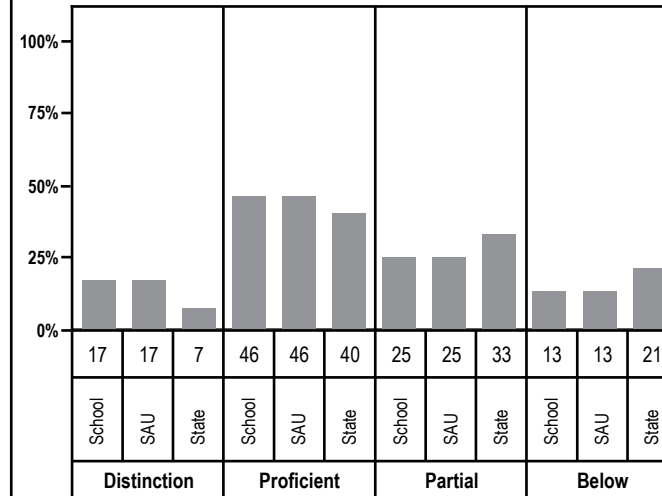
### CRITICAL READING



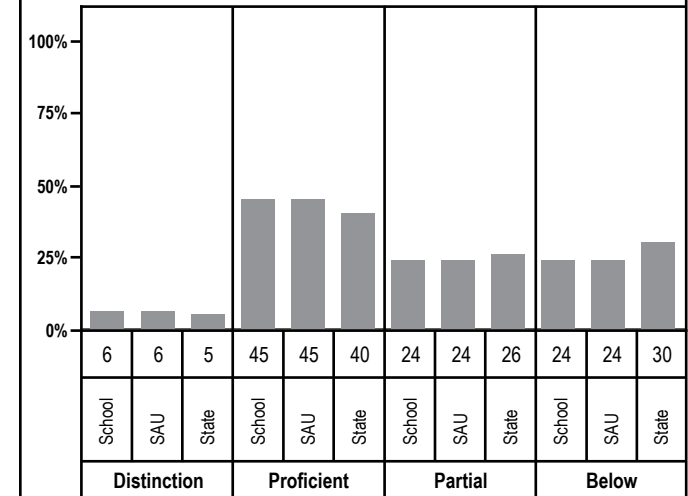
### MATHEMATICS



### 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 2012  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window					CONTENT AREA PARTICIPATION <sup>2</sup>																									
	School		SAU		State	Critical Reading			Mathematics			Writing			Science																
	N	%	N	%	N	N	%	N	%	N	%	N	%	N	%	N	%														
	N	%	N	%	N	N	%	N	%	N	%	N	%	N	%	N	%														
<b>Total number of students</b>	143	100	143	100	14037	100	138	97	138	97	13475	96	138	97	138	97	13478	96	138	97	138	97	13481	96	141	99	141	99	13482	96	
<b>Ethnicity</b> Hispanic or Latino	2	1	2	1	203	1	2	100	2	100	192	95	2	100	2	100	194	96	2	100	2	100	193	95	2	100	2	100	192	95	
Not Hispanic or Latino	American Indian or Alaskan Native	0	0	0	0	101	1	0	0	0	0	95	94	0	0	0	0	95	94	0	0	0	0	95	94	0	0	0	0	98	97
	Asian	4	3	4	3	219	2	3	75	3	75	207	95	3	75	3	75	208	95	3	75	3	75	207	95	3	75	3	75	207	95
	Black or African American	3	2	3	2	355	3	3	100	3	100	331	94	3	100	3	100	330	93	3	100	3	100	330	93	3	100	3	100	335	95
	Native Hawaiian or Pacific Islander	0	0	0	0	13	<1	0	0	0	0	11	85	0	0	0	0	11	85	0	0	0	0	11	85	0	0	0	0	13	100
	White	134	94	134	94	13050	93	130	97	130	97	12546	96	130	97	130	97	12547	96	130	97	130	97	12552	96	133	99	133	99	12545	96
Two or more races	0	0	0	0	96	1	0	0	0	0	93	97	0	0	0	0	93	97	0	0	0	0	93	97	0	0	0	0	92	96	
<b>Identified disability</b>	24	17	24	17	2038	15	21	88	21	88	1818	90	21	88	21	88	1816	90	21	88	21	88	1815	90	24	100	24	100	1868	92	
<b>Current LEP</b>	3	2	3	2	286	2	1	33	1	33	259	91	1	33	1	33	261	91	1	33	1	33	258	90	1	33	1	33	265	93	
<b>Economically disadvantaged</b>	35	24	35	24	5003	36	34	97	34	97	4690	94	34	97	34	97	4695	94	34	97	34	97	4691	94	35	100	35	100	4724	95	
<b>Migrant</b>	0	0	0	0	7	<1	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	6	86	0	0	0	0	7	100	

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading			Mathematics			Writing			Science														
	School		SAU	School		SAU	School		SAU	School		SAU												
	N	%	N	%	N	%	N	%	N	%	N	%												
<b>Participation without accommodations</b>	124	87	124	87	11993	85	124	87	124	87	11997	85	124	87	124	87	12004	86	127	89	127	89	12042	86
Identified disability (IEP)	8	6	8	6	721	6	8	6	8	6	722	6	8	6	8	6	724	6	11	9	11	9	802	7
LEP	1	1	1	1	181	2	1	1	1	1	181	2	1	1	1	1	181	2	1	1	1	1	186	2
<b>Participation with accommodations</b>	12	8	12	8	1274	9	12	8	12	8	1273	9	12	8	12	8	1271	9	12	8	12	8	1236	9
Identified disability (IEP)	11	92	11	92	889	70	11	92	11	92	886	70	11	92	11	92	885	70	11	92	11	92	862	70
LEP	0	0	0	0	74	6	0	0	0	0	76	6	0	0	0	0	73	6	0	0	0	0	75	6
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	208	1	2	1	2	1	208	1	2	1	2	1	206	1	2	1	2	1	204	1
Identified disability (IEP)	2	100	2	100	208	100	2	100	2	100	208	100	2	100	2	100	206	100	2	100	2	100	204	100
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	4	2
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	25	<1	0	0	0	0	25	<1	0	0	0	0	25	<1	0	0	0	0	21	<1
<b>Non-participation – other</b>	5	3	5	3	537	4	5	3	5	3	534	4	5	3	5	3	531	4	2	1	2	1	534	4

<sup>1</sup> Percents are the percentage of students enrolled in each participation category. <sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area. <sup>3</sup> Percents are the percentage of students in each content area by mode.



# CRITICAL READING RESULTS

Test Date: May 2012  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an “on demand” setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Proficient with Distinction</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 1162-1180)	2009–2010	31	21	31	21	1,369	10
	2010–2011	20	13	20	13	1,165	9
	<b>2011–2012</b>	<b>34</b>	<b>25</b>	<b>34</b>	<b>25</b>	<b>1,156</b>	<b>9</b>
	Cum. Average*	85	19	85	19	3,690	9
<b>Proficient</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (Scaled Score 1142-1160)	2009–2010	60	41	60	41	5,248	38
	2010–2011	79	50	79	50	5,595	41
	<b>2011–2012</b>	<b>48</b>	<b>35</b>	<b>48</b>	<b>35</b>	<b>5,057</b>	<b>38</b>
	Cum. Average*	187	42	187	42	15,900	39
<b>Partially Proficient</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1130-1140)	2009–2010	40	27	40	27	4,121	30
	2010–2011	40	25	40	25	4,010	30
	<b>2011–2012</b>	<b>37</b>	<b>27</b>	<b>37</b>	<b>27</b>	<b>3,820</b>	<b>29</b>
	Cum. Average*	117	27	117	27	11,951	29
<b>Substantially Below Proficient</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (Scaled Score 1100-1128)	2009–2010	17	11	17	11	3,081	22
	2010–2011	18	11	18	11	2,776	20
	<b>2011–2012</b>	<b>17</b>	<b>13</b>	<b>17</b>	<b>13</b>	<b>3,234</b>	<b>24</b>
	Cum. Average*	52	12	52	12	9,091	22

\* Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012  
SAU: Five Town CSD  
School: Camden Hills Regional H S

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
<b>All Students</b>	143	2	5	136	34	25	48	35	37	27	17	13	1148	136	25	35	27	13	1148	13,267	9	38	29	24	1141
<b>Gender</b>																									
Male	68	2	3	63	16	25	12	19	23	37	12	19	1145	63	25	19	37	19	1145	6,734	8	35	28	29	1139
Female	75	0	2	73	18	25	36	49	14	19	5	7	1151	73	25	49	19	7	1151	6,533	9	41	30	20	1142
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	2	0	0	2										2						188	5	24	35	36	1136
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	7	28	40	25	1138
Asian	4	0	1	3										3						205	11	37	29	23	1142
Black or African American	3	1	0	2										2						327	2	25	20	52	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	18	27	1142
White (non-Hispanic)	134	1	4	129	33	26	44	34	35	27	17	13	1148	129	26	34	27	13	1148	12,352	9	39	29	23	1141
Two or more races	0	0	0	0										0						92	5	38	29	27	1138
<b>LEP Status</b>																									
Currently LEP student	3	0	2	1										1						255	0	4	23	73	1124
Former LEP student - monitoring year 1	0	0	0	0										0						31	3	26	45	26	1135
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	52	36	10	1142
All Other Students	140	2	3	135	34	25	48	36	36	27	17	13	1148	135	25	36	27	13	1148	12,939	9	39	29	23	1141
<b>IEP</b>																									
Students with an IEP	24	2	3	19	0	0	0	0	7	37	12	63	1127	19	0	0	37	63	1127	1,610	1	10	20	68	1127
All Other Students	119	0	2	117	34	29	48	41	30	26	5	4	1152	117	29	41	26	4	1152	11,657	10	42	30	18	1143
<b>SES</b>																									
Economically Disadvantaged Students	35	2	1	32	0	0	11	34	12	38	9	28	1138	32	0	34	38	28	1138	4,565	3	27	32	38	1135
All Other Students	108	0	4	104	34	33	37	36	25	24	8	8	1151	104	33	36	24	8	1151	8,702	12	44	27	17	1144
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						6					
All Other Students	143	2	5	136	34	25	48	35	37	27	17	13	1148	136	25	35	27	13	1148	13,261	9	38	29	24	1141
<b>Title 1</b>																									
Students Receiving Title 1 Services	0	0	0	0										0						194	3	11	40	46	1132
All Other Students	143	2	5	136	34	25	48	35	37	27	17	13	1148	136	25	35	27	13	1148	13,073	9	39	29	24	1141
<b>504 Plan</b>																									
Students with a 504 plan	4	0	0	4										4						448	10	35	30	25	1140
All Other Students	139	2	5	132	33	25	46	35	36	27	17	13	1148	132	25	35	27	13	1148	12,819	9	38	29	24	1141



# MATHEMATICS RESULTS

Test Date: May 2012  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**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	%
<b>Proficient with Distinction</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (Scaled Score 1162–1180)	2009–2010	10	7	10	7	524	4
	2010–2011	6	4	6	4	571	4
	<b>2011–2012</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>592</b>	<b>4</b>
	Cum. Average*	23	5	23	5	1,687	4
<b>Proficient</b> – The student’s work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (Scaled Score 1142–1160)	2009–2010	77	52	77	52	5,736	42
	2010–2011	91	58	91	58	6,040	45
	<b>2011–2012</b>	<b>78</b>	<b>57</b>	<b>78</b>	<b>57</b>	<b>5,586</b>	<b>42</b>
	Cum. Average*	246	56	246	56	17,362	43
<b>Partially Proficient</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems and apply concepts. (Scaled Score 1134–1140)	2009–2010	37	25	37	25	4,444	32
	2010–2011	33	21	33	21	3,910	29
	<b>2011–2012</b>	<b>30</b>	<b>22</b>	<b>30</b>	<b>22</b>	<b>3,859</b>	<b>29</b>
	Cum. Average*	100	23	100	23	12,213	30
<b>Substantially Below Proficient</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and apply concepts. (Scaled Score 1100–1132)	2009–2010	24	16	24	16	3,103	22
	2010–2011	27	17	27	17	3,015	22
	<b>2011–2012</b>	<b>21</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>3,233</b>	<b>24</b>
	Cum. Average*	72	16	72	16	9,351	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.

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2012  
SAU: Five Town CSD  
School: Camden Hills Regional H S

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
<b>All Students</b>	143	2	5	136	7	5	78	57	30	22	21	15	1146	136	5	57	22	15	1146	13,270	4	42	29	24	1141
<b>Gender</b>																									
Male	68	2	3	63	7	11	29	46	17	27	10	16	1146	63	11	46	27	16	1146	6,739	6	41	28	25	1142
Female	75	0	2	73	0	0	49	67	13	18	11	15	1146	73	0	67	18	15	1146	6,531	3	43	31	23	1141
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	2	0	0	2										2						190	3	28	32	38	1137
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	1	32	36	32	1138
Asian	4	0	1	3										3						206	14	41	27	19	1145
Black or African American	3	1	0	2										2						326	1	19	26	54	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	73	27	0	1146
White (non-Hispanic)	134	1	4	129	7	5	73	57	29	22	20	16	1146	129	5	57	22	16	1146	12,353	4	43	29	23	1142
Two or more races	0	0	0	0										0						92	0	33	38	29	1138
<b>LEP Status</b>																									
Currently LEP student	3	0	2	1										1						257	2	7	24	68	1130
Former LEP student - monitoring year 1	0	0	0	0										0						31	0	23	48	29	1137
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	36	48	14	1141
All Other Students	140	2	3	135	7	5	78	58	30	22	20	15	1146	135	5	58	22	15	1146	12,940	5	43	29	24	1142
<b>IEP</b>																									
Students with an IEP	24	2	3	19	0	0	2	11	6	32	11	58	1132	19	0	11	32	58	1132	1,608	1	8	18	73	1129
All Other Students	119	0	2	117	7	6	76	65	24	21	10	9	1148	117	6	65	21	9	1148	11,662	5	47	31	18	1143
<b>SES</b>																									
Economically Disadvantaged Students	35	2	1	32	0	0	12	38	13	41	7	22	1139	32	0	38	41	22	1139	4,571	1	28	32	38	1136
All Other Students	108	0	4	104	7	7	66	63	17	16	14	13	1148	104	7	63	16	13	1148	8,699	6	50	27	17	1144
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						6					
All Other Students	143	2	5	136	7	5	78	57	30	22	21	15	1146	136	5	57	22	15	1146	13,264	4	42	29	24	1141
<b>Title 1</b>																									
Students Receiving Title 1 Services	0	0	0	0										0						195	1	16	37	46	1134
All Other Students	143	2	5	136	7	5	78	57	30	22	21	15	1146	136	5	57	22	15	1146	13,075	5	42	29	24	1141
<b>504 Plan</b>																									
Students with a 504 plan	4	0	0	4	7	5	75	57	29	22	21	16	1146	4	5	57	22	16	1146	451	3	38	31	27	1140
All Other Students	139	2	5	132	7	5	75	57	29	22	21	16	1146	132	5	57	22	16	1146	12,819	5	42	29	24	1141



# WRITING RESULTS

Test Date: May 2012  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**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 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)

**Partially 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)

**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	%	
<b>Proficient with Distinction</b>	2009–2010	24	16	24	16	974	7
	2010–2011	21	13	21	13	865	6
	<b>2011–2012</b>	<b>23</b>	<b>17</b>	<b>23</b>	<b>17</b>	<b>871</b>	<b>7</b>
	Cum. Average*	68	15	68	15	2,710	7
<b>Proficient</b>	2009–2010	68	46	68	46	5,463	40
	2010–2011	80	51	80	51	5,255	39
	<b>2011–2012</b>	<b>62</b>	<b>46</b>	<b>62</b>	<b>46</b>	<b>5,274</b>	<b>40</b>
	Cum. Average*	210	48	210	48	15,992	39
<b>Partially Proficient</b>	2009–2010	32	22	32	22	4,385	32
	2010–2011	35	22	35	22	4,419	33
	<b>2011–2012</b>	<b>34</b>	<b>25</b>	<b>34</b>	<b>25</b>	<b>4,330</b>	<b>33</b>
	Cum. Average*	101	23	101	23	13,134	32
<b>Substantially Below Proficient</b>	2009–2010	24	16	24	16	2,997	22
	2010–2011	21	13	21	13	3,017	22
	<b>2011–2012</b>	<b>17</b>	<b>13</b>	<b>17</b>	<b>13</b>	<b>2,800</b>	<b>21</b>
	Cum. Average*	62	14	62	14	8,814	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 2012
SAU: Five Town CSD
School: Camden Hills Regional H S

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
<b>All Students</b>	143	2	5	136	23	17	62	46	34	25	17	13	1146	136	17	46	25	13	1146	13,275	7	40	33	21	1140
<b>Gender</b>																									
Male	68	2	3	63	11	17	20	32	20	32	12	19	1143	63	17	32	32	19	1143	6,742	5	35	33	27	1138
Female	75	0	2	73	12	16	42	58	14	19	5	7	1149	73	16	58	19	7	1149	6,533	8	45	33	15	1142
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	2	0	0	2										2						189	1	33	34	32	1135
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						92	3	36	38	23	1137
Asian	4	0	1	3										3						205	12	35	36	17	1142
Black or African American	3	1	0	2										2						326	1	26	31	42	1132
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	55	27	18	1141
White (non-Hispanic)	134	1	4	129	22	17	58	45	33	26	16	12	1146	129	17	45	26	12	1146	12,360	7	40	33	20	1140
Two or more races	0	0	0	0										0						92	1	40	32	27	1137
<b>LEP Status</b>																									
Currently LEP student	3	0	2	1										1						254	<1	4	36	59	1126
Former LEP student - monitoring year 1	0	0	0	0										0						31	3	16	58	23	1135
Former LEP student - monitoring year 2	0	0	0	0										0						42	2	38	50	10	1141
All Other Students	140	2	3	135	23	17	62	46	34	25	16	12	1146	135	17	46	25	12	1146	12,948	7	40	32	20	1140
<b>IEP</b>																									
Students with an IEP	24	2	3	19	0	0	0	0	5	26	14	74	1125	19	0	0	26	74	1125	1,609	1	6	26	67	1125
All Other Students	119	0	2	117	23	20	62	53	29	25	3	3	1150	117	20	53	25	3	1150	11,666	7	44	34	15	1142
<b>SES</b>																									
Economically Disadvantaged Students	35	2	1	32	0	0	8	25	15	47	9	28	1134	32	0	25	47	28	1134	4,568	2	27	37	34	1134
All Other Students	108	0	4	104	23	22	54	52	19	18	8	8	1150	104	22	52	18	8	1150	8,707	9	47	30	14	1143
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						6					
All Other Students	143	2	5	136	23	17	62	46	34	25	17	13	1146	136	17	46	25	13	1146	13,269	7	40	33	21	1140
<b>Title 1</b>																									
Students Receiving Title 1 Services	0	0	0	0										0						196	2	14	40	45	1131
All Other Students	143	2	5	136	23	17	62	46	34	25	17	13	1146	136	17	46	25	13	1146	13,079	7	40	33	21	1140
<b>504 Plan</b>																									
Students with a 504 plan	4	0	0	4										4						450	5	36	34	25	1138
All Other Students	139	2	5	132	22	17	60	45	33	25	17	13	1146	132	17	45	25	13	1146	12,825	7	40	33	21	1140



# SCIENCE RESULTS

Test Date: May 2012  
 SAU: Five Town CSD  
 School: Camden Hills Regional H S

**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	%
<b>Proficient with Distinction</b> – 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)	2009–2010	9	6	9	6	607	4
	2010–2011	5	3	5	3	644	5
	<b>2011–2012</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>650</b>	<b>5</b>
	Cum. Average*	23	5	23	5	1,901	5
<b>Proficient</b> – 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)	2009–2010	72	48	72	48	5,120	37
	2010–2011	77	48	77	48	5,312	39
	<b>2011–2012</b>	<b>63</b>	<b>45</b>	<b>63</b>	<b>45</b>	<b>5,245</b>	<b>40</b>
	Cum. Average*	212	47	212	47	15,677	38
<b>Partially Proficient</b> – 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)	2009–2010	30	20	30	20	3,857	27
	2010–2011	36	23	36	23	3,580	26
	<b>2011–2012</b>	<b>33</b>	<b>24</b>	<b>33</b>	<b>24</b>	<b>3,413</b>	<b>26</b>
	Cum. Average*	99	22	99	22	10,850	27
<b>Substantially Below Proficient</b> – 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)	2009–2010	38	26	38	26	4,443	32
	2010–2011	41	26	41	26	4,038	30
	<b>2011–2012</b>	<b>34</b>	<b>24</b>	<b>34</b>	<b>24</b>	<b>3,970</b>	<b>30</b>
	Cum. Average*	113	25	113	25	12,451	30

Learning Results Content Strands	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	<b>56</b>	<b>100</b>	25.9	46.3	25.9	46.3	23.0	41.1
<b>D. The Physical Setting</b>	<b>34</b>	<b>61</b>	15.4	45.3	15.4	45.3	14.8	43.5
<b>D1/D2 Space/Earth</b>	<b>12</b>	<b>21</b>	5.5	45.8	5.5	45.8	5.3	44.2
<b>D3/D4 Matter and Energy/Force and Motion</b>	<b>22</b>	<b>39</b>	10.0	45.5	10.0	45.5	9.5	43.2
<b>E. The Living Environment</b>	<b>22</b>	<b>39</b>	10.4	47.3	10.4	47.3	8.2	37.3

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 2012  
SAU: Five Town CSD  
School: Camden Hills Regional H S

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
<b>All Students</b>	143	2	2	139	9	6	63	45	33	24	34	24	1144	139	6	45	24	24	1144	13,278	5	40	26	30	1141
<b>Gender</b>																									
Male	68	2	2	64	8	13	27	42	14	22	15	23	1146	64	13	42	22	23	1146	6,770	7	42	24	27	1143
Female	75	0	0	75	1	1	36	48	19	25	19	25	1143	75	1	48	25	25	1143	6,508	3	37	28	32	1140
Not Reported	0	0	0	0										0						0					
<b>Primary Race/Ethnicity</b>																									
Hispanic or Latino	2	0	0	2										2						188	2	30	26	43	1138
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						95	2	34	25	39	1139
Asian	4	0	1	3										3						205	8	37	23	32	1142
Black or African American	3	1	0	2										2						331	1	19	18	62	1133
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	46	31	15	1143
White (non-Hispanic)	134	1	1	132	9	7	60	45	30	23	33	25	1144	132	7	45	23	25	1144	12,355	5	40	26	29	1142
Two or more races	0	0	0	0										0						91	1	36	30	33	1139
<b>LEP Status</b>																									
Currently LEP student	3	0	2	1										1						261	0	4	15	81	1129
Former LEP student - monitoring year 1	0	0	0	0										0						29	0	24	28	48	1137
Former LEP student - monitoring year 2	0	0	0	0										0						41	2	37	34	27	1140
All Other Students	140	2	0	138	9	7	63	46	33	24	33	24	1144	138	7	46	24	24	1144	12,947	5	40	26	29	1142
<b>IEP</b>																									
Students with an IEP	24	2	0	22	0	0	1	5	5	23	16	73	1132	22	0	5	23	73	1132	1,664	1	12	18	69	1132
All Other Students	119	0	2	117	9	8	62	53	28	24	18	15	1146	117	8	53	24	15	1146	11,614	5	43	27	24	1143
<b>SES</b>																									
Economically Disadvantaged Students	35	2	0	33	0	0	7	21	11	33	15	45	1137	33	0	21	33	45	1137	4,603	2	28	27	44	1137
All Other Students	108	0	2	106	9	8	56	53	22	21	19	18	1146	106	8	53	21	18	1146	8,675	7	46	25	22	1144
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						7					
All Other Students	143	2	2	139	9	6	63	45	33	24	34	24	1144	139	6	45	24	24	1144	13,271	5	40	26	30	1141
<b>Title 1</b>																									
Students Receiving Title 1 Services	0	0	0	0										0						203	<1	19	29	51	1135
All Other Students	143	2	2	139	9	6	63	45	33	24	34	24	1144	139	6	45	24	24	1144	13,075	5	40	26	30	1142
<b>504 Plan</b>																									
Students with a 504 plan	4	0	0	4										4						446	4	38	28	30	1141
All Other Students	139	2	2	135	8	6	61	45	32	24	34	25	1144	135	6	45	24	25	1144	12,832	5	40	26	30	1141

# SCIENCE RESULTS QUESTIONNAIRE ITEMS

Test Date: May 2012  
SAU: Five Town CSD  
School: Camden Hills Regional H S

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	%	%	%	%	%	%	%	N	%	%	%	%	%	
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	28	1	3	19	50	11	29	7	18	1143	28	3	50	29	18	1143	41	4	40	27	28	1142
B. a few times a month	55	7	9	38	51	15	20	15	20	1147	55	9	51	20	20	1147	39	6	45	25	23	1143
C. once a month	9	1	8	5	38	4	31	3	23	1145	9	8	38	31	23	1145	11	4	33	25	37	1140
D. never or almost never	8	0	0	1	9	3	27	7	64	1133	8	0	9	27	64	1133	9	2	21	24	54	1135
<b>How do you feel about the following statement?</b> "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	27	5	14	26	70	4	11	2	5	1151	27	14	70	11	5	1151	24	12	53	20	16	1147
B. agree	46	4	6	32	51	17	27	10	16	1145	46	6	51	27	16	1145	49	4	40	27	29	1141
C. disagree	20	0	0	5	19	10	37	12	44	1138	20	0	19	37	44	1138	21	1	29	29	41	1138
D. strongly disagree	7	0	0	0	0	2	20	8	80	1131	7	0	0	20	80	1131	6	1	19	23	57	1135
<b>What best describes your ninth grade science class?</b>																						
A. earth/space science	57	5	6	39	51	19	25	14	18	1145	57	6	51	25	18	1145	45	4	38	27	31	1141
B. physical science	7	0	0	5	50	3	30	2	20	1143	7	0	50	30	20	1143	24	5	40	26	29	1142
C. engineering and physical science	2										2						3	4	34	25	37	1139
D. mixture of physical science and life science	33	4	9	19	42	10	22	12	27	1145	33	9	42	22	27	1145	22	7	42	25	26	1143
E. physics	1										1						6	6	43	25	26	1143
<b>Do you think you would like to have a job that is related to SCIENCE?</b>																						
A. No, this type of job is too hard.	6										6						5	<1	11	21	67	1132
B. No, I'm not interested.	38	2	4	19	37	16	31	15	29	1142	38	4	37	31	29	1142	42	2	32	29	37	1139
C. I might be interested if I knew more about this type of job.	21	2	7	14	48	6	21	7	24	1144	21	7	48	21	24	1144	19	3	40	29	28	1141
D. Yes, I have some interest.	18	1	4	14	56	8	32	2	8	1147	18	4	56	32	8	1147	19	8	51	23	18	1145
E. Yes, I'm very interested.	16	4	18	16	73	1	5	1	5	1154	16	18	73	5	5	1154	15	14	56	18	12	1149
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	16	5	23	13	59	2	9	2	9	1155	16	23	59	9	9	1155	13	22	55	11	12	1152
B. good	52	4	6	40	56	13	18	14	20	1146	52	6	56	18	20	1146	45	4	52	26	19	1144
C. fair	26	0	0	10	28	14	39	12	33	1138	26	0	28	39	33	1138	36	<1	24	32	44	1137
D. poor	6										6						6	<1	11	22	66	1132
<b>How well do the questions that you have just been given on this MHSA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	13	2	11	14	78	0	0	2	11	1149	13	11	78	0	11	1149	19	11	53	20	15	1147
B. They match some of what I have learned.	60	6	7	44	54	18	22	14	17	1147	60	7	54	22	17	1147	57	4	43	27	26	1142
C. They match just a little of what I have learned.	25	1	3	5	15	15	44	13	38	1137	25	3	15	44	38	1137	21	1	22	30	47	1136
D. There is no match.	2										2						3	1	10	15	74	1132
<b>Do you think you would like to have a job that is related to MATH?</b>																						
A. No, this type of job is too hard.	4										4						7	1	24	26	48	1136
B. No, I'm not interested.	40	3	5	20	36	13	24	19	35	1142	40	5	36	24	35	1142	39	3	36	28	33	1140
C. I might be interested if I knew more about this type of job.	24	4	12	17	52	9	27	3	9	1146	24	12	52	27	9	1146	21	3	40	26	30	1141
D. Yes, I have some interest.	23	0	0	20	63	9	28	3	9	1147	23	0	63	28	9	1147	23	8	44	24	23	1144
E. Yes, I'm very interested.	8	2	18	4	36	1	9	4	36	1149	8	18	36	9	36	1149	10	12	52	19	17	1147